

Academic bachelor's programme
Philosophy, Politics and Economics
(PPE)
Utrecht University

7 July 2017

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

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1 Procedure

On 16 December 2016 the NVAO received the request for an initial accreditation procedure of the Utrecht University bachelor programme Philosophy, Politics and Economics (PPE) as well as for its Distinctive feature of 'Small-scale and intensive education'. The application dossier was received on 19 December 2016, 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. L. Bovens (chair), professor of Philosophy at the London School of Economics and Political Science.
- Dr. Spyros P. Kosmidis is Stipendiary College Lecturer in Politics' at the University of Oxford- Lincoln College and Departmental Lecturer in Quantitative Methods at the Department of Politics & International Relations at the University of Oxford University.
- Prof. dr. Bas ter Weel is managing director at SEO Amsterdam Economics and professor of economics at the University of Amsterdam.
- Prof. Jane Humphries is professor of Economic History at the Faculty of History at the University of Oxford – All Souls College
- *Student member*: Diana van Wanrooij is a master's student Law and Technology and master's student International and European Law at Tilburg University.

Prof.dr. Hans van Hout was initially appointed to the panel as expert on the distinctive feature Small Scale and Intensive Education, but decided to withdraw from the panel on 2 May 2017, to avoid the appearance of a conflict of interest due to his consulting activities for other programmes in Utrecht University. Prof. Bovens took on the role of expert on the distinctive feature on the basis of earlier experience.

On behalf of the NVAO, drs. Lisette Winsemius was responsible for the process-coordination until 15 May 2017. After that date, dr. Thomas de Bruijn took over the coordination. The external secretary, drs. Suzanne den Tuinder drafted the experts' report. The application file consisted of a main document and 13 annexes. 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 institution was informed of the request for additional information. This information was received by the NVAO on 31 May 2017. Based on its first findings, the panel organised a preparatory meeting the day before the site visit.

The site visit took place on 7 June 2017 at Utrecht University. 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 7 July 2017 the draft version of this report was finalised. It was sent to Utrecht University for a check of the factual correctness on 10 July 2017. The University replied on 13 July 2017. Where necessary the panel made some textual corrections and panel submitted the report to the NVAO on 17 July 2017.

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	Utrecht University
Programme	Philosophy, Politics and Economics
Level	bachelor
Orientation	academic (wo)
Degree	Bachelor of Science
Location(s)	Utrecht University
Mode of study	Full time
Field of study (Croho)	Sectoroverstijgend

2.2 Profile of the programme

The new programme Philosophy, Politics & Economics (PPE) will be offered as a collaboration between the Faculty of Humanities and the Faculty of Law, Economics & Governance. Utrecht University intends to start this programme in September 2018, and will then become the second PPE programme in the Netherlands.

The programme consists of a curricular and an extracurricular programme. The curricular programme consists of five parts:

- eight Basic Courses (60 ECTS) in the first year, two per participating discipline
- four Methods and Academic Skills Courses (30 ECTS) covering half of the second year
- a Thematic Package (30 ECTS) of four courses that cover the second half of the second year. Students can choose between: Democracy under threat; The Welfare State; Regulation of Markets; Sustainability;
- a Profile Area (45 ECTS) in the third year, in which students can take up an internship, go on exchange or take other courses within the university.
- The Thesis (15 ECTS) is an individual interdisciplinary research project at the end of the third year.

The PPE programme is managed by the PPE Programme Board, which consists of a Programme Director, three other academic Board Members from the different affiliated departments, and a student member. They coordinate both the programme and the extracurricular activities.

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 Philosophy, Politics and Economics (PPE) programme of Utrecht University combines the disciplines philosophy, economics, governance and history into one programme. According to the programme, the interdisciplinary ambition goes beyond the combination of

multidisciplinary insights, aiming at their integration. The intended learning outcomes focus on knowledge and understanding of political and economic institutions from the perspectives of these disciplines and the ability to analyse problems and make judgements with respect to political and economic institutions. The learning outcomes explicitly mention committing to values and taking responsibility for these commitments. They also describe the ambitions regarding interdisciplinary skills, research skills and professional skills.

The programme intends to teach students how to engage with social problems, interact with practitioners from a wide variety of economic and political institutions, organize events and develop their own personal interests. The ability to work in interdisciplinary teams and to communicate the results of their work to professionals working in political and economic institutions are explicitly part of the intended learning outcomes.

The PPE programme shares the social mission of the Utrecht University's Institutions for Open Societies (IOS) to maintain and improve the core institutions of open societies, such as democratic politics, the rule of law, open market economies and socially inclusive and sustainable societies. Students will investigate and research these institutions and are trained to take responsibility for the future of the institutions of open societies. The programme aims to make students aware of the need to comply with the highest standards of academic and professional integrity.

Considerations

The panel considers the intended learning outcomes of the Utrecht PPE programme to be defined in accordance with international standards. Regarding skills, the panel finds the learning outcomes to be both specific in their aim for interdisciplinarity and their focus on reflection, and of a high level. The contribution to society is specifically mentioned in the learning outcomes, as is academic integrity.

The ILO's are ambitious and innovative in the way they combine interdisciplinarity with a focus on political and economic institutions and professional skills. The panel clearly recognises a social responsibility component in these ILO's.

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 has outlined a structure for its extra-curricular programme and described its goals, focussing on a contribution towards professional and cooperative skills. The programme also stimulates students to connect with what it calls "the social world outside academia.", involving professionals from public and private institutions. In the first semester, evening lectures are organized by PPE staff. Students are asked to reflect on these lectures during working groups. In the second semester, initiative in organising activities is also required from students. They are expected to organise book clubs, excursions or other related activities. In an end-of-year conference, students will present work from their

(curricular) interdisciplinary project. This structure of the extra-curricular programme is comparable in the second year, but according to programme management, more student initiative is required. Activities will increasingly be related to the thematic track courses in their second year. In the third year, students go off in different directions (internship, exchange) but will remain connected through a virtual community and through participation in activities organised by first and second year students. Third year students present their theses at the end-of-year conference. Throughout all years, each student will have a budget for one 'pizza and professor' meeting per year, where they have lunch or pizza with one of the teachers of their choice to discuss individual matters such as job prospects.

As programme management regards the extra-curricular activities as a crucial element of the programme, taking active part and organising these activities is compulsory for all students. Tutors (academic staff members) will act as academic sparring partners, stimulating students to be active. In order to support students in taking up activities that are appropriate for broadening interest and connecting with the curricular program, a Board member will coordinate the extracurricular programme, and academic staff members tutor groups of 10-12 students in the organization of activities. At the end of each year, students need to reflect on their activities in a portfolio in which they argue how their participation has helped them to develop their professional and social skills. Tutors will assess an individual student's activities in the extra-curricular programme based on this portfolio, as well as on a meeting with the student. They will grade the portfolio 'sufficient' or 'insufficient'. A portfolio assessed as sufficient is a degree requirement.

In several discussion rounds, the panel discussed the possible consequences of stringently structuring the extra-curricular programme and the nature of activities, and making the extracurricular programme compulsory for students. Students told the panel they regard the compulsory nature of the activities as somewhat patronizing, possibly even decreasing motivation to come up with individual initiatives. However, both management and teachers believe that the extra-curricular programme is crucial to the programme as a whole and is inseparably connected to the curriculum to such an extent that all students need to benefit.

Programme management explains that they intend to make the extra-curricular programme largely student driven, but that a certain structure for activities can be helpful as guidance, especially in the beginning. According to them, the main objective of providing structure and guidance to the extracurricular programme is to stimulate students through suggesting possibilities, inviting initiatives or checking for possible financial support.

Considerations

The panel feels that the programme offers an extra-curricular programme with strong ties to the courses in the curriculum and with sufficient structured elements. It also appreciates that the programmes stimulates students to explore the world outside the academic programme. The examples that are given clearly and convincingly connect to the curricular programme. The programme has allotted space to staff to support and guide these activities. According to the panel, the combination of student-driven elements in the curriculum (such as the thematic tracks), together with initiating, organizing and participating in these extracurricular activities will stimulate students to develop relevant initiatives.

The panel has encountered tensions between telling students to carry out the staff's ideas and respecting the autonomy of students.

Possibly, this tension can be balanced by focussing more specifically on the guidance of students, helping them out and finding out what they consider to be interesting for the 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

The programme describes that its educational philosophy is based on the idea that motivated and talented students will profit academically and personally from a small-scale, intensive and challenging learning environment, rooted in both university and society. In all parts of the curriculum, a balance is pursued between compulsory elements, in which basic knowledge and skills are taught, and optional elements in which students can follow their own interests. Students take up two courses per semester, in the first year consisting of two hours of lectures and six hours of working groups.

The intensity of the programme is reflected in a number of contact hours that exceeds that for other bachelor programmes at Utrecht University (16 hours, versus the regular 12 hours). This excludes the hours spent on the extra-curricular programme, which is estimated by the programme at an additional 10-15% above the normal study load. According to programme management, the intensity of the programme is also reflected in the content of the courses. Through their study of multiple disciplinary perspectives, students are trained to develop a pluralistic view and gain a more substantial understanding of the interaction in and between political and economic institutions. Courses are also more intense in terms of more frequent assessments through regular assignments. 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.

The panel wondered how the small scale character of the programme can be ensured during the free space. Programme management states that tailor made coaching is provided for students going on exchange or taking part in larger scale courses. They stress that most of the electives that are taught in English in the university do not exceed 25 students.

All students together follow the same courses in the first year and will therefore meet all other year mates regularly. The maximum group size for the working groups is 25 students. During classes, these working groups are regularly split up in breakout sessions of 4-5 students, where they work together on projects. During these sessions they receive feedback from teachers concerning their assignments, both individually and as a team. The faculty board states that the PPE programme has more of these breakout sessions than other bachelor programmes at the university.

Academic staff members are tutors of fixed study groups of 10-12 students. These study groups remain intact for the full duration of the programme.

Teachers are expected to attend extra-curricular activities and most will also take up a role as tutor. First year students will have a second year student assigned as a mentor, to get acquainted to their new student life. A PPE Student Society and an Alumni Network will be founded. The student society will provide a focal point for student activities and social and professionally oriented events. An alumni network will be established.

Considerations

The relatively low intake of a maximum of 75 students per year and a core team of teachers of 12, allows for close contact between students and between students and teachers. Students work together and meet up in working groups, breakout sessions and during group assignments. The intensive tutoring allows for the establishment of close relationships between students in a student group and between students and their tutor. All courses have an extra two hours of working groups, compared to regular Utrecht University programmes.

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 envisages an intake of at maximum 75 students per year. Students will be selected by means of a selection procedure which builds on the experience gained in the selection of the Utrecht School of Governance. Selection criteria consist of formal criteria and personal criteria. Students who do not meet the formal criteria will not be able to enter the program. Within the personal criteria, the aim is to select the best students in terms of academic potential and communication skills. This selection is based on a combination of the average graduation grade, a letter of recommendation, a written thematic motivation, a profile test and an interview. Included in the thematic motivation is a short essay on a current political or economic topic and a sketch of the candidate's relevant practical experiences in dealing with political and economic topics. PPE staff will be trained to adequately conduct the selection. The selection process will be actively monitored for its effectiveness in selecting successful students.

The panel has discussed the challenging issue of diversity amongst the student population in several sessions. The faculty board tells the panel this issue is very much on the agenda throughout the university. The university is currently setting up a programme on diversity and has established a university wide network on how to increase diversity in light of selection. This includes examining the possibilities for scholarships. The programme does not use quota on diversity. The programme does have targets for nationality: it aims for a 60:40 Dutch to non-Dutch enrolment ratio.

Considerations

The panel is of the opinion that the intake procedure properly targets the intended group of students. Selection based on interest and motivation will select students who are eager and willing to invest in their studies and to build a solid student community. Given the objectives of the programme, but also in view of concerns in society and general policy to ensure the access to selective programmes for students from all backgrounds, the panel recommends

specifically putting effort in considering economic, racial and gender diversity in pursuing candidates for this programme. It advises to actively work on removing possible thresholds for talented students in underprivileged positions as much as possible.

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 core PPE team consists of twelve core teachers who will be closely involved in several elements of the programme, such as teaching courses, tutoring and participating in extra-curricular activities. This core group of teachers consists of four board members, four teachers from the participating departments and four teachers to be hired after approval of the programme. A second tier of teachers originates from the four participating departments. Programme management tells the panel that PPE teachers from participating departments are appointed to the programme based on their commitment to the program. Regular meetings of all teaching staff will be organised to ensure cohesion in the programme. Two members of the university's centre for teaching (COLUU) are available for teachers to provide assistance regarding the structure and content of the curriculum, tools for skills teaching and interdisciplinarity.

As a minimum requirement, all course lecturers will either have obtained, or be in the process of obtaining, the Basic Teaching Qualification (BKO). They are encouraged to also acquire the senior qualification (SKO). In order to specialize in teaching in intensive and small-scale groups, teachers are also encouraged to participate in a programme specifically geared towards this at the university's Centre of Excellence in University Teaching.

Considerations

The panel considers the lecturers to be highly qualified and appropriate for this programme. The teachers have a strong background in economic history and institutions, also due to the connections of the programme with the strategic research themes of the university. They are well aware of the special nature of the programme and the specific intense and small scale intentions, and endorse these. The panel experienced a group of teachers who are highly motivated to be involved in the programme.

Working in the small scale working groups and the specific assessment methods are some of the features that makes this programme distinctive. In order to properly prepare teachers for this, sufficient guidance and support for seminar instructors in teaching seminars in a small scale intensive programme is crucial. The panel therefore recommends encouraging all staff teaching in the PPE programme to receive training or coaching of some kind that is specifically geared towards teaching in small groups, designing the envisioned methods of assignments and using the programme specific assessment methods.

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

PPE is managed by the PPE Programme Board, which coordinates the programme and the extracurricular activities, instructs other teachers, and performs representation duties. The Programme Director will have 0.3 fte structurally and an additional 0.1 fte during the first three years of the programme. The other members of the board each are allowed 0.15 fte for their tasks. In total 11.2 fte of staff involved in PPE, 9.8 fte is dedicated to teaching and committee work, 0.6 fte to extracurricular activities and 0.75 fte to programme management. Of the total of 9.8 fte for teaching, 5.5 fte is assigned to the core staff and 4.4 fte to other staff from the four participating departments. With an annual intake of 75 students and an envisaged student's drop-out rate of 5% per year, the student-staff ratio is estimated at 20:1.

Considerations

The panel regards the number of staff for this programme to be sufficient. It allows teachers to have more preparation time and more time for assessments, which will contribute to the quality and intensity of the 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

During the site visit, the panel was shown the most probable location for the programme, at the Utrecht University College campus. The panel received information on the plans to transform one of the buildings at this campus into a dedicated building for PPE students and staff. A space for coordinating extra-curricular activities is taken into account in the re-design of the building, as are communal areas where students can meet and which allow for out-of-classroom contact with teachers. Rooms intended for working groups are sufficiently spacious and also facilitate breakout groups. There are study spaces for the students, as well as office space for the staff in the vicinity of the students. The envisioned lecture room has sufficient space for groups of 75 students. The support staff of PPE will also be located at this location, as will teachers for the amount of their PPE teaching load.

The programme will draw on the facilities of the university, such as software, ICT support facilities, the library, student working spaces and the educational environment (Blackboard).

Considerations

The panel regards the envisaged facilities as appropriate for the specific character of the programme. Facilities allow for community building as everything is located within the same building and communal space is taken into account. Opening hours are currently planned daily until 7 pm.

The panel recommends to consider extending this, also in view of facilitating community building and extracurricular activities.

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

The programme aims at a success rate of 90% finishing the programme within four years, under the assumption of a dropout rate of 5% in both the first and second year. The panel was surprised that the aims are set at a four year success rate, as it is a three year programme. The faculty board has explained that within the Utrecht University, success rate is calculated in this manner.

Representatives of future employers from the 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. The Faculty Board acknowledges that PPE-graduates are eligible for the disciplinary faculties' master programmes, under the constraint that these programmes do have selection procedures.

Considerations

The panel feels that the objectives that the programme has set, 90% success rate in four years, is achievable, given the selection methods and extensive tutorial arrangements. This success rate is well above the average success rate of other bachelor programmes and exceeds those of some other PPE programmes. The structure and the intentions of the programme invite spending extra time on studying, as does the extensive extra-curricular programme. This might jeopardize the objective to have students graduate within the envisaged three year period. The panel advises the programme to remain alert and provide proper guidance to possible over-enthusiastic students.

The panel considers this PPE-programme to be comparable to other international PPE-programmes with regards to the intended learning outcomes. Graduates are therefore expected to be equally successful in finding appropriate jobs or successfully participate in master programmes.

Conclusion: the panel assesses this standard as satisfactory.

Overall assessment

The panel regards the Utrecht PPE programme to meet the criteria for small scale and intensive education. It considers the intended learning outcomes to be ambitious and innovative in the way they combine interdisciplinarity with a focus on political and economic institutions and professional skills. The panel clearly recognises a social responsibility component in these ILO's.

The programme has outlined a structure for its extra-curricular programme and described its goals, focussing on a contribution towards professional and cooperative skills and also involving the world outside academia. The panel feels that the programme offers an extra-curricular programme with strong ties to the courses in the curriculum and with sufficient structured elements. The examples that are given clearly and convincingly connect to the curricular programme.

The panel has encountered tensions between telling students to carry out the staff's ideas and respecting the autonomy of students. Possibly, this tension can be balanced by focussing more specifically on the guidance of students, helping them out and finding out what they consider to be interesting for the programme.

The intensity of the programme is reflected in a number of contact hours that exceeds that for other bachelor programmes at Utrecht University. The relatively low intake of a maximum of 75 students per year and a core team of teachers of 12, allows for close contact between students and between students and teachers. The intensive tutoring allows for the establishment of close relationships between students in a student group and between students and their tutor.

The core PPE team consists of twelve core teachers who will be closely involved in several elements of the programme. They are well aware of the special nature of the programme and the specific intense and small scale intentions, and endorse these. In order to specialize in teaching in intensive and small-scale groups, teachers are encouraged to participate in a programme specifically geared towards this at the university's Centre of Excellence in University Teaching. The panel regards the number of staff for this programme to be sufficient. It allows teachers to have more preparation time and more time for assessments, which will contribute to the quality and intensity of the programme.

The panel is of the opinion that the intake procedure properly targets the intended group of students. It advises to actively work on removing possible thresholds for talented students in underprivileged positions as much as possible.

The panel regards the envisaged facilities as appropriate for the specific character of the programme. Facilities allow for community building as everything is located within the same building and communal space is taken into account.

The panel feels that the objectives for success rate in four years is achievable, given the selection methods and extensive tutorial arrangements. This success rate is well above the average success rate of other bachelor programmes and exceeds those of some other PPE programmes. The structure and the intentions of the programme invite spending extra time on studying, as does the extensive extra-curricular programme. This might jeopardize the

objective to have students graduate within the envisaged three year period. The panel advises the programme to remain alert and provide proper guidance to possible over-enthusiastic students.

The panel considers this PPE-programme to be comparable to other international PPE-programmes with regards to the intended learning outcomes. Graduates are therefore expected to be equally successful in finding appropriate jobs or successfully participate in master programmes.

The panel recommends to conduct a practice test 'toetsing aan de praktijk' six years after the awarding of the distinctive feature and coincides with the next accreditation, which focusses on:

- safeguarding small scale education in groups of 25 students
- diversity of the student body;
- maintaining the right balance between extra activities by students and the ambition to finish the programme on time.

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 site visit took place on 7 June 2017 as part of the external assessment procedure regarding the Bachelor of Science Programme Philosophy, Politics and Economics (PPE) at Utrecht University.

08.30u – 09.00u Arrival of the panel and brief meeting

09.00h - 9.30h Session 1 – interview with representatives of the Faculty Boards

- Rob Grift (General manager Faculty of Humanities)
- Ton Hol (vice-dean Education, Faculty of Law, Economics and Governance)
- Mariëtte vd Hoven (director of education School Philosophy & Religious Studies)
- Peter Schrijver (vice-dean BA education Faculty of Humanities)
- Martine Verbeek (General manager, Faculty of Law, Economics and Governance)

9.30h - 10.15h Session 2 – interview with representatives of the programme management

- Wieger Bakker (on behalf of the USBO programma)
- Marcel Bouman (member of the Steering Group on behalf of USE)
- Rutger Claassen (programme coordinator PPE)
- Mariëtte vd Hoven (director of education School Philosophy & Religious Studies)
- Jan Luiten van Zanden (member of the Steering Group on behalf of the History programme)

10.30h - 11.00h Session 3 – interview representatives of the work field

- Bernard Wientjes (former chair of the Confederation of Netherlands Industry and Employers, known as VNO-NCW)
- Marga Veeneman (Economic policy officer, Ministry of Foreign Affairs)
- Joost van de Meent (Senior Managing Director at Accenture Resources Industries Europe, Africa, Latin America and Middle East)
- Sam van der Staak (Programme manager at the International Institute for Democracy and Electoral Assistance (IDEA) in Stockholm)
- Sander Boleij (Manager Corporate Social Responsibility, Van Lanschot Bankiers)

11.00h - 11.30h Sessie 4 – interview with representatives of the exam committee and programme committee

- Inge Tacke, support staff of the programme committee of the Public Administration and Organisation Science BA programme
- Noor Blaauw, formal secretary of the exam committee of the Philosophy BA programme
- Harmen Binnema, chair, exam committee Public Administration and Organisation Science BA programme
- Teun Tieleman, chair, exam committee of the Philosophy BA programme

11.30h – 13.00h Presentation and tour of the facilities including lunch and panel meeting

- Rob Grift (General manager Faculty of Humanities)
- Martine Verbeek (General manager Faculty of Law, Economics and Governance)

- Jelmer Tuinhof (Directorate Campus and Real Estate Utrecht University)
Including travel time to and from the University College campus

13.00h – 13.45h Session 5 – interview with the team of teachers

- Rutger Claassen
- Sebastiaan Princen
- Gerarda Westerhuis
- Ekaterina Rashkova

14.00h – 14.30h Session 6 – Interview with students

- Joost Gadellaa (Economics)
- Nina Tesselaar (Language and Culture Studies)
- Ruben Ros (History)
- Dick Timmer (Philosophy)
- Rex Panneman (Language and Culture Studies)
- Thimo Zwiens (Public Administration and Organisation Science)
- Ditte Ilbrink (Public Administration and Organisation Science)

14.45h - 15.00h Session 7 – second interview with representatives of the programme management to clarify remaining issues (conditional)

- Rutger Claassen (programme coordinator PPE)
- Mariëtte vd Hoven (director of education School Philosophy & Religious Studies)

15.00h – 17.00h panel meeting (closed doors)

17.00h Brief presentation of the (preliminary) findings and considerations

Annex 3: Documents reviewed

Programme documents presented by the institution:

- Application for initial accreditation, including appendices.

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

- Profiles for four positions of Assistant Professor related to the PPE programme
- Response to Additional Questions on:
 - the course Doing Research
 - the level of Mathematics required at intake
 - the replacement of core teachers in case of research leave
 - the implementation of tutorial teaching in the programme
 - the extracurricular programme
- Information on the intended course Quantitative Research Methods
- Information on the intended course Qualitative Research Methods
- B.A. Thesis Evaluation Forms for the first, second and third evaluators
- An example of the Fair Food Economy Project as an example for the extracurricular programme

Documents made available at the site visit:

- Various handbooks and teaching materials to be used in the programme

Annex 4: List of abbreviations

BKO	Basic Teaching Qualification
ECTS	European Credit Transfer System
fte	full-time equivalent
NVAO	Nederlands-Vlaamse Accreditatieorganisatie
PPE	Philosophy, Politics and Economics
UU	Utrecht University

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 Utrecht University.

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