

Liberal Arts and Sciences

**University College Maastricht,
Maastricht University**

Quality Assurance Netherlands Universities (QANU)
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
Telefax: +31 (0) 30 230 3129
E-mail: info@qanu.nl
Internet: www.qanu.nl

Project number: Q0391

© 2012 QANU

Text and numerical material from this publication may be reproduced in print, by photocopying or by any other means with the permission of QANU if the source is mentioned.

CONTENTS

| | |
|---|-----------|
| Report on the bachelor's programme Liberal Arts and Sciences of University College Maastricht (Maastricht University)..... | 5 |
| Administrative data regarding the programmes..... | 5 |
| Administrative data regarding the institution..... | 5 |
| Quantitative data regarding the programmes..... | 5 |
| Composition of the assessment committee | 5 |
| Working method of the assessment committee | 6 |
| Summary judgement..... | 9 |
| Description of the standards from the Assessment framework for limited programme assessments | 12 |
| Appendices..... | 29 |
| Appendix 1: Curricula vitae of the members of the assessment committee..... | 31 |
| Appendix 2: Domain-specific framework of reference..... | 33 |
| Appendix 3: Intended learning outcomes | 35 |
| Appendix 4: Overview of the curriculum..... | 39 |
| Appendix 5: Quantitative data regarding the programmes..... | 41 |
| Appendix 6: Programme of the site visit | 45 |
| Appendix 7: Theses and documents studied by the committee..... | 47 |
| Appendix 8: Declarations of independence | 49 |

This report was finalized on 17 December 2012

Report on the bachelor's programme Liberal Arts and Sciences of University College Maastricht (Maastricht University)

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

Administrative data regarding the programmes

Bachelor's programme Liberal Arts and Sciences

| | |
|-------------------------------|---------------------------------------|
| Name of the programme: | Liberal Arts and Sciences |
| CROHO number: | 50393 |
| Level of the programme: | bachelor's |
| Orientation of the programme: | academic |
| Number of credits: | 180 EC |
| Specializations or tracks: | Humanities, Sciences, Social Sciences |
| Location(s): | Maastricht |
| Mode(s) of study: | full time |
| Expiration of accreditation: | 31-12-2013 |

The visit of the assessment committee Liberal Arts and Sciences to University College Maastricht (Maastricht University) took place on 29 October 2012.

Administrative data regarding the institution

| | |
|--|---|
| Name of the institution: | University College Maastricht (Maastricht University) |
| Status of the institution: | publicly funded institution |
| Result institutional quality assurance assessment: | positive |

Quantitative data regarding the programmes

The required quantitative data regarding the programmes are included in Appendix 5.

Composition of the assessment committee

The committee that assessed the bachelor's programme Liberal Arts and Sciences consisted of:

- prof. dr. D.D. Breimer (chair), full professor Pharmacology and former Rector Magnificus and President, Leiden University, the Netherlands;
- prof. dr. S. Abraham, lecturer at and rector of Bratislava International School of Liberal Arts, Slovakia;
- prof. dr. J.-P. De Greve, full professor department of Physics and vice-rector International Policy, Vrije Universiteit Brussel, Belgium;
- prof. dr. B. Kaplan, dean-emerita, Sarah Lawrence College, New York, US;

- prof. dr. H. Van den Bosch, professor in Management Education, Open Universiteit, Netherlands;
- Katherine Woolbright, bachelor student in International Politics and History at Jacobs University in Bremen, Germany.

The committee was supported by dr. J. De Groof, who acted as secretary.

Appendix 1 contains the curricula vitae of the members of the committee.

Working method of the assessment committee

Preparation

The assessment of the Liberal Arts and Sciences programme of University College Maastricht is part of a cluster assessment of five Liberal Arts and Sciences degree programmes offered by two universities. The cluster committee consists of six members. The kick off meeting for the cluster assessment was scheduled on 4 September 2012. During this meeting the committee members received an introduction into the assessment framework and evaluation procedures and the committee agreed upon its general working method. Furthermore the domain specific requirements and the most recent developments concerning the Liberal Arts and Sciences domain were discussed. These domain specific requirements and the actual context form the starting point for the evaluation of the quality of the degree programmes.

In preparation of the assessment of the programme, a self-assessment report was prepared by the programme management of University College Maastricht. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, forwarded to the committee members. The committee prepared the site visit by studying the self-assessment reports and a number of final projects. The secretary of the committee selected fifteen capstones out of a list of all graduates of the last two years of the programme. The capstones are the final projects students are required to produce at UCM as the culmination of their studies. QANU asked the programme to send the capstones and divided them among the committee members. Each committee member, therefore, assessed three capstones.

For the assessment of the graduation projects by the committee members, the rule was that if a project was assessed as questionable or unsatisfactory by a committee member, a reassessment was done by another committee member. As a rule, the selection of graduation projects for the programme is extended to 25 if more than 10% are assessed as questionable or unsatisfactory by two committee members.

Site visit

The committee members formulated questions raised by studying the self-assessment report in advance. The secretary distributed these questions to all committee members.

The committee visited the programme on 29 October 2012. The programme of the site visit was developed by the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed, next to students, teachers and alumni, the programme management, the Examination Committee and the student and teacher members of the Education Committee. An open office hour was scheduled and announced (but not used).

Appendix 7 gives a complete overview of all documents available during the site visit. The last hours of the site visit were used by the committee to establish the assessments of the programme and to prepare the oral presentation of the findings of the committee to the representatives of the programme.

Report

The secretary wrote a draft report on basis of the findings of the committee. The draft report has been amended and detailed by the committee members. After approval of the draft report by the committee it was sent to the programme for a check on facts. The comments by the programme were discussed in the committee and subsequently the committee established the final report.

The assessment was performed according to the NVAO (Accreditation Organization of the Netherlands and Flanders) framework for limited programme assessment (as of 20 November 2011). In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards. The committee used the following definitions for the assessment of both the standards and the programme as a whole:

Generic quality

The quality that can reasonably be expected in an international perspective from a higher education bachelor's or master's programme.

Unsatisfactory

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

Satisfactory

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

Good

The programme systematically surpasses the current generic quality standards across its entire spectrum.

Excellent

The programme systematically well surpasses the current generic quality standards across its entire spectrum and is regarded as an (inter)national example.

Summary judgement

Intended learning outcomes

University College Maastricht (UCM) has chosen to model its learning outcomes on the 'Open Curriculum'-tradition of Liberal Arts-programmes in the United States. The learning objectives of the Open Curriculum are characterized by an educational culture defined by students' choice and a collaborative approach to learning.

The committee has established that the learning outcomes of the programme comply with the domain specific framework and the legal requirements with regard to level and orientation. UCM has defined a clear mission and goals and the committee is pleased with its specific focus on the concept of the open curriculum. Still, the committee thinks that there is room for improvement in the way these aims are translated into learning outcomes. The learning outcomes are currently described in very generally described aims, and the step towards a clear set of more specific outcomes has not been made even though this was a suggestion of the former evaluation committee. It is the opinion of the committee that rephrasing of the learning outcomes is required, in that they should be made more concrete. Furthermore, the element of multi- and interdisciplinarity requires more attention. Although multi- and interdisciplinarity are indeed seemingly important goals of the UCM-curriculum, they are currently not sufficiently visible in the learning outcomes.

Teaching learning environment

The committee lauds that UCM has succeeded in creating a curriculum structure that is in line with the aims of the programme. In spite of a wide variety of courses offered, the committee concluded that the programme of each student is coherent. This is caused by the clear guidance of knowledgeable academic advisors and is a consequence of the constraints of the programme requirements, exposing students to different subjects in the first year, but also forcing them to make clear choices after the first year.

The committee is of the opinion that the science-component of the programme needs further strengthening. This can be achieved by offering more science-oriented courses and by extending the possibilities to do experimental research. The committee agrees with UCM that one possible solution lies in the cooperation with the recently founded Maastricht Science Programme. Nevertheless, it has still to be seen whether the presence of this new programme that aims at a broad science-education and offers adequate experimental facilities leads to an increased influx of science-oriented students at UCM rather than a decrease. The committee appreciates that UCM aims to be complementary with this new programme.

The committee values very highly the teaching-learning environment that has taken form at UCM. The problem based learning (PBL) in small groups, the skills classes and the projects are key to this as are the enthusiastic and knowledgeable teachers, who conveyed to the committee that it is a great pleasure to teach the students. The committee was impressed with the sense of academic community expressed by the students and saw that students are happy to work hard in order to excel. Furthermore, the committee finds the use of PBL a real asset to the programme and lauds the flexible way in which it is applied at UCM. Nevertheless, when strengthening the science-component of the programme, reflection should be made on how to fortify the PBL-teaching in the Science-concentration.

The skills-oriented part of the UCM-curriculum is, according to the committee, particularly rich. On the one hand, the development of scientific and research skills is guaranteed through the required skills training. On the other hand, the application of the skills and content acquired is brought to experience in the projects. Still, the committee has found that there is room for improvement in the way the application of content and skills is set up in the projects. The committee found that there is a lot of variety in the way the project modules have been set up, with some projects looking more like advanced skills trainings and others aiming more clearly at the integration of concepts from different disciplines. The committee is of the opinion that the latter category of projects contributes more to the interdisciplinarity of the programme.

The committee appreciates that at UCM, there is a fine mix of junior teachers and more experienced lecturers, who are experts in their fields. The committee received no complaints regarding the workload. The committee found the physical environment and the facilities to be most impressive. This does not apply to the science-component that needs strengthening in the sense that students should be given more opportunity to do hands-on research. The committee advises UCM to work further on the cooperation with the newly founded Maastricht Science Programme including its facilities.

There is some concern with regard to the study duration. Although the committee thinks a seventh semester is in some cases justified, it advises UCM to remain vigilant on this matter. The committee has taken note of the fact that UCM aims to improve the transition between secondary and higher education and has expanded its academic advisory system (a remark of the former assessment committee). Also, the committee values that for the next academic year, UCM will make the 'Binding Study Advise' (BSA) more demanding by requiring students to attain at least 45 ECTS in their first year.

In all, the committee has found ample proof that UCM aims at constant improvement, is well aware of the critical points that have been raised by the committee, and has taken steps to improve on these particular matters.

Assessment and achieved learning outcome

The committee finds that, in general, the programme has an adequate assessment system. The committee is convinced that UCM is in control of its evaluation, has a clear view on what is going well and also knows where improvement is necessary.

The committee was impressed by the supervision and assessment process of the capstones and has learnt that all students receive adequate oral feedback on their work. The committee noted that until recently, providing written feedback was not a strict requirement, but that this changed as from February 2012 in the sense that it is now obligatory. The committee urges UCM to ensure that all supervisors follow this guideline. Also, the committee is of the opinion that a second evaluator must evaluate the capstone. Although the committee has seen that indeed different persons (supervisor, tutor, capstone coordinator) follow up on the students' process and progress, and that feedback is given from different angles, the actual grading is given by just one person.

The committee was impressed with the level achieved by the graduates and was very pleased with the enthusiasm and maturity of the alumni of the programme. The committee also saw that the UCM-alumni have no problems getting into the graduate programmes of their

choice. The committee considers this to be a proxy for the achieved quality of the UCM-graduates.

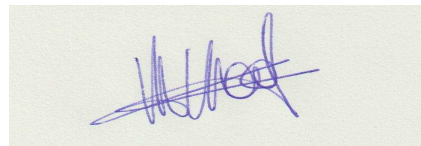
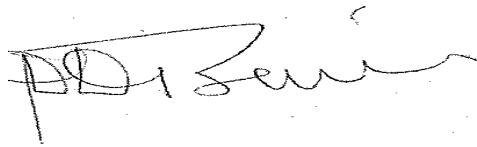
The committee read a selection of capstones and is convinced that all graduates of UCM have acquired the competence to do research according to the scientific method. The final projects meet the requirements with regard to level and orientation.

Bachelor's programme Liberal Arts and Sciences:

| | |
|---|--------------|
| Standard 1: Intended learning outcomes | satisfactory |
| Standard 2: Teaching-learning environment | good |
| Standard 3: Assessment and achieved learning outcomes | good |
| General conclusion | good |

The chair and the secretary of the committee hereby declare that all members of the committee have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 17 December 2012



Prof. dr. D.D. Breimer

dr. J. De Groof

Description of the standards from the Assessment framework for limited programme assessments

Standard 1: Intended learning outcomes

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

Explanation:

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme.

Findings

Throughout the report, the findings have been extracted from the critical self-reflection, unless mentioned otherwise.

The philosophy behind University College Maastricht (UCM) and its educational programme is grounded in the Liberal Arts tradition. The latter is mainly found in educational institutes in the United States (US), but has been adapted by UCM to the Dutch context of higher education. Moreover, it is in compliance with in the domain-specific framework for the Liberal Arts and Sciences in the Netherlands (see appendix 2).

UCM has chosen to model its learning outcomes on the 'Open Curriculum'-tradition of Liberal Arts. The learning objectives of the Open Curriculum are characterized by an educational culture defined by students' choice and a collaborative approach to learning (see appendix 3).

UCM has translated the values and desired learning objectives of the Open Curriculum into the aims of its degree programme. The aims of the programme are that, on graduation, the student has acquired:

- a broad perspective and a high level of academic and intellectual development, as well as profound understanding of a selection of subjects;
- a considerable fundamental knowledge of several disciplines, as well as knowledge and understanding of a number of essential social and academic issues;
- more profound academic expertise in one or more disciplines;
- an understanding of the nature of academic knowledge and the process of scientific development;
- insight in academic and social developments and the attitude and skills required for life-long learning and professional growth;
- academic skills at a level minimally required by a starting professional in the professional areas to which the Degree Program gives access; especially highly developed writing skills and knowledge of languages;
- an overall attitude of professional responsibility and social interest.

The correspondence of the aims of the degree programme with the Dublin descriptors on the one hand and the Domain Specific Framework (DSF) on the other hand can be found in appendix 3.

Reading the preparatory documents, the committee took note of the fact that one of the recommendations of the former evaluation committee was to make the learning outcomes more precise. The programme management explained that in recent years a lot of effort has been put in explaining the aims and ambitions of the Liberal Arts and Sciences-programme at UCM. On being asked, students listed some of the distinguishing features of the programme to the committee.

The committee noted that although inter- and multidisciplinary have a prominent place in the DSF, there is no mention of either term in the learning outcomes of the degree programme. Consequently, the committee discussed with the programme management in detail how it sees the position of inter- and multidisciplinary in the learning objectives. It was explained that although the formulation may be different, all aspects of the DSF, including inter- and multidisciplinary, are present in the aims of the programme. Also, the teaching environment of UCM and the structure of the curriculum (see also 'standard 2') inherently lead to individual programs of study that are highly multidisciplinary in nature. An explanation for the absence of the exact terms 'interdisciplinarity' or 'multidisciplinary' in the intended learning outcomes is that the learning outcomes were phrased using US-programmes as a point of reference, as the DSF had not yet been agreed upon at the time of formulation of the learning outcomes.

Considerations

The committee has established that the learning outcomes of the programme comply with the DSF and with the legal requirements with regards to level and orientation. The committee thinks no elements are missing in the learning outcomes and saw that they convey a clear academic and scientific orientation.

The committee agrees with the programme management that the programme has defined a clear mission and goals and is pleased with its specific focus on the concept of the open curriculum. Still, the committee thinks that there is room for improvement in the way these aims are translated into learning outcomes. Consequently, it is the opinion of the committee that a rephrasing of the learning outcomes is required, in that they should be made more concrete. The learning outcomes are currently described in very generally described aims, and the step towards a clear set of more specific outcomes has not been made even though this was a suggestion of the former evaluation committee. It is the opinion of the committee that working with a more concrete list facilitates the translation of the learning outcomes in separate courses. In this way, UCM will be able to make more explicit how the programme succeeds in reaching its intentions.

The committee is moreover of the opinion that the element of multi- and interdisciplinarity requires more attention in the learning outcomes. The committee has established that although multi- and interdisciplinarity are indeed seemingly important goals of UCM, this is currently not sufficiently visible in the learning outcomes. The committee thinks this can be easily achieved by integrating the DSF with the rephrasing of the intended learning outcomes.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 1 as **satisfactory**.

Standard 2: Teaching-learning environment

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

Explanation:

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

Findings

Curriculum

The UCM-course catalogue of 2010-2011 offers 128 courses that are grouped in a core (4 courses) and three broad disciplinary clusters, Humanities (37 courses), Sciences (31 courses) and Social Sciences (56 courses). The course catalogue furthermore contains 20 skills trainings, which are focused on developing general academic skills. Also, there are 11 projects, offering students the possibility to integrate and apply the knowledge gained in the courses and the skills developed in the trainings in a substantial piece of academic work. Examples are research projects, journal-style papers, think tank reports or conferences. All modules are offered at a particular level, ranging from introductory over intermediate to advanced.

The open curriculum-concept enables students to design their own curriculum from the modules offered in the course catalogue. They are guided in this process by a personal academic advisor (see also 'programme-specific services and facilities') and constrained by the structure of the programme (see also appendix 4). During the site visit, the programme management explained to the committee that the fact that students ultimately want to be able to enter master programmes actually dictates what the borders of the open curriculum are. Students told the committee that the open curriculum structure was in fact an important factor in choosing UCM.

The core curriculum, the general education and the concentration are the most important elements of the programme structure (appendix 4). For the core curriculum (40 ECTS), each student is required to follow four compulsory core courses (5 ECTS each), 4 introductory skills trainings (2.5 ECTS each), and two introductory projects (5 ECTS each). For the general education (20 ECTS), the students must follow 2 times 2 courses of 5 ECTS each. For the 'concentration' (110 ECTS), students follow 16 courses (5 ECTS each), do 6 skills trainings at an intermediate or advanced level and do 3 intermediate or advanced projects (5 ECTS each). They do this in one of the disciplinary clusters, Humanities, Sciences, or Social Sciences. The Examination Committee has to give special admission for students wanting to pursue an interdisciplinary concentration. The capstone counts for 10 ECTS. This means the curriculum of every student consists of 120 ECTS courses, 30 ECTS skills trainings and 30 ECTS projects. The whole first year of skills training, so the committee learnt from the programme management, is mandatory.

During the site visit, the committee learnt from the Examination Committee that it actively reinforces that the requirements of the curriculum are followed by all students. A 'Road to graduation'-form is used, in which students indicate how they want to use the credits to comply with the graduation requirements. Students mentioned that before the first meeting with the academic advisor, they receive a matrix, in which they have to fill out their choices. It confronts students right away with the limits to the open curriculum.

The committee read in the SWOT-analysis provided by UCM that the course catalogue has a number of areas in which the coverage is weak, notably the science-area. The expansion of this area has been difficult as enrolment has been low (see also ‘student admission and duration’) and it has not been easy to attract sufficient qualified teaching staff (see also ‘teaching staff’). The latter is due to the fact that not all disciplines of the sciences are present at Maastricht University.

During the site visit, the committee talked at length about the position of the Science-concentration. The programme management explained that its aim is to attract at least 25 students yearly with a main interest in the sciences. It regards the sciences to be an important part of the programme as the interaction between students from the Science-concentration and other concentrations is regarded as very important for the development of students in a liberal arts and sciences-programme. Moreover, a substantial part of students opt for an interdisciplinary concentration, including the sciences. The committee learnt that a coordinator has been appointed to look into the possibility of offering more courses and to get a stronger commitment of the UM-staff from the (life) sciences.

The committee asked the Board of Studies (this is the Education Committee at UCM) how UCM sees its relation to the Maastricht Science Programme that has recently started at UM, catering for students with a broad interest in the sciences. The committee learnt that both programmes aim at complementarity and that UCM does not expect to lose science-oriented students to the new programme (see also ‘student admission and study duration’).

Students are allowed to follow courses outside of UCM. This ‘external’ education gives students access to a wide range of additional courses. There is an extensive student exchange programme in place, that 78% of eligible UCM-students actually uses. The programme offers exchanges with over fifty universities worldwide. Also, students can use the advanced courses that are offered at Maastricht University (UM). During the site visit, students explained that they saw their time spent abroad as an important add-on in the sense that they followed courses that they were unable to follow at UCM (e.g. some science courses) or that they had learnt to work in other teaching-learning environments. They also explained that the choice of courses at the other university has to be approved by the Examination Committee.

During the site visit, the committee learnt from the students that they are asked to fill out an evaluation form after every course regarding the quality of the course, lecturer and tutor. The teachers told the committee that they try to create an open atmosphere so students know they can come to a teacher straight away if problems arise. Teachers as well as students mentioned that there is a good and quick follow-up of problems that are signalled.

During the site visit, the committee learnt that the Board of Studies has also started regular overall curriculum evaluations, in which it systematically tries to establish whether the goals of the programme are addressed in the different courses and in the very heterogeneous curricula students at UCM follow.

Teaching concept

Problem-based learning (PBL) is the main educational method used at UCM. It is a student-centred and student-activating method of teaching and learning, with the student as the hub of the learning process. Students have to engage with each other, exchange points of views, present the information they have found, and reconcile conflicting information. The tutor stimulates discussion, suggests topics for discussion, and keeps the process on track. A system of continuous assessment is used (see also standard 3).

In order for PBL to be possible, groups at UCM are kept small. The maximum of students allowed in a tutorial group is twelve. However, as many students as necessary can enrol for a course, and UCM varies the amount of tutorial groups depending on the demand. On being asked, students explained that each PBL-session typically consists of one lecture and two tutorials. Whereas the lecture is always given by the coordinator of a module, the tutorials are guided by the coordinator or a tutor, especially in popular courses (see also 'teaching staff').

During the site visit, students and alumni mentioned that the PBL-approach used at UCM and the small-scale classes were in fact an important factor in choosing UCM. Students told the committee that the seven steps of the PBL-methodology are not applied too rigorously; only in the beginning are students required to follow all steps. After that, the framework is still used, but unnecessary steps are omitted. Students uttered their appreciation for this flexible approach. They also mentioned the high quality of the reading material.

Still, in a limited amount of courses, mostly in the Science-concentration, PBL is not the main method of teaching. This is a consequence either of the subject matter justifying a different approach or of insufficient numbers of students following a course to make PBL possible. Some of the science-lecturers explained during the site visit that in the sciences, there is always a large corpus of knowledge that has to be transmitted, making classical approaches to PBL sometimes difficult. Yet, even there, this does not mean that a classical, lecture based approach is used. For instance, group size is always kept equal to or below the maximum of twelve students. Often, project based learning is implemented. PBL is also not used in the skills courses, but there the groups are also limited to twelve students, in order to guarantee a small-scale and intensive educational experience.

During the site visit, the committee learnt from the programme management and the students that students are asked to rate the tutors with regard to the way they implement PBL. The results are then discussed by the Board of Studies. The latter also screens all course manuals before they are actually put into use.

The international classroom UCM provides to its students is also seen as an important part of the teaching concept. In the academic year 2010-2011 degree seeking and exchange students from over forty countries shared classrooms. Students are thus exposed to a wide variety of nationalities and cultures. The committee read that UCM seeks to further improve this mixture in the sense that the number of students from outside Europe should be further increased. Classrooms moreover contain students in different disciplines and at different points in their study, making the exchange of views from different perspectives possible. Students are expected to consider and weigh the different perspectives, discuss them critically, work together constructively in order to view an issue from different angles.

The academic community is an integral part of the learning experience offered by the college. Students and staff cooperate to build this academic community, where students can put the knowledge and skills gained in the courses in a more social context. During the site visit, the committee learnt from the programme management that a wide spectrum of academically linked activities should be available for students to choose from. Students, so the committee heard, are moreover represented as full members of the management board. Alumni told the committee they had greatly appreciated the strong sense of community at UCM. The lecturers told the committee that teaching at UCM is inspiring, as students are very motivated and critical.

Link to research and capstone

All UCM-students are required to follow a series of skills modules concerning the basics of scientific research. Moreover, the advanced skill trainings deal with more advanced research techniques and methods, and students can then choose between a quantitative and a qualitative route. During the site visit, the committee learnt from the Board of Studies that in the past, problems have been identified with the academic skills courses, notably the methodology courses, and that the course coordinators have been invited to look for improvements.

The scientific background of the staff (see also ‘teaching staff’) ensures that courses emphasize research in the objectives and the selection of literature. The committee asked the lecturers during the site visit if and how they incorporate their own research in their teaching. Most of the teachers indicated that the latest scientific achievements are discussed and that examples of their own research are discussed with the students. The students confirmed this during the site visit.

Many courses have a research component in their assessment and the final projects of the students are required to contain original research. Also, in the academic community, presentations are given regarding cutting edge research. Moreover, eligible students can participate in the PEERS-project, which is a semester-long module, in which students produce a major piece of research under the guidance of a UM researcher.

It is a requirement for all students to produce a final capstone project that integrates all the components of the curriculum and gives students the possibility to show that they have realized the aims of the programme. Students receive a large degree of freedom in choosing the topic and format of their capstone, reflecting their different learning trajectories, but there are certain general requirements everyone has to follow. The capstone has to be between 8500 and 11500 words, the topic has to be motivated and a link has to be established between the students’ trajectory and the content of the capstone.

Students have to take the initiative to find a supervisor for the capstone, who will lead them through the process. Supervisors mostly come from UM-faculties and in exceptional cases from faculties outside of UM. A minority of capstones is supervised by UCM’s core staff. The students receive considerable feedback and support during the process. They discuss the nature of the proposed project with their supervisor, its form and formal requirements and also the criteria of assessment. All these elements are formalized in an agreement. Students also must provide an outline of the capstone, on which they receive feedback from their supervisor, and complete a draft several weeks before the deadline (see also standard 3). This draft is given feedback on and this is used as a basis for writing the final version. The committee read the student manual, giving the students a clear overview of the different phases and deadlines in the capstone process.

During the site visit, the students expressed their appreciation on the guidance received during the process of preparing the capstone.

Feasibility of the programme

The semester system at UCM is based on the assumption that students spend approximately 47 hours per week on their studies for 36 weeks per year, including both contact hours and self-study hours. In appendix 5, a table was adopted that presents the programme’s study load

per semester and per week, showing the estimated weekly hours of lectures, tutorial meetings (TG) and self-study activities. On average, a week contains 12 regular teaching hours and 34 self-study hours. In the annual evaluation reports, the committee read that on average, students spend 40 hours a week on the programme. The vast majority of contact hours are spent in tutorials, for which there is an attendance requirement. PBL ensures that there is a structured relationship between contact and self-study hours as students must spend their self-study on clearly specified assignments.

UCM mentions several features of the programme that increase its feasibility to finish within the predetermined time. First of all, the modular structure, with minimal prerequisites for courses, ensures that study delays have very limited knock-on effects. Also, students take the responsibility for their own programming. The academic community reinforces the drive to excel as the norm, which includes excellent time management. PBL and the system of continuous assessment also foster feasibility. On being asked, the students told the committee that the programme is doable if they work very hard.

From the teachers, the committee learnt that during project weeks, the students can really dive into a subject and spend 32-35 hours per week on it. Some courses require less work, especially first-year-courses like 'Academic communication', which contains elements of which some students already know the basics. However, the course is needed to bring everyone to the same level.

Teaching staff

The teaching staff at UCM can be divided into two groups: on the one hand the core teaching staff employed by UCM (40% of total teaching staff) and on the other hand staff that is hired from other UM faculties (60 % of total teaching staff). The coordination and development of courses is carried out by staff holding a doctorate. Core staff is involved in coordination, development and teaching of core courses, skills training and projects. Staff members from other faculties also function in other roles apart from teaching. They volunteer for academic advising, supervision of capstones and participate in extracurricular activities.

The committee learnt that lecturers are required to have at least the Basic Teaching Certification (BKO). As for training in the PBL-method, most lecturers indicated during the site visit that they had become proficient in this method in their home faculty, as PBL is used university-wide at UM. Next to that, there is informal sharing of best practices at UCM. There is a teacher's handbook that gives explanation of the formal steps to be followed in PBL and new teachers receive training.

Tutors are central to UCM-teaching as they have an important function in the PBL-setting. They all are required to hold a university degree and are knowledgeable in the subject of the course. A limited amount of junior teachers is used as tutors. They are given extensive support and guidance. The majority of tutors are lecturers. Tutor evaluations show students are satisfied with their tutors.

The committee talked at length with the students on the performance of junior staff, especially in the PBL-tutor groups. Some students mentioned that they preferred to be in tutorials given by the coordinator of a course, as they are more senior and therefore better able to inform on the cutting edge of a certain topic. Other students did agree on this, but stated that junior tutors are often more open and more geared towards coaching students through the PBL-process, which can also be beneficial to the learning process.

The programme is characterized by intensive interaction between students and academic staff. This is made possible by a low student-staff-ratio, with 17 students per teaching FTE (see also appendix 5). Lecturers told the committee that the PBL-methodology is time-intensive. Some of the UCM core-staff told the committee that this implies cutting down on research time. However, none of the lecturers complained about the workload.

In the critical self-study and during the site visit, the committee learnt that keeping the quantity and quality of the teaching staff up to standard is a constant challenge. Lecturers coming from UM-faculties already have a heavy teaching load at their home faculties. In addition there has been a tendency of the faculties to deploy their senior staff in graduate programmes. This provides a challenge to the curriculum committee of UCM to ensure that the faculties continue to provide high-quality lecturers for UCM. It is also the aim of the curriculum committee to limit staff turnover, which is considered essential in order to allow teachers to build up experience regarding teaching in the specific context of UCM. The programme management told the committee that it now works with a more or less stable group, that the target for staff retention is 75% from the one year to the next.

The committee learnt during the site visit from the programme management that each year UCM hosts a two-three hour lunch with delegations from the faculties of UM that UCM cooperates with for realizing its programme. UCM explicitly asks for a list with points for discussion and issues that require improvement, which include topics like course offering, evaluation of courses, financial remuneration, and level of seniority of staff. The meetings are based on transparent and rigorous reports on the issues under consideration and result in concrete changes and improvements when necessary. This working method helps in engaging new staff and in establishing new courses.

Students told the committee that the external lecturers are all very approachable, and that the ones that do teach every year at UCM have become part of UCM's environment. They moreover expressed their utmost appreciation for the core staff at UCM.

Programme-specific services and facilities

UCM offers students a modern, well-equipped learning environment, creating adequate possibilities to support the development of an academic community. There is a common room, a reading room and computer labs, as well as wireless internet access throughout the building. All classes – except lab trainings or specialized practical trainings – take place in the College building. The building is open to students from 8.00 a.m. until midnight on weekdays, thus developing and fostering a true academic community.

The College houses 17 classrooms with a 14-seat capacity, as well as 3 slightly larger classrooms and a 90-seat lecture hall. The limited capacity of these classrooms guarantees the small-scale nature of the education at the College.

The committee talked with the programme management, the lecturers and the students about the availability of lab facilities. It was explained that UCM uses the lab facilities of UM, but that these facilities are mostly oriented towards the biomedical sciences. The facilities for other disciplines of the sciences are limited. However, the programme management told the committee it sees an opportunity on this point in the cooperation with the Maastricht Science Programme at its new Chemelot-campus. This cooperation still has to take a concrete form.

To help students design their own curriculum, every student is allocated an academic advisor, who is a member of the academic staff of UM. Students and their advisors must meet at least twice a year to discuss the academic development of the student, with a focus on constructing his or her curriculum, choosing courses, and selecting options for future studies. Students are given an academic advisor according to their interests when starting the programme. At the end of the first year, so the committee learnt during the site visit, students have to tell their advisor what field they want to focus on. Moreover, every change in the proposed curriculum has to be approved by the academic advisor before going to the Examination Committee for final approval.

Following the recommendation of the former assessment committee to strengthen academic advising, different steps have been taken. Academic advising is deemed especially important by UCM in order to improve the way students are guided and monitored, to prevent students from dropping out and to improve progress rates. Firstly, the Office of Academic Advising has been further professionalized. A second coordinator has been added and UCM has become a member of the American Association for Academic Advising. A system of freshmen monitoring has been developed and the coordinators have twice weekly office hours, so they can serve as a second line for the academic advisors. The committee also learnt that next to the two coordinators, a full-time study advisor has now been added to the Office of Academic Advising.

Secondly, the guidance of the academic counsellors has been improved by creating an annually updated Academic Advising Handbook and by organising a series of professional development seminars. The aim is that the advisors are not prescriptive, and by asking questions find out together with the student how he or she should proceed. Students can change advisors if they do not feel comfortable with an advisor from a certain field. The committee also heard from the programme management that academic advisors have been evaluated and this has led to some of them not continuing in this role.

Thirdly, the Office of Academic Advising has created a number of tools and events for students to explore the possibility for graduate study and find an appropriate master's programme. One of them is a web tool allowing current students to compare their curriculum to that of UCM-graduates and thus find out where students with similar curricula continued their studies. A series of workshops for skills development to make choices in the curriculum has been developed and events are organized in which graduates from UCM present themselves. The students told the committee they found the new tool very helpful in addition to the counselling that is already happening.

The committee learnt from the alumni that they found the system of academic advising extremely helpful. Students stressed their academic advisor was paramount in making the right choices.

Student admission and study duration

UCM has an extensive student admission procedure in order to match applicants' interests and abilities with the programme at UCM. The process starts with submitting the application form and supporting documents by the candidate. This application is then evaluated based on diploma requirements and admission criteria. Subsequently, around 65% of eligible applicants are invited for an interview, which is conducted by two members of the staff or a member of staff and a trained senior student. The interviewers are not informed on the secondary school

grades. On the basis of the applicant's file and the interview report, the Board of Admissions makes a decision.

Appendix 5 contains student entry, progress and exit figures. The committee learnt during the site visit from the programme management that UCM has grown considerably in the last few years, with 400 students following its programme six years ago and the number now being 600. This is the upper limit of the number of students that can be accepted.

The committee talked at length with programme management, lecturers, students and alumni about the limited influx of students selecting the Science-concentration and how UCM wants to deal with this issue (see also 'curriculum'). The programme management sees an opportunity in the newly founded Maastricht Science Programme in the sense that cooperation between both programmes at the level of facilities and teaching staff can make the Science-concentration at UCM more attractive. It has become apparent that both programmes attract students that have fundamentally different interests, with UCM attracting students that are more interested in a broader education with fellow students from the humanities and/or social sciences, and which may be more geared towards the biomedical sciences. The Boards of Admissions of both programmes also refer students to the other programme if they think this is to be more suitable.

The progress and exit figures are better at UCM than the average in the Netherlands. Still, a relatively large proportion of students does not graduate within six semesters. The programme offers several explanations for this. The first is that in an open curriculum students often decide to expand their curriculum. This is especially the case for students who wish to pursue specific graduate programmes. Also, students develop extracurricular activities, like internships, which delay graduation. In these cases, UCM finds the delay justified. But UCM also admits that not all delay is warranted and measures have been taken to counteract unnecessary delay. The admissions procedure already aims to select those students that are potentially capable of completing the programme within six semesters. Moreover, UCM has a dedicated 'First semester experience' (see also 'programme specific services and facilities'), aiming to smoothen the transfer from secondary school to university. At the end of the first course period, students' results are evaluated and students who have not done well are required to consult with their academic adviser.

Next to that, a system of Binding Study Advice (BSA) has been put into place. Students who have not achieved at least 32.5 out of 60 ECTS after their first year or 60 out of a possible 120 ECTS after their second year are not allowed to continue their studies. For the next academic year, UCM will make the BSA more demanding, by requiring students to attain at least 45 ECTS in their first year.

Considerations

The committee lauds that UCM has succeeded in creating a curriculum structure that is in line with the aims of the programme. Although it is advertised as open, the curriculum is actually semi-open, as students require specific, coherent pathways towards the master programmes of their choice. In spite of a wide variety of courses offered, the committee concluded that the programme of each student is coherent. This is caused by the clear guidance of knowledgeable academic advisors and is a consequence of the constraints of the programme requirements, exposing students to different subjects in the first year, but also forcing them to make clear choices after the first year.

The committee has also taken note of the fact that the science-component of the programme needs further strengthening, as it is an important part of the liberal arts and sciences-education. According to the committee, this can be achieved by offering more science-oriented courses and by extending the possibilities to do experimental research. The committee is aware of the fact that this is not a simple issue to resolve for UCM due to the absence of the full spectrum of science disciplines at UM. However, the committee has also found ample proof during the site visit that UCM is well aware of this problem and is actively looking for solutions. The committee agrees that one possible solution lies in the cooperation with the recently founded Maastricht Science Programme. However it still has to be seen whether the presence of this new programme that aims at a broad science-education and offers adequate experimental facilities, leads to an increased influx of science-oriented students at UCM rather than a decrease. The committee appreciates that UCM aims to be complementary with this new programme.

The committee values very highly the teaching-learning environment that has taken shape at UCM. UCM has succeeded in attracting very motivated and talented students. The teaching-learning environment contributes very much to getting the best out of these students and to continuously keep them motivated. The PBL in small groups, the skills classes and the projects are key to this as are the enthusiastic and knowledgeable teachers.

The committee finds the use of PBL a real asset to the programme and lauds the flexible way in which it is applied at UCM. The committee is however not convinced that PBL can only be applied to a minority of the science-courses offered at UCM. After introducing some of the basics, PBL can also be valuable in disciplines like Chemistry, Mathematics, Physics and the like. This point requires further attention when UCM will further strengthen the science-component of the programme.

The committee lauds that there is no registration limit to courses, enabling students to follow all their desired classes, whilst still maintaining the limited class size. If many students are interested in a class, this implies that additional tutors have to be engaged. This allows students to have a mixed experience with (junior) tutors as well as (more senior) lecturers. The committee finds that this is actually an asset of the programme, as lecturers and tutors may bring a variety of contents and angles into the programme.

The variation of PBL, project modules and skills training that is offered at UCM is, according to the committee, attractive to students. It is the opinion of the committee that the skills-oriented part of the UCM-curriculum is particularly rich. On the one hand, the development of scientific and research skills is guaranteed through the required skills training. On the other hand, the application of the skills and content acquired is guaranteed through the projects. Still, the committee has found that there is room for improvement in the way the application of content and skills is set up in the projects. The committee found that there is a lot of variety in the way the project modules have been set up, with some projects looking more like advanced skills trainings and others aiming more clearly at the integration of concepts from different disciplines. The committee is of the opinion that the latter category of projects contributes more to the interdisciplinarity of the programme.

The committee was impressed with the degree of academic community building as experienced by the students. In addition, students appeared to be happy to work hard in order to excel. The committee finds that the creation of such a strong academic community within an open curriculum structure is an extraordinary achievement.

The committee appreciates that at UCM there is a fine mix of junior teachers and more experienced lecturers, who are experts in their fields. The committee received no complaints regarding the workload. Core staff as well as incoming staff from UM all expressed their dedication for teaching at UCM.

The committee lauds the very extensive opportunities that are in place for students to do part of their study abroad and appreciates that the participation rate in these programmes is especially high. The committee heard from the students that they are happy with these international opportunities and has seen that more students than in comparable programmes participate in such programmes.

The committee found the physical environment and the facilities to be most impressive. The building is state-of-the art and helps academic community building, which is a real asset at UCM. This does not apply to the science component that needs strengthening in the sense that students should be given more opportunity to do hands-on research. The committee advises UCM to work further on the cooperation with the newly founded Maastricht Science Programme including its facilities.

There is some concern with regard to the study duration, as the committee has noted that several students do not finish their studies within six semesters, although the committee has become convinced that the programme can be completed in six semesters. The committee has taken note of the fact that students work impressively hard and thinks a seventh semester is in some cases justified. However, the committee recommends UCM to be vigilant to keep this within certain limits. In this sense, the committee is pleased to see that a new study adviser has been attracted, that UCM aims at improving the transfer from secondary to higher education by offering a ‘first semester experience’ and that the amount of credits of the BSA will shortly be increased to 45 ECTS.

The committee lauds that the academic advisory system has been strengthened following the suggestions of the former evaluation committee and is now well in place.

In all, the committee has found ample proof that UCM aims at constant improvement, is well aware of the critical points that have been raised by the committee, and has taken steps to improve on these particular matters.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 2 as **good**.

Standard 3: Assessment and achieved learning outcomes

The programme has an adequate assessment system in place and demonstrates that the intended learning outcomes are achieved.

Explanation:

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes. The tests and assessments are valid, reliable and transparent to the students.

Findings

The assessment committee has read the programme's education and (final) examinations regulations (OER), has spoken with the members of the Examination Committee and has evaluated assignments as well as exams of the different years of the programme.

Assessment system

All modules at UCM are assessed using continuous development. This means at least two instances of evaluation are required, preferably at different points in the semester. Students are only allowed one resit, and only if they have made a genuine attempt at the first session. A wide variety of assessment methods is used. Most courses, skill trainings and projects require that students produce written assignments, mostly ranging between 2000 and 5000 words. Sometimes, students are required to collaborate in groups. Presentations are also often used while multiple-choice exams are discouraged. UCM is not aiming at mere reproduction of knowledge.

The primary responsibility for the assessment of courses lies with the coordinators of the individual modules. They determine the modes of assessment that are used, how the various modes of assessment are weighed and what criteria are used. Also, they carry out the grading for the tutoring or help tutors in this process. Students are informed on the exact mode of assessment. The coordinators are required to provide the students with extensive feedback. Students must be given the opportunity to inspect their graded work.

Ultimately, all assessment is carried out under the responsibility of the Examination Committee. This responsibility is assumed in a number of ways. First of all, the Examination Committee produces the examination regulations. Secondly, it acts as an appellate body. Thirdly, it monitors the grades that coordinators award and it checks for anomalous grade distributions.

UCM sees it as one of the challenges for the future to develop additional resources to improve the quality of examinations. A first step was taken by the Examination Committee, which conducted a survey to identify how assessment is done at UCM. A wide variety of practices was revealed by the survey, and the Examination Committee took note of the fact that the connection between educational objectives, the content of the course, and the assessment is not always well defined. A manual with best practices on this matter is being developed.

Another concern of UCM is the limited capacity of the Examination Committee to oversee individual examinations. The Examination Committee monitors grading policies by analyzing samples of examinations. No striking differences in grading policies have been revealed so far.

Assessment of the capstone

The supervisor grades the final product following the criteria agreed upon in the agreement (see also standard 2, 'link to research and capstone'). As of February 2012, the coordinators are required to provide the students with written feedback on the grade that was awarded. Still, the committee also learnt from the Examination Committee during the site visit that imposing this requirement on advisors that are not UCM core staff, is not a simply achievable objective.

The supervisor is the one who grades the capstone. 80% of the mark is attributed to the final product, whereas the initial outline of the project also counts for 20%. On being asked, the programme management told the evaluation committee that no second reader is required in the assessment procedure. However, the specific capstone process provided by UCM ensures that students receive feedback from lecturers and tutors who are not their supervisor. Students enrol in skills modules during the preparation of the capstone, in which they discuss their topics and research strategy, and receive additional feedback from UCM core staff, independent from their supervisor. Students give a presentation that is also graded by the tutors (pass or fail). Also, the capstone coordinator, who is a core staff member, assesses the outline of the proposal (pass/fail), and overlooks the progress that is made by the student. The committee learnt during the site visit from the Examination Committee that in this outline, students have to explain how the topic of the capstone is relevant in their curriculum, thus showing that elements of the curriculum are included.

Students and advisors are informed on the capstone assessment procedure in a specific manual that the committee looked into. The committee noted that the manual contains an assessment form as well as guidelines to determine the mark given. The committee read that out of a list of evaluation criteria that is offered by UCM, the supervisor and the students select the appropriate criteria, which are then recorded in an agreement (see also standard 2, 'link to research and capstone').

The committee heard from the Examination Committee that it has started taking samples on an annual basis, asking an independent evaluator to mark the selected capstones. The differences in grading never exceeded 1.5 point.

Achieved skills

UCM considers the high grade point average (GPA) at graduation, the graduation rates, and the smooth transition of students to master's programmes as important indicators of the quality achieved by its programme.

For the capstones, many of the supervisors are staff from UM. This is an important means for UCM to guarantee the quality of capstones, as supervisors can compare quality of the final work of a UCM student with the final work of students from their own faculty in a comparable field. It also gives UCM an indication that the high GPA of its students is actually warranted and not a consequence of UCM-staff giving higher grades.

A survey in 2009 amongst alumni of UCM showed that 81% of the 117 respondents had entered a master's programme after graduation, and 14% was pursuing a PhD. Further education was pursued in a wide range of fields in over 55 universities throughout the world. During the site visit, the committee asked UM-lecturers that also work at UCM to give their impression of the level obtained by UCM-graduates and they explained that they are very much wanted in the most competitive master's programmes due to the skills and competencies achieved at UCM.

The alumni that have entered the labour market, enter in a wide variety of jobs, with research, 'education & training' and 'communications' as the top 3 sectors of employment. During the site visit, the alumni expressed that their current career success was greatly due to their bachelor at UCM. It had opened wider horizons for them than any monodisciplinary programme would not have been able to do.

UCM wants to keep in touch with its alumni and engage them more regularly in what is currently happening at the college.

Considerations

The committee finds that, in general, the programme has an adequate assessment system. Although the committee has identified a few issues that require further attention, it is convinced that UCM is in control of its evaluation, has a clear view on what is going well and also knows where improvement is necessary. The committee is pleased that the Examination Committee has investigated the reliability, transparency and validity of the evaluation system and that its specific recommendations have been translated into initiatives for further improvement.

The committee was impressed by the supervision and assessment process of the capstones and has learnt that all students receive adequate oral feedback on their work. The committee noted that until recently, providing written feedback was not a strict requirement, but that this changed as from February 2012 in the sense that it is now obligatory. The committee urges UCM to ensure that all supervisors follow this guideline.

Also, it is the opinion of the committee that a second evaluator of the capstone is necessary. Although the committee has seen that indeed different persons (supervisor, tutor, capstone coordinator) follow up on the students' process and progress, and that feedback is given from different angles, the actual grading is given by just one person.

Given the academic community, the stimulating physical and intellectual environment, the qualities of the teaching staff and the admittance to prestigious master programmes, the committee feels that the students are being provided with an inspiring and high level programme at UCM, definitely in line with its formulated goals. The committee was impressed by the level achieved by the graduates. The committee was very pleased by the enthusiasm and career developments of the alumni of the programme. The committee considers this to be a proxy for the achieved quality of the UCM-graduates.

The committee read a selection of capstones and is convinced that all graduates of UCM have acquired the competence to do research according to the scientific method. The final projects meet the requirements with regards to level and orientation.

The committee feels that the sharing of experience of alumni with current students would be very useful and can be further enhanced.

Conclusion

Bachelor's programme Liberal Arts and Sciences: the committee assesses Standard 3 as **good**.

General conclusion

The committee is impressed with the way the teaching-learning environment at UCM is shaped and values the level attained by the graduates. The committee has identified some issues that require further attention, but also noted that most of these have been anticipated and that UCM has put appropriate adjustments into place.

Conclusion

The committee assesses the *bachelor's programme Liberal Arts and Sciences* as **good**.

Appendices

Appendix 1: Curricula vitae of the members of the assessment committee

Samuel Abraham obtained his PhD in Political Science at Carlton University, Ottawa (Canada). He is lecturer at and rector of Bratislava International School of Liberal Arts (BISLA), the first liberal arts college in Slovakia, which he founded in 2006. He is co-founder and a member of Executive Board of European Colleges of Liberal Arts and Sciences (ECOLAS). Also, he is the founder, publisher and Editor-in-Chief of book review journal *Kritika & Kontext: A Journal of Critical Thinking* and the Founder and Director of Society for Higher Learning, a liberal arts type of institution providing supplementary education to selected gifted university students from various Slovakia universities.

Douwe D. Breimer was Rector Magnificus of Leiden University from 2001 till 2007 and also President from 2005 till 2007. Since 1975 he is Professor of Pharmacology at Leiden University; he received several scientific distinctions for his scientific research among which are honorary doctorates from Universities in Gent, Uppsala, Budapest, Pamplona, London, Tokyo and Montreal. He is the founder of the Centre for Bio-Pharmaceutical Sciences at Leiden University and also of the Centre for Human Drug Research (CHDR). He was Director of Research of the Leiden/Amsterdam Centre for Drug Research from 1991 till 2000. He is (co)author of more than 500 scientific articles in the areas of (clinical) pharmacokinetics, drug metabolism and biopharmaceutics and he supervised more than 50 PhD students. He has been on the editorial board of numerous scientific journals.

He is, among others, a member of the Royal Netherlands Academy of Sciences, of the Academia Europaea and foreign associate member of the Institute of Medicine of the National Academy of Sciences USA. He served on numerous national and international advisory and evaluation committees, including the national Innovation Platform chaired by the prime minister the Netherlands. He is also one of the founders of the European Federation for Pharmaceutical Sciences (EUFEPS) and served as its president for several years. He currently is a member of the supervisory board of the Technical University Delft, of the Board of KULeuven and of the governing body of University College Cork.

Jean-Pierre De Greve is a full professor at the Vrije Universiteit Brussel (VUB). He currently is the vice-rector International Policy of the VUB. From 2006-2009 he was chair of the department of Physics and the faculty coordinator for international student mobility. From 2000-2006, he was Dean of Vesalius College. He is member of numerous scientific committees, has participated in various expert panels for the accreditation of higher education programmes and has participated in 'Science and Society' evaluation panels of the European Commission.

Barbara Kaplan received a PhD in comparative literature from New York University in 1977. From 1985-2007, she was Dean of Sarah Lawrence College, a Liberal Arts and Sciences College in New York (US). From 2007 until present, she has been dean-emerita of this college. She is author and co-author of articles on college programmes and policies, is a consultant on college programmes, and panellist American Educational Studies Association, Association Of American Colleges, National Association of College Admissions Counsellors.

Herman Van den Bosch received his Master of Science in Geography (with a specialization in economics and environmental planning) at the University of Nijmegen in 1972. His PhD-thesis explored the role of geography in the development of a non-ethnocentric attitude within schoolchildren. In 1988 he was appointed as program director of the Nijmegen School of Management. He developed the educational programmes and introduced problem based

learning and project learning as part of a policy that encouraged inter-disciplinary collaboration. As from 2001, he is professor in Management education, with emphasis at distance learning in the Open Universiteit Nederland and dean of the School of Management (until his resignation in September 2011). His research and recent publications focus at developing management competences within the framework of lifelong learning and the use of ICT in education. He has frequently acted as peer and coach in faculty development programmes in the Netherlands and abroad. During the last four years he has acted as chair or member in seven peer evaluation teams initiated by QANU, NVAO and EQUIS.

Katherine Woolbright is currently pursuing a BA in International Politics and History at Jacobs University in Bremen, Germany, with particular focus in conflict studies and international relations. She expects to graduate in June 2013. From 2010 to 2012, she was a student-assistant at the School of Humanities and Social Science, assisting in research on peace and democratization. From 2011 to 2012, she was the chair of the Undergraduate Academic Affairs Committee, the main student representative to the Undergraduate Education Committee and a voting member of the Student Parliament of Jacobs University. For the fall semester of 2012, she is taking a leave of absence from Jacobs University as she is participating in a semester exchange program at the Hebrew University in Jerusalem.

Appendix 2: Domain-specific framework of reference

Graduates can be expected to

1. demonstrate interdisciplinary skills, i.e. can
 - a. evaluate which disciplines are involved in the solution of complex issues,
 - b. assess which research methods are most suitable in a particular situation,
 - c. integrate the contents and research methods from disciplines relevant to the course,
 - d. defend a well-considered viewpoint covering the relevant disciplines.
2. know about and understand the most prominent theories of the chosen specialization;
3. have fundamental experience with the methodology used by researchers in the chosen specialization;
4. know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used;
5. possess social and communication skills enabling them to work in a team;
6. rapidly learn the specialist vocabulary required for a new discipline;
7. 'translate' scientific vocabulary for lay persons;
8. possess general mental and reasoning skills that enable them to participate in scientific and public debates;
9. express themselves well verbally and in writing at the academic level;
10. work independently and purposefully, critically assess their own actions and can set goals and take decisions;
11. demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career.

Appendix 3: Intended learning outcomes

Table 1: Learning objectives of the open curriculum

| | |
|-------|--|
| | The learning objectives of the open curriculum are that students: |
| I. | Become autonomous learners with intellectual self-reliance. |
| II. | Become “self-starters” who engage in self-initiated work for which they feel ownership. |
| III. | Develop a love of learning and a habit of life-long learning. |
| IV. | Acquire agility in the imaginative use of intellectual, critical, and creative resources. |
| V. | Develop a facility with a range of analytic vocabularies, textual styles, and modes of problem-solving and an understanding of interdisciplinary approaches. |
| VI. | Achieve competence in understanding and negotiating the differences between cultures. |
| VII. | Acquire an ability to develop an independent, critical perspective on a problem or issue. |
| VIII. | Learn how to use and apply knowledge. |
| IX. | Develop ethical and social responsibility. |

Table 2: Aims of the UCM degree-programme

The aims of the Degree Program are that, on graduation, the student has:

1. A broad perspective and a high level of academic and intellectual development, as well as profound understanding of a selection of subjects.
2. Considerable fundamental knowledge of several disciplines, as well as knowledge and understanding of a number of essential social and academic issues.
3. More profound academic expertise in one or more disciplines.
4. An understanding of the nature of academic knowledge and the process of scientific development.
5. Insight in academic and social developments and the attitude and skills required for life-long learning and professional growth.
6. Academic skills at a level minimally required by a starting professional in the professional areas to which the Degree Program gives access; especially highly developed writing skills and knowledge of languages.
7. An overall attitude of professional responsibility and social interest.

Table 3: Correspondence between Dublin Descriptors and aims of degree programme

| Dublin Descriptor for Bachelor's Degree | Aims of UCM Degree Programme |
|---|------------------------------|
| <p><i>Knowledge and understanding:</i> Graduates must have demonstrated knowledge and understanding in a field of study that builds upon and supersedes their general secondary education, and are typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p> | 1, 2, 3, 4 |
| <p><i>Applying knowledge and understanding:</i> Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p> | 5, 6, 7 |
| <p><i>Making judgments:</i> Graduates must have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, academic or ethical issues.</p> | 1, 5, 7 |
| <p><i>Communication:</i> Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> | 6 |
| <p><i>Learning skills:</i> Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p> | 1, 5, 6, 7 |

Table 4: Correspondence between domain specific framework and aims of UCM degree programme

| Aspects of Domain Specific Framework | Aims of UCM Degree Programm |
|--|--|
| 1. Graduates can demonstrate interdisciplinary skills, i.e. can: <ul style="list-style-type: none"> a. evaluate which disciplines are involved in the solution of complex issues; b. assess which research methods are most suitable in a particular situation; c. integrate the contents and research methods from disciplines relevant to the course; d. defend a well-considered viewpoint covering the relevant disciplines. | 1, 2, 5 2, 3, 4, 5 1, 2, 4, 5 5, 6, 7 |
| 2. Graduates know about and understand the most prominent theories and methodological foundations of the chosen specialization. | 3 |
| 3. Graduates have fundamental experience with the methodology used by researchers in the chosen specialization. | 3, 6 |
| 4. Graduates know which phenomena are being studied in the different disciplines which are treated in the course and which research methods and theories are used. | 1, 2, 5 |
| 5. Graduates possess social and communication skills enabling them to work in a team. | 6, 7 |
| 6. Graduates can rapidly learn the specialist vocabulary required for a new discipline. | 1, 4, 5 |
| 7. Graduates can translate scientific terminology for laypersons. | 2, 4, 5, 6, 7 |
| 8. Graduates possess general mental and reasoning skills that enable them to participate in scientific and public debates. | 5, 6, 7 |
| 9. Graduates express themselves well verbally and in writing at the academic level. | 6 |
| 10. Graduates work independently and purposefully, critically assess their own actions and can set goals and take decisions. | 6, 7 |
| 11. Graduates demonstrate the ability to reflect in ethical and social terms on their own position in society and chosen career. | 2, 5, 7 |

Appendix 4: Overview of the curriculum

| | Courses (5ECTS each) | Skill trainings (2.5 ECTS each) | Projects (5ECTS each) | Total (ECTS) |
|------------------------------|---------------------------------|--|----------------------------------|---------------------|
| Core | 4 compulsory | 4 introductory | 2 introductory | 40 |
| General education | 2x2 outside concentration | | | 20 |
| Concentration | 16 | 6 intermediate or advanced | 3 intermediate or advanced | 110 |
| | | Capstone | | 10 |
| Total | 24 (120 ECTS) | 12 (30 ECTS) | 6 (30 ECTS) | 180 |

Appendix 5: Quantitative data regarding the programmes

Data on intake, transfers and graduates

In the critical self-reflection, UCM provides figures on intake, transfer and graduates. These figures are in some cases different from the VSNU-figures, because other cohort definitions are used or because figures have been computed in different ways. In order to be able to compare the figures of different Liberal Arts and Sciences-programmes, this appendix contains both VSNU- and UCM-figures.

Table 1: Student entry, progress and exit figures 2006-2011

| Cohort (Feb + Sept) | Students started (N) | Stopped after ... (cumulative %) | | | | Graduated after ... (cumulative % of students returning after 1 st year) | | | | |
|---------------------|----------------------|----------------------------------|--------|--------|--------|---|-------------|-------------|-------------|---------------|
| | | Year 1 | Year 2 | Year 3 | Year 4 | 5 or fewer semesters | 6 semesters | 7 semesters | 8 semesters | 8 + semesters |
| 2006 | 168 | 16.1% | 20.2% | 20.2% | 20.8% | 1.4% | 49.6% | 76.6% | 84.4% | 90.1% |
| 2007 | 227 | 18.9% | 25.1% | 26.4% | 28.2% | 2.2% | 48.4% | 69.6% | 80.4% | 82.6% |
| 2008 | 218 | 15.1% | 17.0% | 17.4% | 17.4% | 4.9% | 54.6% | 77.8% | 78.9% | |
| 2009 | 198 | 13.6% | 16.2% | 16.7% | | 2.3% | 14.6% | | | |
| 2010 | 171 | 12.9% | 12.9% | | | | | | | |
| 2011 | 195 | 5.1% | | | | | | | | |
| 2012 | 27 | | | | | | | | | |

Source: Critical self-study UCM

Table 2: Student intake and student transfer

| Vertrek bachelorstudenten (alle vooropleidingen) | | | | | | | |
|--|--|---|-----------|-----------|--|---|--|
| (voltijdse instroom) | | | | | | * voorlopige cijfers op peildatum 1-oktober | |
| Cohort | Vertrek bachelorstudenten bij de opleiding | | | | | | |
| | Omvang cohort | na 1 jaar | na 2 jaar | na 3 jaar | | Selectiviteit van 1e jaar | |
| | absoluut | Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is | | | | | |
| 02/ 03 | 64 | 11 | 16 | 22 | | 50 | |
| 03/ 04 | 89 | 24 | 31 | 34 | | 70 | |
| 04/ 05 | 105 | 30 | 32 | 34 | | 86 | |
| 05/ 06 | 133 | 18 | 29 | 30 | | 60 | |
| 06/ 07 | 168 | 13 | 17 | 17 | | 72 | |
| 07/ 08 | 227 | 19 | 23 | 25 | | 75 | |
| 08/ 09 | 210 | 12 | 12 | *14 | | *83 | |

Source: VSNU kengetallen

Table 3: Success rates

| | | Bachelorrendement opleidingen (en HOOP binnen instelling) (alle vooropleidingen) | | | | | |
|----------------------|----------|---|-----------|-----------|-----------|----------|---------------|
| (voltijdse instroom) | | | | | | | |
| Cohort | Omvang | Bachelorrendement opleiding | | | | | HOOP/ inst |
| | | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar | > 6 jaar | > 6 jaar |
| | absoluut | Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is | | | | | |
| 02/ 03 | 64 | 45 | 64 | 69 | 70 | 72 | 72 |
| 03/ 04 | 89 | 34 | 60 | 63 | 65 | 65 | 65 |
| 04/ 05 | 105 | 44 | 61 | 64 | 64 | 64 | 64 |
| 05/ 06 | 133 | 30 | 62 | 65 | 67 | | |
| 06/ 07 | 168 | 40 | 73 | 77 | | | |
| 07/ 08 | 227 | 37 | 65 | | | | |
| 08/ 09 | 210 | 42 | | | | | |

Source: VSNU kengetallen

Table 4: Success rates of re-registering students

| | | Bachelorrendement van herinschrijvers opleiding (en hoop binnen instelling) | | | | | | |
|----------------------|----------|---|---|---------------|-----------|-----------|-----------|------------|
| | | (Totale instroom) | | | | | | |
| (voltijdse instroom) | | | | | | | | |
| Cohort | Omvang | % van | Bachelorrendement van herinschrijvers | | | | | hoop /inst |
| | | | herins. | totale cohort | na 3 jaar | na 4 jaar | na 5 jaar | na 6 jaar |
| | absoluut | | Percentage (cumulatief), wordt niet vermeld als het totaal kleiner dan 4 is | | | | | |
| 02/ 03 | 57 | 89 | 51 | 72 | 77 | 79 | 81 | 81 |
| 03/ 04 | 68 | 76 | 44 | 78 | 82 | 85 | 85 | 85 |
| 04/ 05 | 74 | 70 | 61 | 85 | 89 | 89 | 89 | 89 |
| 05/ 06 | 109 | 82 | 37 | 76 | 80 | 82 | | |
| 06/ 07 | 147 | 88 | 46 | 84 | 88 | | | |
| 07/ 08 | 184 | 81 | 46 | 80 | | | | |
| 08/ 09 | 185 | 88 | 48 | | | | | |

Source: VSNU kengetallen

Student-staff ratio 2010-2011

| Number of teaching hours | Full Time Equivalents | Number of registered students | Number of students per teaching FTE | Number of teaching hours per student |
|--------------------------|-----------------------|-------------------------------|-------------------------------------|--------------------------------------|
| 54,533 | 34 | 590 | 17 | 92 |

Source: Critical self-study UCM

Programmed study load per semester, as of September 2011

| Semester | Courses | | | Skill trainings | | | Projects | | Capstone | | Total/semester | Total/week |
|----------|---------|-----|------------|-----------------|-----|------------|----------|------------|----------------------|------------|----------------|------------|
| | Lecture | TG | Self-study | Lecture | TG | Self-study | TG | Self-study | TG/advis or meetings | Self-study | | |
| 1 | 32 | 112 | 416 | 12 | 28 | 100 | 10 | 130 | | | 840 | 47 |
| 2 | 32 | 112 | 416 | 12 | 28 | 100 | 10 | 130 | | | 840 | 47 |
| 3 | 32 | 112 | 416 | 12 | 28 | 100 | 10 | 130 | | | 840 | 47 |
| 4 | 32 | 112 | 416 | 12 | 28 | 100 | 10 | 130 | | | 840 | 47 |
| 5 | 32 | 112 | 416 | 12 | 28 | 100 | 10 | 130 | | | 840 | 47 |
| 6 | 32 | 112 | 416 | | | | | | 24 | 256 | 840 | 47 |
| Total | 192 | 672 | 2496 | 60 | 140 | 500 | 50 | 650 | 24 | 256 | 5040 | 47 |

Source: Critical self-study UCM

Note: TG = tutor groups

Appendix 6: Programme of the site visit

| Time | Group | Names |
|-------------|---|------------------------------|
| 8.30-9.30 | Management Team UCM | Prof. dr. Harm Hospers |
| | | Drs. Judith Buddenberg |
| | | Anouk Cuijpers, Ba |
| | | Dr. Teun Dekker |
| | | Drs. Gerard Korsten |
| | | Dr. Mark Stout |
| 9.30-10.30 | Students | Todd Karhu |
| | | Egon Weerts |
| | | Judith Schunk |
| | | Dirk Janssen |
| | | Samuel Brice |
| | | Charley Boerman |
| | | Nora Ziegler |
| | | Siri Homburg |
| | | Arnold Kiss |
| 10.30-11.30 | Looking at the documents/break | |
| 11.30-12.15 | Lecturers | Prof. dr. Maarten Doorman |
| | | Dr. Jessica Mesman |
| | | Drs. M. Heins |
| | | Prof. dr. Fred Grunfeld |
| | | Prof. dr. Bart Verspagen |
| | | Drs. Wilfred van Dellen |
| | | Dr. Ronald Westra |
| | | Prof. dr. Alexander Sack |
| 12.15-12.45 | Board of Studies | Dr. Ike Kamphof |
| | | Dr. Peter Bollen |
| | | Dr. Roberta Haar |
| | | Burcu Baydarlioglu |
| | | Annika Lübbert |
| | | Dominika Partyga |
| | | Leah Roozendaal |
| 12.45-13.30 | Lunch break / walk-in consultation hour | |
| 13.30-14.15 | Examination committee and Academic advising | Dr. Peter Vermeer |
| | | Nicolai Manie, Ma |
| | | Drs. Oscar van den Wijngaard |
| 14.15-15.00 | Alumni | Lotte Vermeij |
| | | Noortje Groot |
| | | Johannes Bohme |
| | | Astrid van de Bossche |
| | | Lotte Goos |
| | | Lisanne Raderschall |
| | | Daan Cramer |
| | | Joeri Witteveen |
| | | Marianne Schneider |

| Time | Group | Names |
|-------------|--|------------------------|
| 15.00-15.15 | Break | |
| 15.15-15.45 | Preparations final meeting | |
| 15.45-16.30 | Final meeting with management team UCM | Prof. dr. Harm Hospers |
| | | Drs. Judith Buddenberg |
| | | Anouk Cuijpers, Ba |
| | | Dr. Teun Dekker |
| | | Drs. Gerard Korsten |
| | | Dr. Mark Stout |
| 16.30-17.30 | Committee establishes findings | |
| 17.30-17.45 | Presentation of preliminary findings and informal closure | |

Appendix 7: Theses and documents studied by the committee

Prior to the site visit, the committee studied the final projects of the students with the following student numbers:

Capstones

589780
6006074
523585
515130
528773
496960
417416
529648
527394
598984
591599
480363
518174
608270
6003033

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment)

- Documents relating to Academic Advising
- Documents relating to the Semester Abroad Programme
- Documents relating to the Board of Studies
- Documents relating to the Examination Committee
- Documents relating to the Curriculum Committee
- Documents relating to Admissions
- Documents relating to Capstone
- Documents relating to the Maastricht Journal of Liberal Arts
- Documents relating to Courses
- Evaluation reports for Courses
- Tutor manuals for selected Courses
- Information on the Semester Abroad
- Selected course manuals

Appendix 8: Declarations of independence



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: JEAN-PIERRE DE GREVE

HOME ADDRESS:

ZWIJVEGEMSTRAAT 24

2812 MECHELEN

BELGIË

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UTRECHT - MIDDELBURG - MAASTRICHT

UU - UCU

RA

UCM

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: BRUSSELS

DATE: 20.06.2012

SIGNATURE:

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Anne J. BREIMER

HOME ADDRESS: 1 Wyttenbachweg
2341 VX Oegstgeest

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy
Liberal Arts & Sciences

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Utrecht University
Maastricht University

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg* DATE: *September 4, 2012*

SIGNATURE:

Q391



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Herman van den Bosch

HOME ADDRESS: Walem 35
6342 PA Walem

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Univ. Colleges / LA program Utrecht/Maastricht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Middelburg

DATE:

September 4th 2012

SIGNATURE:



Q301

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Barbara Kaplan

HOME ADDRESS:

276 Riverside Drive
New York City, NY 10025

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Roosevelt Academy, University College/Utrecht
Utrecht Liberal Arts + Science, University College, Maastricht

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: *Middelburg*

DATE: *September 4, 2012*

SIGNATURE: *Barbara Kaplan*



Q391

DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Katherine Christine M. Woolbright

HOME ADDRESS:

South Plains Subdivision, Guadalupe

Cebu City, Cebu

Philippines

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Liberal Arts and Sciences (Roosevelt Academy, University College Utrecht,
Humanities Faculty of Utrecht University)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Jacobs University Bremen

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;




HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE: Middelburg, NL

DATE: September 4, 2012

SIGNATURE: A handwritten signature in black ink, appearing to be 'Arthur W. J. H.', written over the printed word 'SIGNATURE:'.



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Samuel ABRAMAN

HOME ADDRESS: 15 Beskydova
81149 BRATISLAVA
Slavica

HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

BISLA /has Q391

HEREBY CERTIFIES TO NOT MAINTAINING ANY (FAMILY) CONNECTIONS OR TIES OF A PERSONAL NATURE OR AS A RESEARCHER / TEACHER, PROFESSIONAL OR CONSULTANT WITH THE ABOVE INSTITUTION, WHICH COULD AFFECT A FULLY INDEPENDENT JUDGEMENT REGARDING THE QUALITY OF THE PROGRAMME IN EITHER A POSITIVE OR A NEGATIVE SENSE;

NO, I do not

1



HEREBY CERTIFIES TO NOT HAVING MAINTAINED SUCH CONNECTIONS OR TIES WITH THE INSTITUTION DURING THE PAST FIVE YEARS;

No, I do not

CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INsofar AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO;

HEREBY CERTIFIES TO BEING ACQUAINTED WITH THE NVAO CODE OF CONDUCT.

PLACE:

Tiddelburg, NL

DATE:

4. Sept 2012

SIGNATURE:

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Jetje De Graaf

PRIVÉ ADRES:

Daenerstraat 17, 2600 Berchem
België

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

Liberal Arts and Sciences

AANGEVRAAGD DOOR DE INSTELLING:

Universiteit Utrecht
Universiteit Maastricht

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE Zouden KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Burchem

DATUM: *5/12/2012*

HANDTEKENING:



