

Besluit

Besluit strekkende tot het verlenen van accreditatie aan de opleiding hbo-bachelor European Studies van De Haagse Hogeschool en het toekennen van het bijzonder kenmerk Internationalisering

Gegevens

datum	Naam instelling	: De Haagse Hogeschool
30 november 2016	Naam opleiding	: hbo-bachelor European Studies (240 EC en verkort traject 180 EC)
onderwerp	Datum aanvraag	: 14 april 2016
Besluit	Graad opleiding	: Bachelor of Arts
accreditatie hbo-bachelor	Variant opleiding	: voltijd
European Studies	Locatie opleiding	: Den Haag
De Haagse Hogeschool	Datum goedkeuren panel	: 18 januari 2016
(004715)	Datum locatiebezoeken	: 16 en 17 februari 2016
uw kenmerk	Datum visitatierapport	: 7 april 2016 (herziene versie: 8 september 2016)
BB/SM/GH/16-1751		
ons kenmerk		
NVAO/20162492/ND		

Aanvullende informatie

Op verzoek van de NVAO is op 9 september 2016 een herziene versie van het visitatierapport bezorgd. Het gaat om een redactionele aanpassing van het samenvattende advies van het visitatiepanel en om het gebruik van de meest recente versie van het ECA¹-beoordelingskader voor het bijzonder kenmerk Internationalisering. De NVAO heeft het herziene visitatierapport van 8 september 2016 als basis genomen voor haar besluit.

Beoordelingskaders

Beoordelingskader voor de uitgebreide opleidingsbeoordeling van de NVAO (Stcrt. 2014, nr 36791);
Frameworks for the Assessment of Quality in Internationalisation, ECA 2015 (www.ecahe.eu).

Bevindingen

De NVAO stelt vast dat in het visitatierapport deugdelijk en kenbaar is gemotiveerd op welke gronden het panel de kwaliteit van de opleiding goed heeft bevonden en heeft geadviseerd tot toekenning van het bijzonder kenmerk Internationalisering.

¹ European Consortium for Accreditation in Higher Education

Samenvatting bevindingen en overwegingen van het panel.

Programme assessment

European Studies (ES) of The Hague University of Applied Sciences (THUAS) features in its challenging programme internationalisation, language skills and professional experience. The programme fosters an international community of learners.

Intended Learning Outcomes

The panel has established that the intended learning outcomes of the programme have been constructed in close co-operation with the other ES programmes in The Netherlands, using the Tuning-template that links the intended learning outcomes to the Dublin descriptors and safeguards international recognition of the level to be achieved. The 7 core competencies that the Tuning group for ES provides have been extended by an ambitious 13 extra competencies, validated by the professional field.

These 20 competencies are enabling students to be well prepared for the demands of the European professions at Bachelor level and the entry requirements of subsequent Master studies, as both experts of the panel and the representatives of the programme's vocational board confirmed during the site visit.

The emphasis ES attributes to language skills as instrumental for being effectively employable in the international labour market is highly appreciated by the panel.

In summary, the panel considers the intended learning outcomes of the course relevant with regard to content, level and orientation. They lend a solid vocational profile to the course, lay a foundation for academic continuation, tie in with international standards and provide direction to the curriculum. The panel therefore considers Standard 1 to be 'good'.

Curriculum

The curriculum of ES has a three (ES3) and four year (ES4) track. The former (partially) Dutch track was merged with ES4 in 2014. ES3 covers 180 EC and ES4 240 EC.

The panel was confronted with a curriculum that is highly vocational in character whilst not underestimating the need for research aptitude, which in a European professional context can be regarded as vocational as well.

Students are in contact with the professional environment throughout the curriculum, be it in simulations or in work placements. Through the extensive and impressive network of professional contacts and an active Vocational Advisory Board, the programme frequently touches base with the volatile demands of the professions, both public and private.

The panel studied and probed the curriculum in both ES4 and ES3 and found that the competency profile of ES is realised in the learning outcomes of the different components of the curriculum. These learning outcomes are systematically aligned and articulated as part of a series of continuums that the programme is built on and that stretch across the three or four year curriculum. The continuums or pillars of the programme are the body of knowledge, professional skills, language skills, research and project management. Throughout their studies students are immersed in a highly international and intercultural environment that deliberately fosters the development of their intercultural competencies as an overarching

Pagina 3 van 9 continuum aiming for truly global citizens. Internationalisation or as the programme invented *interculturality* is in the DNA of ES. Not only do the international classrooms and the topics at hand stimulate an outward perspective of students that regularly have that attitude to begin with, but also in group composition and courses students are taught how to deal with cultural differences. Especially the components *I-start* and *I-reflect* respectively at the beginning and at the end of the curriculum do force students to critically look at their personal development of intercultural competences.

In conclusion the panel is impressed by the inherent intercultural nature of the curriculum, the ingenious interlinkage of all the different courses and informal curriculum to the intended learning outcomes. The curriculum is challenging but feasible and most of all enjoyable.

The panel observed the struggle of the programme to manage the balance of attracting the right students while, at the same time, discouraging students that will not be able to complete the curriculum in a reasonable period of time. An impressive number of preselection instruments are in place. Yet the selective nature of the propaedeutic phase is needed to ensure good success rates in the main phase of the programme. A dropout rate of between 35% and 45% in ES4 and a first year result of ES3 of 30% indicate the problem is still significant. The recently introduced Negative Binding Study Advice of 50 out of 60 EC helps students to realise in an earlier stage to either step up their performance or start orienting towards switching to a programme more suitable for them.

With respect to the quality of the programme and the lively learning environment the panel would expect a higher number of foreign students than the current 20%. Increase of this number would be beneficial to the international character of the classroom and might attract the more ambitious (thus suitable) students in the Dutch system as well, especially in the ES3 stream that aims for students having the option of deliberately choosing the applied sciences programme over a scientific research university. Close monitoring of both the competencies of foreign degree-seeking students and exchange students is needed to prevent huge differences between groups of students in one class.

All in all the panel is impressed by the different aspects of the curriculum and rates Standards 2 (Orientation) and 4 (Structure) as 'good', Standard 3 (Coherency and feasibility) as 'excellent', and Standard 5 (Admission) as 'satisfactory'.

Staff

The panel studied the curriculum vitae and had intense conversations with approximately 20% of the lecturers during the visiting days at ES. Quantitatively staff provisions seem quite generous with a student-teacher ratio of 25:1. Qualitatively the composition of teaching staff is truly exemplary. Virtually all lecturers have a Master's degree, 8% have received a doctorate, and 2% are working on their PhD. Over half of the staff has been educated abroad and 25% have non-Dutch nationalities. A staggering 76% have international work experience.

The lecturers were praised for their commitment to the formal and the informal curriculum, their accessibility, their connection to the professional field and their command of English. Many examples were given of the opportunities to further professional development. The panel would like to pay special attention to the rESCU-programme that enables lecturers to initiate smaller research projects. In the eyes of the panel rESCU is a unique model to nourish the intellectual atmosphere throughout the programme.

Pagina 4 van 9 The qualifications and attitude of staff in ES combined with the intrinsically motivated and stimulated research orientation brings the panel to qualifying Standard 6 as 'excellent'.

Services and Facilities

Study facilities of ES are tied in with the facilities of THUAS that can be regarded as state-of-the-art. Library, online-facilities and classrooms are of high quality. The availability of student workplaces is an issue according to students and has the attention of both THUAS and the ES programme. The observation of the panel during the visiting days is that the availability of workplaces seems limited during peak hours and that a more even distribution of students would resolve the problem.

The tutoring system of ES is extensive in caring for the progress and the wellbeing of their students, including the 250 exchange students. Students have access to a personal supervisor during the first two years of the programme. Thereafter supervision is organised on the basis of the activities of each particular student at a given time in the curriculum. This ties in with the shifting focus from guidance to self-management of the studies in the final phase of the curriculum.

The provision of information by the programme is intensive, but in some cases the communication seems to be less effective. This could well be a problem at the receiving end, i.e. the students. Exam registration, schedule changes and the management of student expectations were mentioned in the conversations with students as areas with room for improvement.

Weighing the observations of the panel, the efforts and responsiveness of the programme and the limited satisfaction from students the panel deems services and facilities, Standards 7 and 8, as 'satisfactory'.

Quality Assurance

The findings of the panel suggest that the programme is well aware of the importance of quality assurance and systematically tries to fulfill the Deming cycle of Plan-Do-Check-Act. The Programme Committee provides a constant communication between student representatives and management and is active and appreciated. The visibility of the programme committee and the improvements made are not optimal yet, according to both regular students and members of the committee. The appreciation by regular students of quality assurance is often quite low; bridging this gap may enhance the sense of joint ownership of the ES programme.

Balancing the structured way of quality assurance with the relatively low appreciation by students concerning the visibility of improvements, the panel qualifies Standard 9 as 'satisfactory'.

Assessment

The panel reviewed tests of several courses and has observed a consequent high quality of assessment across the board. Assessment matrices are in place linking the performance of students to the intended learning outcomes. Intercultural Competences has such an important and overarching role in the curriculum that this continuum has an assessment plan of its own stretching over four years. The fact that the assessment of the innovative *I-start* and *I-reflect* modules is still being improved convinces the panel that the programme keeps developing and fine-tuning its assessment praxis.

Pagina 5 van 9 The exam board and delegated assessment committee are robust and highly qualified. Both have an independent position and keep close track of the achieved learning outcomes compared to the intended outcomes. Systematically, the assessment of courses is scrutinized.

The panel appreciates the intrinsic urge to adequately test the progress of students and the continuous improvement of the assessment methods. Combined with the active and knowledgeable exam board and assessment committee the panel considers Standard 10 as 'good'.

Achieved Learning Outcomes

The panel randomly selected 15 dissertations and final projects of student of ES3, ES4N and ES4E and reviewed, cross-reviewed and assessed them keeping the intended learning outcomes in mind. The panel also studied the comments and grades of the examiners of the programme. All end products were certainly showing the level that can be expected of Bachelors of Applied Science. The maximum deviation of the expert auditors from the grades of the examiners was within 1 point. Alumni of ES continue generally successfully. An impressive 50% of the alumni are pursuing a Master's degree and 80% of all alumni end up in jobs that they were trained for.

The panel, taking into account the level of theses, the quality of the assessment of examiners and especially the visible success of alumni, judges Standard 11 as 'good'.

Overall Conclusion

The intended and achieved learning outcomes of ES correspond entirely. The transparency, validity and reliability of the assessment safeguarded by the exam board gives the panel the confidence that the challenging and vibrant curriculum leads students to a final examination level that meets and in many ways surpasses the general standards and prepares students for a successful professional future.

Taking into account the NVAO assessment rules for extensive programme assessments, with 4 standards satisfactory, 5 standards good (among which standard 11) and 2 standards excellent, the panel rates the Bachelors programme European Studies of The Hague University of Applied Sciences as 'good'.

Distinctive quality feature internationalisation

Intended internationalisation

The vision of the programme and its goals are well documented and strongly supported. The panel is impressed with the way the international ambitions are reflected in the daily praxis of the learning community. In terms of the stated objectives to develop students' intercultural competence and international orientation, the panel considers ES an exemplary programme. The panel noticed the measures in place to ensure the continuous improvement of the teaching and learning experiences concerning internationalisation. The panel concludes that the programme has eloquently expressed its view on internationalisation and *interculturality*. Combined with the responsiveness to feedback that the programme displays, the panel rewards Standard 1 with 'good'.

The intended international and intercultural learning outcomes clearly reflect the programme philosophy. Internationalisation is embedded throughout and in all aspects of the programme. The panel was truly impressed by the intercultural community that is formed at ES, by students, staff and management. The academic and vocational level of these graduation products was generally high and without exception proof of an internalised sense of international and intercultural maturity. Because of the advanced assessment techniques, the level of end products and especially the sense of a truly intercultural learning community at ES brings the panel to judge Standard 2 as 'excellent' and consider it exemplary for other institutions.

Teaching and learning

Exemplary practice was evident in terms of curriculum, pedagogy and support for student learning in order to achieve the intended international and intercultural learning outcomes. The programme is very consciously applying different teaching methods that align with the topic of study in a particular phase. The teaching methods allow students with varying learning styles and cultural backgrounds to learn and flourish. Both in The Hague as well as abroad students are constantly exposed to intercultural learning situations. Classes are truly international, and the teaching staff has formidable experience in international professional environments. Due to the internalised *interculturality* the ES programme provides a truly intercultural learning environment. The deliberate selection of teaching methods and the solid and in cases innovative content areas, the panel deems standard 3 as 'excellent' and a beacon of good practice.

Staff

The qualifications and experience of the staff of ES, combined with the appreciation of students for their commitment and language skills and the research stimulation are applauded by the panel. Standard 4 is judged 'excellent'.

Students

The panel considers the international character of the student population as more than sufficient. The panel observed that the verifiable intercultural character of the learning community in The Hague, combined with the experiences of study abroad and international work placements makes the programme successful in reaching its internationalisation goals. The panel considers the mentoring and counselling of students highly customised and effective. The panel concludes that the learning community of ES is truly an important matter for students, staff and management at ES, and the panel judges Standard 5 as 'good'.

Overall judgement

The programme is awarded a 'good' for Standards 1 and 5, and an excellent rating for Standards 2, 3 and 4. Based on the programme's documented internationalisation goals, the programme has successfully implemented effective internationalisation activities which according to the panel demonstrably contribute to the quality of teaching and learning.

On the basis of ECA's assessment rules, the panel nominates the Bachelor European Studies of The Hague University of Applied Sciences for the Certificate for Quality in Programme Internationalisation.

Aanbevelingen

De NVAO onderschrijft de aanbevelingen van de commissies.

Ingevolge het bepaalde in artikel 5a.10, derde lid, van de WHW heeft de NVAO het college van bestuur van de Haagse Hogeschool te Den Haag in de gelegenheid gesteld zijn zienswijze op het voornemen tot besluit van 26 september 2016 naar voren te brengen. Bij e-mail 24 oktober 2016 heeft het college van bestuur ingestemd met het voornemen tot besluit.

De NVAO besluit accreditatie te verlenen aan de opleiding hbo-bachelor European Studies (240 EC en verkort traject 180 EC; variant: voltijd; locatie: Den Haag) van De Haagse Hogeschool te Den Haag en het bijzonder kenmerk Internationalisering toe te kennen aan de opleiding hbo-bachelor European Studies. De NVAO beoordeelt de kwaliteit van de opleiding als goed.

De toevoeging 'of Arts' wordt aan de graad Bachelor toegevoegd indien ten minste 70% van de opleidingen binnen een cluster is geaccrediteerd na 1 januari 2012².

Dit besluit treedt in werking op 30 november 2016 en is van kracht tot en met 29 november 2022.

Den Haag, 30 november 2016

De NVAO
Voor deze:



Dr. A.H. Flierman
(voorzitter)

Tegen dit besluit kan op grond van het bepaalde in de Algemene wet bestuursrecht door een belanghebbende bezwaar worden gemaakt bij de NVAO. De termijn voor het indienen van bezwaar bedraagt zes weken.

² Stcrt. 2013, 35337 en Stcrt. 2015, 27438. De NVAO publiceert maandelijks een overzicht van deze clusters op haar website.

Uitgebreide opleidingsbeoordeling

Onderwerp	Standaard	Beoordeling door het panel
Beoogde eindkwalificaties	1. De beoogde eindkwalificaties van de opleiding zijn wat betreft inhoud, niveau en oriëntatie geconcretiseerd en voldoen aan internationale eisen	goed
Programma	2. De oriëntatie van het programma waarborgt de ontwikkeling van vaardigheden op het gebied van wetenschappelijk onderzoek en/of de beroepspraktijk.	goed
	3. De inhoud van het programma biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	excellent
	4. De vormgeving van het programma zet aan tot studeren en biedt studenten de mogelijkheid om de beoogde eindkwalificaties te bereiken.	goed
	5. Het programma sluit aan bij de kwalificaties van de instromende studenten.	voldoende
Personeel	6. Het personeel is gekwalificeerd voor de inhoudelijke, onderwijskundige en organisatorische realisatie van het programma.	excellent
Voorzieningen	7. De huisvesting en de materiële voorzieningen zijn toereikend voor de realisatie van het programma.	voldoende
	8. De studiebegeleiding en de informatievoorziening aan studenten bevorderen de studievoortgang en sluiten aan bij de behoefte van studenten.	voldoende
Kwaliteitszorg	9. De opleiding wordt periodiek geëvalueerd, mede aan de hand van toetsbare streefdoelen.	voldoende
Toetsing	10. De opleiding beschikt over een adequaat systeem van toetsing.	goed
Gerealiseerde eindkwalificaties	11. De opleiding toont aan dat de beoogde eindkwalificaties worden gerealiseerd.	goed
Eindoordeel		goed

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel wordt op dezelfde schaal gegeven.

Bijzonder kenmerk Internationalisering

Standaard	Beoordeling door het panel
1. Vision on internationalisation	goed
2. Learning outcomes	excellent
3. Teaching and learning	excellent
4. Staff	excellent
5. Students	goed
Eindoordeel	positief

De standaarden krijgen het oordeel onvoldoende, voldoende, goed of excellent. Het eindoordeel is positief of negatief.

Pagina 9 van 9 **Bijlage 2: Panelsamenstelling**

- Willem van Raaijen is an experienced lead-auditor and senior partner at Hobéon in The Hague;
- Elspeth Jones is Emirata Professor of the Internationalisation of Higher Education at Leeds Beckett University (UK);
- Rick Majjer is senior lecturer European Studies at Zuyd Hogeschool in Maastricht;
- Vincent Delaere is OPCW³ advisor at the New Zealand embassy in The Hague;
- Mickèl Magnus is 4th year student of European Studies at Zuyd Hogeschool in Maastricht.

Het panel is ondersteund door Vladimir Bartelds, secretaris (gecertificeerd).

³ Organisation for the Prohibition of Chemical Weapons, The Hague