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Geachte heer Kroes,

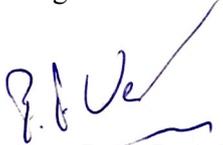
Met deze brief vragen wij heraccreditatie aan voor de volgende opleiding:

21PK	59312	WO PPLE (UvA) uniek	01-11-2025	Universiteit van Amsterdam	B Politics, Psychology, Law and Economics
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./. In de bijlage treft u het adviesrapport met de bevindingen van het panel. Het adviesrapport bevat vrijwel alle door de NVAO benodigde administratieve gegevens behalve de factuurgegevens en de facultaire contactpersoon. De facultaire contactpersoon voor deze aanvraag is: Claudia Santana (e-mail: c.k.santana@uva.nl). Bij hen kunnen de factuurgegevens worden opgevraagd.

Wij vertrouwen erop u naar behoren te hebben ingelicht en zien uit naar uw reactie.

Hoogachtend,
het College van Bestuur,


prof. dr. ir. Peter-Paul C.C. Verbeek,
rector magnificus / waarnemend voorzitter



B Politics, Psychology, Law and Economics
University of Amsterdam

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Project code P2318

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Summary

Standard 1. Intended learning outcomes

The bachelor's programme Politics, Psychology, Law and Economics (PPLE) integrates political science, psychology, law, and economics and business. It aims to educate students to become critical, reflective, well-informed, and engaged global citizens, with intercultural competences, able to take in information intelligently and write effectively on the processes shaping our world. The panel considers this a well-chosen and distinctive profile. It finds that the programme's intended learning outcomes match the academic bachelor's level and demonstrate the above-average level aimed for, also in terms of attitude and skills development. The programme ensures a good connection to relevant professional fields through an advisory board.

Standard 2. Teaching-learning environment

The panel considers PPLE's teaching-learning environment to be of high quality and fitting for a small-scale and intensive bachelor's programme. The admissions procedure is sound, and the curriculum is well-designed and coherent, offering students disciplinary depth and specialization while also bringing together these disciplines in integrative moments, culminating in a thesis that combines two disciplines. The panel does recommend always offering all six disciplinary combinations in the thesis groups to ensure that students can always make the desired combination of disciplines in their final project.

Extracurriculars are organized by students and staff, and are carefully fit to the curriculum and to varying needs of the student population. The programme's didactic approach centres on activating and intensive learning with in-class participation. The small-scale tutorials offered in every course are central to this approach. The panel therefore agrees with their mandatory nature. However, the panel found that students notice tutors vary slightly in their application of the rules regarding latecomers, and that students experience the decisions taken by the Examinations Board as unpredictable. The panel therefore advises clear interpretation of the rules and lenience regarding missed attendance to reduce pressure on students. It also recommends formulating the programme's explicit didactic vision on small-scale and intensive learning and interdisciplinarity.

Students experience the programme as challenging, but doable and worthwhile. They are enthusiastic about the PPLE community, the courses, and the in-class interactions. Students receive guidance from Study Advisers, mentors and tutors, and feel well-supported. Only the WYDLIS wellbeing programme needs further adjustment as this is not yet fully tailored to the programme. The panel is pleased that the programme is working on improving this aspect. According to students and alumni, the programme's international classroom is one of its core strengths. For this reason and because the programme centres on complex global issues as well as because proficient knowledge of English is an important requirement for these students on the labour market, the panel thinks the use of English as the language of instruction is necessary. The quality of teaching staff is high: the senior staff is didactically skilled and has a strong research profile, also due to the fact that they are drawn into the programme from the various participating faculties. Senior staff is selected for motivation and aptitude to teach in PPLE. The programme's tutors are well-trained and supported, and are well-embedded withing PPLE. Finally, the panel commends PPLE's excellent facilities and the new building that is well-tailored to the programme.

Standard 3. Student assessment

The panel is pleased with the well-designed and transparent assessment policies and practices it encountered in PPLE. The assessment types are varied and match the intensive learning methods of the

programme. Tests are designed in a careful manner. The EB fulfils its role in ensuring quality of assessment well, and that it has a good rapport with PPLE management to ensure its recommendations are followed up. The thesis assessment is done well and has been improved recently. Simplifying the thesis form is an option that the programme is rightfully exploring.

Standard 4. Achieved learning outcomes

Based on the theses it looked at and the functioning of alumni, the panel concludes that the programme achieves the intended level and broadening described in the intended learning outcomes. The success rates are clearly higher than those of regular programmes and on a par with or higher than those of comparable programmes.

Score table

The panel assesses the programme as follows:

Bachelor's programme Politics, Psychology, Law and Economics

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion	positive
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The panel assesses the Distinctive Feature Small-scale and Intensive Education of the bachelor's programme Politics, Psychology, Law and Economics as follows:

Criterion A: Intended learning outcomes	meets the standard
Criterion B: Curriculum – contents	meets the standard
Criterion C: Curriculum – learning environment	meets the standard
Criterion D: Intake	meets the standard
Criterion E: Staff	meets the standard
Criterion F: Facilities	meets the standard
Criterion G: Achieved learning outcomes	meets the standard
General conclusion	positive

Drs. Lieke Schreel, panel chair

Dr. Fiona Schouten, panel secretary

Date: 26 May 2025

Introduction

Procedure

Assessment

On 26 and 27 March 2025, the bachelor's programme Politics, Psychology, Law and Economics of the University of Amsterdam was assessed by an independent peer review panel. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (valid from 1 April 2024), including the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education.

Quality assurance agency Academion coordinated the assessment upon request of the University of Amsterdam. Fiona Schouten acted as coordinator and secretary. She has been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institution and taking into account the expertise and independence of the members. On 26 November 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016). Panel chair Lieke Schreel also attended a NVAO training session on the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education on 5 December 2024.

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the coordinator with a list of graduates over the academic year 2023-2024. In consultation with the coordinator, the panel chair selected 15 theses of the programme. They took the diversity of final grades and examiners into account, as well as the various majors. From the Law major 6 theses were selected, from the Politics major 5 theses were selected, and from the Economics and Psychology majors 2 theses each were selected. This selection reflected the number of graduates in each particular major proportionally. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the coordinator. The student member did not study the theses. The coordinator collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework and the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education, the working method and the planning of the site visit and report.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation

hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings. This report is structured along the four NVAO standards, and integrates the seven criteria of the distinctive feature Small-Scale and Intensive Education in the discussion of the respective standards for the bachelor programme. The secretary submitted it to an Academion colleague for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the management of the bachelor's programme and the University of Amsterdam in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the programme and the University of Amsterdam.

Panel

The panel assessing the bachelor's programme Politics, Psychology, Law and Economics at the University of Amsterdam consisted of the following members:

- Drs. L.A.J.M. (Lieke) Schreel, director of the Centre for Educational Support of the University of Twente [panel chair];
- Prof. dr. D. (Dirk) De Bièvre, professor in International Politics at the University of Antwerp (Belgium);
- Prof. dr. W. (Wilco) van Dijk, professor in Economic Psychology and Its Applications at Leiden University;
- Dr. N. (Nicole) Kornet, associate professor in private law and legal education at the Faculty of Law of Maastricht University;
- Drs. H. (Hanzo) van Beusekom MBA, board member at the Autoriteit Financiële Markten;
- (Ann-Marie) Lönies, bachelor's student Philosophy, Politics, and Economics at the Utrecht University [student member].

Each panel member, the panel secretary and the programme has filled out the Statement of Impartiality and non-disclosure agreement, as required by the NVAO.

Information on the programme

Name of the institution:	University of Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B Politics, Psychology, Law and Economics
CROHO number:	59312
Level:	Bachelor (NLQF level 6)
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	Law Political Science Psychology Economics & Business
Location:	Amsterdam
Mode(s) of study:	Fulltime

Language of instruction:
Awarded degree:
Submission date NVAO:

English
BSc
1 November 2025

Description of the assessment

Organization

The bachelor's programme Politics, Psychology, Law and Economics (PPE) was established in 2014 in a joint effort by the Faculty of Law, the Faculty of Social and Behavioural Sciences and the Faculty of Economics and Business of the University of Amsterdam. The programme is offered by PPE College, a selective honours college that is part of the Faculty of Law. The Dean of PPE is responsible for the college and its day-to-day management, and reports to a steering committee consisting of the three deans of the cooperating faculties. The disciplinary majors in the programme each have Heads of Studies, who act as liaisons between PPE College, relevant faculty departments and research institutes. The PPE Management Team includes the Dean of PPE, the Programme Manager and the Facilities Manager. PPE has its own Examinations Board and Programme Committee.

Recommendations previous panel

The previous assessment panel advised PPE to establish a reference framework with the Philosophy, Politics and Economics (PPE) programmes offered elsewhere in the Netherlands. This was attempted, but finding a common ground turned out to be difficult. The current panel understands this and appreciates the efforts made to establish contacts and look into collaborative opportunities with the PPE programmes. Other recommendations included enhancing international exchange opportunities, revising the Talent Development Programme to have it connect better to the curriculum, enhancing tutor career opportunities, improving the transparency of the selection procedure, investigating the causes of the relatively high dropout rates, increasing the variety of assessment types, and ensuring that thesis assessment forms are completed fully and reflect the independent assessment of both assessors. The panel found that all these aspects were followed up by the programme in a satisfactory manner. See the relevant standards for more detail.

Standard 1. Intended learning outcomes

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

Findings

PPE integrates political science, psychology, law, and economics and business to foster interdisciplinary connections. The programme aims to create a better understanding of the modern world where complex, intertwined problems can neither be understood nor solved by only looking at them from a single disciplinary perspective. PPE helps students gain multiple perspectives and equips them with the appropriate skills and tools to navigate transitions. It fosters a critical, open-minded, social, and responsible attitude. PPE aims to educate students to become critical, reflective, well-informed, and engaged global citizens, with intercultural competences, able to take in information intelligently and write effectively on the processes shaping our world.

This aim has been translated into intended learning outcomes (ILOs, see Appendix 1) which are partly programme-specific (1-17) and partly major-specific (A-C). The ILOs reflect the Dublin descriptors for bachelor's programmes and therefore also the Dutch NLQF framework describing this level. The ILOs also aim at an above-average level as they describe not only a disciplinary BA level for the four majors, but also a broad interdisciplinary base including all four. In addition, the programme focuses on the broadening and development of related personal attitudes and skills. PPE learning outcomes that clearly correspond to an

above-average level are for instance those related to interdisciplinary skills and the ability to contribute creatively to academic research.

The intended learning outcomes and profile of PPLE are also attuned to professional fields linked to the programme. In order to ensure this connection is up to date, PPLE relies on an advisory board with members from various sectors and fields (such as the Platform for Social Dialogue and Reflection on Climate Policy, the Dutch Supreme Court, Rabobank, and the Ministry of Infrastructure and Water Management).

According to the panel, the profile of PPLE is well-formulated. The programme stands out for its combination of disciplines and its focus on connections between them. The ILOs clearly reflect the above-average level aimed for, also in terms of personal attitudes and skills, and reflect and at times surpasses the academic bachelor's level. The panel appreciates the fact that an advisory board ensures an up-to-date connection to relevant professional fields.

Considerations

The bachelor's programme Politics, Psychology, Law and Economics (PPLE) integrates political science, psychology, law, and economics and business. It aims to educate students to become critical, reflective, well-informed, and engaged global citizens, with intercultural competences, able to take in information intelligently and write effectively on the processes shaping our world. The panel considers this a well-chosen and distinctive profile. It finds that the programme's intended learning outcomes match the academic bachelor's level and demonstrate the above-average level aimed for, also in terms of attitude and skills development. The programme ensures a good connection to relevant professional fields through an advisory board.

Conclusion

The panel concludes that the programme meets standard 1.

The panel concludes that the programme meets standard A of the framework for the Distinctive Feature "Small-scale and Intensive Education".

Standard 2. Teaching-learning environment

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

Findings

Curriculum

The PPLE curriculum (180 EC, fulltime) consists of four main components: the academic core (17 courses, 102 EC); major courses (9 courses, 54 EC); electives (12 EC); and the bachelor thesis (12 EC). The curriculum blends broad integrative knowledge and skills (including ethics, intercultural awareness, social responsibility and strong communication and collaborative skills) with specialist knowledge in politics, psychology, law, or economics. See Appendix 2 for an overview.

In year 1, students follow academic core courses that focus on methodology and interdisciplinarity. The first two blocks of each semester are eight weeks long, and the last block covers four weeks. The courses in the four-week blocks are integrative seminars. In year 1, these seminars aim to consolidate students' learnings from the previous block. For instance, students learn about core concepts in political science, such as 'state' and 'power', as well as notions of morality and justice in a legal context before embarking on Integrative

Seminar 1, with the theme of Human Rights. By the end of year 1, students choose their major (Politics, Psychology, Law, or Economics). A major runs through years 2 and 3 and includes nine courses, one being a major-specific methodology course, and a bachelor's thesis.

In year 2, students embark on their major, following four major courses alongside the academic core. In the shorter blocks, the integrative seminars continue. The seminars in year 2 offer an overarching theme (Security in Seminar 3 and Societal Challenges in Seminar 4), but allow students to choose from a variety of subthemes. Each subtheme has its own tutor, and students work in (research) project groups. The subthemes are loosely connected to the four PPLE disciplines but have no major-specific prerequisites: all subthemes are open to all students. This way, students learn to integrate skills and knowledge from multiple disciplines, while fostering peer learning.

In their final year, students continue in their major. They also follow an integrative course from the academic core as well as a research lab course. Finally, they take electives (12 EC), tailoring their programme to their academic interests. The electives can be used to take related courses outside of PPLE or specific courses required for admission to various master's programmes. Students can also opt for specific PPLE electives, such as Space Law and Innovation, Entrepreneurship and the Law, which can also be taken by non-PPLE honours students. PPLE also offers students the possibility to undertake an internship as an elective, for a maximum of 6 EC. Year 3 ends with the bachelor thesis. In their theses, students develop an original contribution in response to a societal problem introduced in one of the thesis projects, and integrate (at least) two disciplines in their research set-up and conclusions. The supervision of the Bachelor thesis is organized in project groups of about 12 students. The project is supervised by two staff members, representing two different disciplines offered in PPLE. Each project proposes a general theme, a broad methodological framework, and potential empirical and theoretical entries. Within this framework, students develop their own research question and research plan. They individually carry out substantial and original research at the crossroads between the two disciplines. Supervision is a mix of group sessions (first weeks) and individual feedback sessions.

Law major students who want to obtain 'Civiel Effect', the requirement needed in the Netherlands for becoming a practicing lawyer, public prosecutor or judge, need to follow an additional 60 EC of dedicated courses on top of their bachelor's programme (or 48 EC if they use their elective space of 12 EC for this). The university offers a separate programme that can serve as a premaster for a law master's that leads to this effect. In order to qualify for this trajectory, students' PPLE thesis must include 50% of doctrinal analysis of law. If students have complied with this requirement, they receive a statement of approval by the Examinations Board upon positive feedback from their first supervisor (who has the required law degree).

PPLE students have several possibilities to include a study abroad experience in their programme. This can be either a full semester exchange or a short term by attending a summer school abroad. Students can choose from a variety of destinations as part of the Global Exchange programme of the UvA. PPLE also has its own partners, mainly in Europe, to facilitate Erasmus exchange. The programme sponsors two students per year to participate in the Asia Honours Summer School (NAHSS) programme.

PPLE guarantees that all students achieve the exit qualification through an extensive matrix (Act-e). The programme uses an online tool that maps the curriculum to ensure coherence. Over the past years, PPLE worked on improving the academic skills and research methods learning pathways: the project 'Quality and Coherence in PPLE Method Curriculum' (2022 to 2024) mapped the content of all PPLE methods courses, both core and major-specific, to identify repetitions, gaps, and opportunities for stronger integration.

Starting in 2025, a Research Methods Curriculum Coordinator will support ongoing communication among methods teachers to further enhance and maintain this integration throughout the curriculum.

The panel is impressed with PPLE's well-designed structure. The courses are varied, with good and well-chosen content. The structure is clear and insightfully mapped in Act-e, and the strengthening of the methods learning line is a positive initiative. The panel is pleased with the way disciplinary elements are combined with multi- or interdisciplinary moments throughout the programme. The programme educates students in the four disciplines and allows them to specialize in one, but keeps on offering integrative possibilities. The choice to use the shorter blocks for integrative seminars works out very well. During the site visit, the panel noted that these integrative elements stand out for students and that they are enthusiastic about their added value.

As mentioned above, the programme ends with thesis groups that combine two disciplines. Students combine their major discipline with one of the other three. The programme makes sure to always offer a variety of options for all students. Nevertheless, students and graduates mentioned to the panel that students in the largest discipline, law, always have more groups to choose from than the others. What is more, the panel was told that in the past year, certain disciplinary combinations were not offered due to limited student and staff numbers in the smaller discipline psychology. The panel understands that staff and student numbers do not permit an equal distribution of themes and groups. However, it does recommend to always offer all six disciplinary combinations among the thesis groups to ensure that students can always make the desired combination of disciplines.

During the site visit, panel and programme representatives discussed the smaller size of the psychology major. The programme as well as its students believe that this is mostly driven by student perception. Since the major offers no direct clinical connection, students think the major is very research-oriented only. The panel thinks that the programme could look at repositioning this major to improve the balance with respect to the other majors by stressing to students that its outlook is broader and that it touches on such topics and fields as marketing, behavioural insights, government, social inequality, climate change and consumer behaviour.

Didactic approach

Students in PPLE typically have 16 weekly contact hours. The curriculum offers a combination of lectures and intensive, mandatory tutorials in small groups led by junior staff as tutors. Half of the contact hours take place in these tutorials, with a maximum of 17 students. Active participation of students is expected and stimulated, also in the lectures, which are designed as interactive. The programme has a lecture theatre specifically designed to enable this interactivity. As the programme progresses and students specialize and choose electives, the lecture groups also become smaller. PPLE uses diverse types of assignments, including debate, simulation, paper writing, presentation and peer review. Through such activating teaching methods, the programme aims to create an intensive learning environment where students benefit from each other's background, knowledge and skills in a small-scale setting.

Additionally, PPLE has a strict attendance policy, in which tutorials are mandatory. In case of special circumstances, a student is allowed to miss one or two tutorials, depending on the scheduled contact hours. Additional missed attendance without the approval of the Examinations Board results in exclusion from the course. This attendance policy intends to stimulate community-building and promote in-class discussions, encouraging students to engage seriously with their studies, which in turn results in higher study success.

The programme also offers all of its students an extracurricular Talent Development Programme (TDP). Every year, a board of seven students organizes initiatives and opportunities for academic enrichment, personal growth, and societal contributions. A non-executive board member from PPLE's teaching staff serves as a linking pin between the students and PPLE's Management Team, to coach students and ensure alignment with the PPLE programme. TDP supports various student-led initiatives, such as the Science Slam, where 5-10 PPLE teachers/researchers pitch their research to students in an informal setting, the PPLE Academic Journal, and *Creature Magazine* which offers with prose, poetry, and visual arts.

The panel considers the resulting teaching-learning environment to be clearly small-scale and intensive, offering students a challenging experience in a tight-knit learning community of peers and PPLE staff. The tutorials are central to the teaching concept and are praised and valued by students and alumni. The tutors are approachable as junior staff and contribute to in-class exchange and critical analysis. The students also appreciate the lectures, which are taught in a slightly larger scale setting but also include working methods that stimulate interactivity and participation and that are supported by the interactive lecture hall designed for this purpose. Beyond these contact hours, students report that they are frequently working together on assignments, spending time in the larger PPLE community and engaging with one another.

The panel noted that the didactic vision of the programme is mostly implicit. Teaching and learning are designed with the purpose of activating students, but the underlying assumptions and mechanisms are not made explicit. For instance, in various courses, staff members from different disciplines come together for a form of co-teaching where various perspectives meet. Also, staff members frequently bring their own research to the classroom. The panel thinks that describing such elements and detailing how they are used to create small-scale and intensive learning might be beneficial to the programme in enabling a more structural approach. Moreover, such an explicit vision can also highlight how interdisciplinarity is included and stimulated throughout the programme. The panel therefore recommends making the didactic vision on teaching and learning, including interdisciplinary learning, explicit.

The panel found during the site visit that students and staff are in favour of mandatory attendance requirements for tutorials. Students agree that the tutorials are essential to PPLE and that they should be attended by all in order to create a truly intensive learning environment. However, students are unhappy with the limitations put on the number of tutorials that they can miss. In case of issues concerning public transportation delays or health-related absence, students experience the programme as overly strict. This creates stress among students, especially since many live further away from Amsterdam due to housing shortages. Students also notice tutors vary slightly in their application of the rules regarding latecomers, and they experience the decisions taken by the Examinations Board as unpredictable. The panel understands that the programme insists on mandatory attendance, but advises the programme and specifically Examinations Board to be more lenient in granting exceptions whenever possible to reduce pressure experienced by students. It also advises ensuring clear rules are communicated to staff and students concerning late arrivals in courses that are the same for all tutorials.

The panel applauds the way in which extracurricular activities tie in with PPLE's curriculum. The TDP is attuned to the curriculum and is carefully organized to match course contents and build upon the education on offer. Students and staff are involved in the organization of its events, and participate jointly. Both TDP and the PPLE study association AIM ensure that social and academic events are organized and that they cater to different types of students. The panel understood that the participation rate among students for extracurriculars is very high and that these activities are seen as an integral part of the 'PPLE experience'.

Language of instruction

PPLE 's language of instruction is English, as is its programme title. This choice matches the academic and professional contexts most relevant to the programme. In addition, the curriculum emphasizes analysing and researching cross-border challenges, such as climate change, migration flows, warfare or the recent Covid-19 pandemic, which require international cooperation and integration of different perspectives. In the process, students also learn to deal with national and cultural differences and operate in an international setting. To ensure high-quality education, PPLE requires near-native speaker excellence from its teaching staff.

The panel wholeheartedly agrees with the choice of English as the language of instruction (and of the programme title), as this is required to address the global challenges central to the programme. What is more, the programme boasts a lively international classroom where a variety of outlooks and perspectives come together: in 2024, around 35% of incoming students were Dutch, 65% international. Alumni and students testified to the panel that this international classroom allowed them to develop and build on the intercultural skills and competencies that form a part of PPLE's aims and learning outcomes. The PPLE program thus prepares its students excellently for their prospective labour market where proficiency in English is an absolute must. Therefore, the panel considers English to be the only possible choice for PPLE.

Admission

Students are eligible to apply for PPLE when they hold a diploma from Dutch university preparatory education (vwo) with a minimum grade point average of 7.0, combined with mathematics A, or B (final grade 6.0 or higher) and English (final grade 8.0 or higher), or an equivalent preparatory education. They are evaluated based on academic excellence, motivation, and ambition to study the intensive, broad and interdisciplinary PPLE programme, and commitment to contribute to PPLE's international learning community.

The admissions procedure is organized in various rounds. In the first, students submit their application including their GPA, a personal statement, and a CV. In the second, applicants study one or two video lectures on an interdisciplinary topic from the first-year courses, look at study-related materials, and take an online exam. The third and final round consists of an interview with a PPLE tutor. Following recommendations from the previous panel, the admissions process was changed to promote transparency, making use of rubrics and a scoring system. Round 2 was adapted to include a test rather than an interdisciplinary essay and to incorporate a 'taster experience' which ensures that all applicants, including those unable to attend physical open days, experience interdisciplinary education.

PPLE has procedures in place to waive tuition fees in specific cases, depending on individual circumstances on a case-by-case basis. In addition, PPLE launched the Bright Minds Fund (BMF) scholarship in 2022. Through the BMF, Dutch PPLE students can benefit from need- and merit-based scholarships, consisting of a three-year fee waiver for the increased PPLE tuition fee. For 2025-2026 there are up to five scholarships for deserving students. In the future, as the fund grows, the programme may extend the fund to other groups of students.

The panel discussed the admission process with PPLE students, staff and management. It considers the process to be carefully designed and executed, and sees that it aims at selecting motivated and talented students suitable for participating in a small-scale and intensive programme. The number of applicants is rather large (with 1600 candidates applying and 200-250 making the final selection). The programme does a good job in handling the amount of applications and following a transparent trajectory with clear criteria.

The panel appreciates the programme's wish to select a more diverse group in terms of social-economic backgrounds. It encourages the programme to keep working on this.

Student guidance and feasibility

At PPLE, each student is assigned a mentor with whom they meet at least eight times throughout the programme. The mentor meetings are designed to help students navigate key milestones, such as choosing a PPLE major, career preparations, and personal goals after graduation, using structured mentoring questions and discussions. Furthermore, Study Advisers are available to PPLE students throughout their studies. Study Advisers provide one-on-one support and advice and help students devise study plans, especially when students are experiencing study delays. Study Advisers also inform students about electives, extracurricular courses, minors, and internships. Additionally, PPLE hosts events in support of student guidance, such as the Major Market in March/April, where students become better acquainted with each major offering. Furthermore, students receive specific support from the Internship Coordinator, Exchange Coordinator and Major Mentor for these parts of their programme.

PPLE is committed to making the programme accessible to all students. University-wide, students are offered guided study sessions (including AD(H)D and thesis focused versions), support workshops, and student counselling. PPLE also cooperates with the UvA Housing Department for creating solutions that benefit students with a disability. Any arrangements students might need in tutorials or lectures can be requested through the Study Advisers and are approved by programme management. Examples include early access to lecture slides for students with visual impairments, and adjusted scheduling.

Given the growing concern at a national level around young adults' mental health, PPLE incorporated a series of workshops in personal and professional development called WYDLIS (What You Don't Learn In School). These workshops are organized in collaboration with an external organization. Previously, students were offered a set of workshops, from which they had to choose four during year 1 and 2 of their studies. Currently, the programme takes place in a slightly different format to provide more structured and targeted support. For first-year students, it now consists of a carefully sequenced, seven-module training programme focused on self-awareness, emotional regulation, communication, and decision-making. The training integrates formal learning in small-group sessions, experiential learning through real-life exercises, and social learning via buddy meetings. The programme concludes with an individual coaching session to guide personal development. For second-year students, WYDLIS focuses on resilience. This includes film-based workshops, personalized resilience profiling, and daily online resilience exercises.

The panel concludes that students receive ample and varied support in navigating their programme, progressing through the curriculum, and dealing with adjustments and personal issues or circumstances. Students did note that the support system may seem complex with many different people they can turn to, but that they quickly learn to find their way. Students also convinced the panel that information provision (in courses and through Canvas) is good and clear. According to students, the role of tutors as a frequent first point of contact and support cannot be underestimated. Due to the intensive approach and the small scale of the tutorials, as well as their proximity in age, tutors are easily approachable for students and have been trained to point students in the right direction with their questions or doubts. Many tutors also act as student mentors. In addition, students praise the PPLE community: students from across the programme's three years know each other and help each other with advice. Finally, students are happy with the Study Advisers, whose proactive role is much appreciated.

Students experience PPLE as challenging, but feasible. This impression is supported by the programme's success rates. Approximately 95% of students who start the second year complete the programme

successfully within three to four years, and the first year's high threshold of having to obtain 54 out of 60 EC for the Binding Study Advice results in less than a 10% dropout rate. Actual study delay is, apart from personal circumstances, mostly caused by students pursuing extra credits, an extended internship, or an exchange programme that does not lead to exemptions of PPLE credits by the Examinations Board. The panel concludes that the curriculum (including extracurriculars) enables nominal study progress.

The one aspect students were less positive about is the WYDLIS programme. According to students, the fact that this has been organized by an external party meant that it was not directly-attuned to their needs or to the programme at large. This, combined with its mandatory nature and the fact that students need to step out of their comfort zones for this, made the experience a disappointing one for many. The panel was told during the site visit that PPLE management is currently working on tailoring WYDLIS more to the students as well as the curriculum. At the time of the site visit, changes had already been implemented for the current cohort following feedback from students in earlier cohorts. The panel thinks the idea behind WYDLIS is very positive and encourages the programme to keep on adjusting it to make it a better fit with the programme.

Staff

The courses at PPLE are taught by senior lecturers from participating faculties, and by PPLE-employed tutors. On average, the staff-student ratio is about 1 FTE teacher for every 16 students annually. Lecturers are responsible for designing and coordinating the courses and for teaching the theoretical classes. They are also typically involved in active research. The staff list included 59 lecturers in 2023-2024. Over the past four years, 84% of lecturers held a UTQ or were obtaining one, while 11 lecturers held a Senior Teaching Qualification (STQ). 80% held a PhD, and 12% were full professors.

In addition, there are 40 to 50 tutors teaching academic courses and major courses. Tutors are often PhD holders, candidates, or top recent graduates. Because of the increased number of tutors over time and the typical four-year contract, PPLE College created the position of a track coordinator for each major, serving as a first point of contact for tutors in the major, a sparring partner and a buddy for starting tutors.

PPLE College provides comprehensive support and training for its staff specific for this small-scale and intensive programme. Two main training sessions are held annually, which address different information and goals for the coming semester. The first session is held a week before the start of the academic year, in cooperation with the UvA's TLC (teaching and learning centre). In addition, PPLE offers a two-day academic training in January, with participation from the Study Advisers and the secretary of the Examinations Board, to elaborate again on any changes to PPLE's rules and regulations. After the first year that tutors teach in the programme, they are offered a dedicated in-house University Teaching Qualification trajectory (UTQ) if they do not have one already. Additionally, mentors receive a coaching course from an external company. Furthermore, PPLE supports course coordinators with Inspiration Sessions and Assessment Support Days. These sessions, led by PPLE's Test Expert, encompass topics such as diversification of assessment, best calibration practices, cohesive storyline and lecture distribution, effective peer review processes, promoting innovative practices that contribute to further development of didactic skills.

The panel is impressed with the quality of senior PPLE staff members. Their didactic skills clearly suffice for teaching a small-scale and intensive programme. PPLE draws much of its senior staff from other faculties, benefiting from this structure in the sense that its senior staff has a strong research profile. This translates to research-driven education. The panel learned during the site visit that the selected staff members are usually highly motivated to teach intensive courses and that they are dedicated to the programme and its ambitious students. The collaborative structure between PPLE College and the participating faculties is functioning well, as the programme has firmly established itself over the past years. The current structure with Heads of

Studies for every disciplinary major as a liaison between the programme and the faculty departments further eases the collaboration.

As mentioned earlier, the tutors are very important to the programme as they form the backbone of its intensive and small-scale teaching and are also crucial in community-building and student support. At the same time, they tend to be junior staff on temporary contracts. During the site visit, the panel met with PPLE tutors. It was pleased to learn that they feel PPLE has a lot to offer them in terms of didactic training, such as the PPLE-specific in-house UTQ or coaching training. Tutors feel that teaching in PPLE is useful for their further career and often combine the function with preparing for or writing a PhD. Most PPLE tutors complete the full (in principle 4-year) contract, so that the group is relatively stable. Tutors told the panel that the programme takes their needs seriously and accommodates their wishes regarding training and career development. For instance, PPLE already provided its tutors with training on how to deal with politically sensitive discussions when they arise in the international classroom. With the recent protests, PPLE tutors requested a proactive 'hot moments' training in order to address these subjects themselves rather than only reacting to their emergence in class. This training was then offered and much appreciated by the tutors. The panel concludes that PPLE tutors do an admirable job and are well-supported by and embedded in the programme. It could almost be said that two programmes are offered: PPLE for the students, and a strong teacher training programme for the tutors.

Programme-specific facilities

PPLE is housed on UvA's city campus Roeterseiland, and its close proximity to the participating faculties is an asset that allows its students to venture beyond PPLE College and into other programmes and the city itself. During the site visit, the panel was shown the new building where PPLE College moved in 2024. The building has been renovated specifically to accommodate the small-scale and intensive programme, which occupies various floors unique to the programme, as well as some spaces shared with other entities (e.g. the executive programmes of a business school). As a result, the building offers a variety of study and flexible spaces, a central common room, and various classrooms suitable for tutorials or lectures. The panel was impressed with the often innovative classrooms (such as a larger lecture hall with tables and chairs) that are very much fit for purpose. Classrooms and offices are mixed on all floors, allowing for easy contact between students and staff. The students can easily study alone, work in flexible groups, or meet with each other and their teachers for extracurriculars. The panel concludes that PPLE's facilities are of a very high standard and enhance the programme's small-scale and intensive setup.

Considerations

The panel considers PPLE's teaching-learning environment to be of high quality and fitting for a small-scale and intensive bachelor's programme. The admissions procedure is sound, and the curriculum is well-designed and coherent, offering students disciplinary depth and specialization while also bringing together these disciplines in integrative moments, culminating in a thesis that combines two disciplines. The panel does recommend always offering all six disciplinary combinations in the thesis groups to ensure that students can always make the desired combination of disciplines in their final project.

Extracurriculars are organized by students and staff, and are carefully fit to the curriculum and to varying needs of the student population. The programme's didactic approach centres on activating and intensive learning with in-class participation. The small-scale tutorials offered in every course are central to this approach. The panel therefore agrees with their mandatory nature. However, it advises clear rules and lenience regarding missed attendance to reduce pressure on students. It also recommends formulating its explicit didactic vision on small-scale and intensive learning and interdisciplinarity.

Students experience the programme as challenging, but doable and worthwhile. They are enthusiastic about the PPLE community, the courses, and the in-class interactions. Students receive guidance from Study Advisers, mentors and tutors, and feel well-supported. Only the WYDLIS wellbeing programme needs further adjustment as this is not yet fully tailored to the programme. The panel is pleased that the programme is working on improving this aspect. According to students and alumni, the programme's international classroom is one of its core strengths. For this reason and because the programme centres on complex global issues as well as because proficient knowledge of English is an important requirement for these students on the labour market, the panel thinks the use of English as the language of instruction is necessary. The quality of teaching staff is high: the senior staff is didactically skilled and has a strong research profile, also due to the fact that they are drawn into the programme from the various participating faculties. Senior staff is selected for motivation and aptitude to teach in PPLE. The programme's tutors are well-trained and supported, and are well-embedded withing PPLE. Finally, the panel commends PPLE's excellent facilities and the new building that is well-tailored to the programme.

Conclusion

The panel concludes that the programme meets standard 2.

The panel concludes that the programme meets standards B, C, D, E and F of the framework for the Distinctive Feature "Small-scale and Intensive Education".

Standard 3. Student assessment

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

Findings

Assessment policy and practice

PPLE follows the general UvA Assessment Policy Framework, as well as the Law Faculty Assessment Framework. The programme ensures that learning objectives, learning activities, exercises, feedback, assessment activities, and assessment criteria are derived from its exit qualifications. On a course level, all exam components are linked to a learning objective. All tests in the programme undergo a peer review process (four eyes principle) in their design. The programme aims for a system of continuous assessment: every course has at least two different assessments, and most include three or four. The final grade for a course must be based on individual assessment components of at least 50%.

Assessment types in PPLE are varied and include written assignments, in-class participation, presentations, quizzes, and cases. The optional internship is concluded with a portfolio containing a personal development plan, a professional product and a written reflection. The professional product is agreed upon in advance with the organization where the internship takes place and can for instance be a presentation, research proposal, or risk analysis. Additionally, students provide a reflection paper with tangible examples of the learning outcomes achieved during their internship.

PPLE has an Examinations Board (EB) consisting of 5 members. The EB is responsible for safeguarding assessment quality. It aims to ensure that assessments align with the learning objectives and that the programme's grading is objective and transparent. The EB also oversees the regularity and validity of the assessment process, addressing technical logistics and fraud/plagiarism matters. To support the reliability of the assessment, the EB conducts regular reviews. In the Quality Assessment Cycle, the EB conducts a marginal review of the graded assessment instruments of 10 courses (two cycles per academic year), and in

this way it performs regular checks of all core and major courses of the programme. It looks at the test matrix, learning goals, course manual, exams, model answers and three graded exams for each form of assessment (high, pass, fail). The review is discussed and followed-up with the Head of Studies and/or the Programme Director. The EB also conducts annual evaluation of a sample of Bachelor's theses in collaboration with the Heads of Studies, with the objective to monitor the adequacy of grading and the interdisciplinarity nature of the theses.

The panel is pleased with the well-designed and transparent assessment policies and practices it encountered in PPLE. The assessment types are varied and match the intensive learning methods of the programme. Tests are designed in a careful manner. The panel discussed generative AI in the context of assessment, and learnt that the programme as well as the faculty are currently working on adapting assessment to accommodate for this development. The panel encourages this. It found that the EB fulfils its role in ensuring quality of assessment well, and that it has a good rapport with PPLE management to ensure its recommendations are followed up.

Final level

The final level of PPLE is assessed through the interdisciplinary Bachelor's thesis (90% of the grade), accompanied by an oral defence (10%). Students in the thesis track participate in project themes organized by two supervisors of differing majors. They then present their thesis in an academic conference setting within their thesis project group. The thesis is first assessed by the primary supervisor, who is a staff member from the student's major and leads the student's thesis group. In addition, an independent assessment is carried out by a second reader who is of the same disciplinary background as the main supervisor but is not actively involved in supervising the student. Students also have a co-supervisor from the second discipline involved in the thesis group. The co-supervisor is mainly involved at the beginning of the thesis process to discuss the method and application of the other discipline in the student's research proposal. When the thesis is handed in, the co-supervisor does not assess it, but he or she assesses the interdisciplinarity of the research by grading the oral defence. To pass the thesis course, the thesis grade and the interdisciplinary defence must each be graded above 5.5.

The current thesis assessment structure was introduced in the academic year 2023-2024, after the EB raised concerns on the effectiveness and objectivity of the assessments of PPLE's interdisciplinary thesis track. Previously, both supervisors of the project theme were also the two assessors, which the EB felt impacted the independence and validity of the assessment procedure. The thesis assessment form was also adapted over the past period to enable a more precise grading. This form also facilitates combining the grading practices from various disciplines. The current form contains several larger categories: content and form, thesis process, and oral defence. Within these categories, the set-up of research, analysis, and academic soundness are evaluated, as well as formal aspects such as structure, references, language, and layout. Each subcriterion receives a score, and based on these scores the final grade is determined.

The panel studied 15 thesis assessment forms and discussed thesis grading with the EB. It found that the feedback on the forms tends to be sufficiently extensive and insightful. The panel appreciates the fact that an external second reader is now included in the assessment. Regarding the assessment form, the panel considers the current structure to result in a rather precise final grade through adding up the various sub-scores. This makes the form rather complex. The panel suggested simplifying the form to the EB and learnt to its satisfaction that the EB is considering doing just that. The panel encourages the programme and the EB to consider whether simplification is a fruitful option in this programme.

Considerations

The panel is pleased with the well-designed and transparent assessment policies and practices it encountered in PPLE. The assessment types are varied and match the intensive learning methods of the programme. Tests are designed in a careful manner. The EB fulfils its role in ensuring quality of assessment well, and that it has a good rapport with PPLE management to ensure its recommendations are followed up. The thesis assessment is done well and has been improved recently. Simplifying the thesis form is an option that the programme is rightfully exploring.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 15 theses of the PPLE programme. It found that students acquire a sufficient to high level of proficiency in their thesis work. The interdisciplinary component is better developed in some theses than in others, but the general level is clearly up to standard. The panel was pleased to see that thesis topics address current societal issues and complex topics, in line with the PPLE profile.

Over the past years, around 50-60% of students enrolled in year 1 finished the programme nominally (in 3 years). Around 90% did so in 4 years. Less than 10% of students dropped out or switched to another programme in the first year, and this number has seen a steady decline (7% in 2023-2024). Of the 2023-2024 cohort, 87.7% of students who did not drop out finished the degree programme nominally. These numbers are on a par or exceed those of other programmes with the special feature small-scale and intensive learning, such as Amsterdam University College. According to the panel, the success rates of PPLE are impressive.

PPLE College prepares its graduates for diverse and ambitious academic and professional pathways. The majority of graduates pursue a master's degree, and many have gained admission to competitive (research) master's programmes at the University of Amsterdam, the London School of Economics, the University of Oxford, and many more. Most alumni choose study fields directly aligned with their PPLE major. Additionally, nearly half of the graduates explore interdisciplinary programmes.

After completing their education, PPLE alumni end up in sectors such as business and finance, public policy and governance, legal and law enforcement, research, education, technology and data science, energy, communication, and security. In the private sector, alumni hold roles at globally recognized companies such as Adyen, Deloitte, Accenture, PwC, De Brauw, and the Boston Consulting Group, taking on positions like consultants, project managers, legal advisors, researchers, and analysts. In the public sector, alumni contribute to European institutions such as the European Commission and the European Parliament or serve in national governance through roles in local government ministries. Additionally, some graduates pursue academic paths, including PhDs and research roles at universities worldwide.

The panel concludes that PPLE alumni are successful in both interdisciplinary and monodisciplinary master's programmes and the related professional fields. Alumni that the panel interviewed testified to the valuable training in critical thought they received and mentioned that their ability to combine perspectives sets them apart in their careers. The panel understood that PPLE is currently working on creating a PPLE alumni

community, and encourages the programme to do so, since alumni are of real value to the development of PPLE and as a network for its students and graduates.

Considerations

Based on the theses it looked at and the functioning of alumni, the panel concludes that the programme achieves the intended level and broadening described in the intended learning outcomes. The success rates are clearly higher than those of regular programmes and on a par with or higher than those of comparable programmes.

Conclusion

The panel concludes that the programme meets standard 4.

The panel concludes that the programme meets standard G of the framework for the Distinctive Feature “Small-scale and Intensive Education”.

General conclusion NVAO Framework

The panel has established that the programme meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes. As a result, the panel’s overall assessment of the quality of the bachelor’s programme Politics, Psychology, Law and Economics is strongly positive.

Recommendations

1. Ensure to offer all six disciplinary combinations in the thesis groups, so that students can always make the desired combination of disciplines.
2. Make the didactic vision on teaching and learning explicit, including interdisciplinary learning, to enable a structural approach shared by all staff members that can be easily communicated to students.

Distinctive Feature Small-Scale Intensive Education

The bachelor's programme Politics, Psychology, Law and Economics obtained the distinctive feature Small-Scale and Intensive Education in 2013. Four years later, the panel performing the practice-based assessment considered that further progress had been made, both in terms of the evaluation criteria and with regard to the points of attention raised by the initial review team. Another six years later, in 2025, the bachelor programme and its distinctive feature are up for re-accreditation. The current assessment panel has looked at whether the programme still meets the conditions for granting the distinctive feature. In line with the NVAO Guidelines, the panel checked whether small-scale and intensive education has evolved into a quintessential feature of the bachelor programme. In the core part of this report, the panel has taken into account the criteria of the distinctive feature when assessing the quality of the bachelor's programme. In this section, the panel brings together its specific findings and considerations on these criteria and indicates whether an extension of the 'Small-scale and intensive education' distinctive feature is justified.

A. Intended learning outcomes

The bachelor's programme PPLE integrates political science, psychology, law, and economics and business, and provides not only a disciplinary BSc level for the four majors, but also a broad interdisciplinary base in all four. The panel finds that the programme's intended learning outcomes match the academic bachelor's level and also demonstrate the above-average level aimed for, also in terms of attitude and skills development.

B. Curriculum: contents

According to the panel, the curriculum offers a clear structure that allows both deepening and broadening as described in the intended learning outcomes. The curriculum and the extracurricular activities are inextricably bound and extracurriculars are organized by staff and students. The extracurriculars are carefully fit to the curriculum and to the varying needs of the student population. They encompass social as well as content-related activities (varying from a journal to film screenings) and are very well attended by the students.

C. Curriculum: learning environment

The learning environment of PPLE is based on a challenging teaching concept with a wide variety of activating working methods and a focus on integrating the various disciplines. Students and staff form a vibrant learning community. The panel found that education is sufficiently small-scale and intensive in nature, and requires a high level of participation and preparation. The mandatory tutorials in all courses are central to achieving small-scale and intensive teaching. The curriculum structure is clear and much guidance and information is in place to ensure students can achieve nominal study progress. The panel does recommend explicitly formulating the programme's didactic vision, both regarding small-scale intensive education and interdisciplinarity, to further strengthen PPLE's learning environment.

D. Intake

According to the panel, PPLE has a sound selection procedure that values not only academic excellence, but also motivation and aptitude to commit to and fully participate in a small-scale and intensive programme, including extracurriculars. The procedure follows three rounds and uses clear and transparent criteria to assess students. PPLE has procedures in place to waive tuition fees in specific cases, and offers need- and merit-based scholarships to Dutch PPLE students.

E. Staff

The panel is pleased with the quality of PPLE's staff, both senior lecturers and junior tutors. Senior staff brings in strong research expertise and connections from the nearby participating faculties. They are

didactically trained and motivated to teach in PPLE. Tutors are well-embedded in the PPLE community and receive much training and guidance on the job. Students and staff form a close-knit community that is beneficial to the teaching-learning environment.

F. Facilities

PPLE College recently moved to a new building and its current facilities are carefully attuned to the needs of a small-scale and intensive programme, including extracurriculars. The facilities include a Common Room and various studying and tutorial spaces that accommodate all teaching and learning methods. PPLE College's location on the Roeterseiland city campus ensures an easy connection with the participating faculties at the UvA and the city of Amsterdam at large. The panel commends the programme for its excellent facilities.

G. Achieved learning outcomes

Based on the theses, success rates, and alumni success, the panel concludes that the programme's learning outcomes are achieved. The theses are of sufficient level and match the profile in terms of content and interdisciplinary approach. Success rates are on a par with those of similar small-scale and intensive programmes, or even exceed them. Alumni do well in further studies and in the working field.

General conclusion Distinctive Feature Small-scale and Intensive Education

The panel has established that the bachelor's programme Politics, Psychology, Law and Economics meets all seven criteria of the distinctive feature Small-Scale and Intensive Education: intended learning outcomes, programme content, learning environment, intake, staff, material facilities, and achieved learning outcomes. It considers that small-scale and intensive education has become an integral part of the bachelor programme.

As a result, the panel's overall assessment of the distinctive feature Small-Scale and Intensive Education in the bachelor's programme Politics, Psychology, Law and Economics is positive.

Appendix 1. Intended learning outcomes

The programme aims to:

- a. Provide knowledge, skills and understanding in the areas of Politics, Psychology, Law and Economics and achieve the exit qualifications listed below.
- b. Provide an academic education, which includes the acquisition of academic skills such as logical discourse; developing writing, speaking, and research skills; correctly citing and attributing sources; learning to solve complex problems independently and creatively; and learning to engage in critical reflection.

Knowledge and understanding

PPLE graduates will have:

1. Achieved fundamental knowledge of central concepts, models, methods, and applied theoretical and empirical techniques within Politics, Psychology, Law, and Economics.
2. A general theoretical and empirical overview of interdisciplinarity, which provides the student with a framework to understand, evaluate, and put their own academic activities in perspective.

Applying knowledge and understanding

PPLE graduates will have:

3. The ability to contribute creatively to academic research, and to analyse and solve the complex problems that arise in society (both independently and collaboratively), which requires an integration of knowledge.
4. The ability to identify new developments in various academic fields, to relate these developments to established theories, and to place them in a broader (social) context.
5. The ability to know how to translate an actual problem into a problem suited for academic research and how to translate the theoretical findings into recommendations (for the factual problems).

Making judgments

PPLE graduates will have:

6. The capacity to find relevant information, and to organize, analyse and present these findings with clarity and precision.
7. The ability to assess which research methods are most suitable for a specific situation and to contribute towards an interdisciplinary concept or methodology that cannot be confined to a specific discipline.

Communication

PPLE graduates will have:

8. The ability to construct and articulate sound arguments (in oral and written modes) about social issues and current events, in both professional and academic settings.
9. An openness to different approaches across disciplines and to an analytical approach in which disciplinary boundaries are no longer obstacles.
10. Demonstrated social engagement and increased awareness of social and civic responsibilities.
11. An understanding and appreciation of social and cultural diversity, and the ability to reflect on their own expertise.
12. The knowledge needed to create an active learning and working community, work collaboratively, and enhance partnership with the faculty, members of the academic community, and external partners (such as representatives from business, industry, government, and professional associations).

Learning skills

PPLE graduates will have:

13. The capacity to efficiently learn a paradigm and related terminology of a particular discipline.
14. The capacity to constantly critically evaluate their acquired academic knowledge in relation to current events.
15. Leadership skills, including a willingness to engage in constructive public discourse.
16. Come to appreciate the importance of the practice of life-long learning, either in their academic or professional lives.
17. Respect for truth and intellectual integrity and for ascribing to the ethics of scholarship.

Major – Political Science

PPLE graduates will have:

- a. Knowledge of key areas of Political Science, including policy-making processes and governance in national, transnational and supranational settings, international relations and European politics, and dynamics of conflict and cooperation in global politics, and core concepts in contemporary political science such as democracy, legitimacy, and citizenship.
- b. Knowledge of and the ability to apply the most prominent theories and methodological foundations of Political Science.
- c. An understanding of the broader context in which the research in Political Science is based.

Major – Psychology

PPLE graduates will have:

- a. Knowledge of the key areas of Psychology, including fundamental processes in psychology, decision-making, cognitive and motivational processes, intra- and intergroup processes and the influence of these processes on human behaviours in various contexts.
- b. Knowledge of and the ability to apply the most prominent theories and methodological foundations of Psychology.
- c. An understanding of the broader context in which the research in Psychology is based.

Major – Law

PPLE graduates will have:

- a. Knowledge of the key areas of Law, including legal theory & history and core topics in public and private law from an international, European and comparative perspective.
- b. Knowledge of and the ability to apply the most prominent theories and methodological foundations of Law.
- c. An understanding of the broader context in which the research in Law is based.

Major – Economics and Business

PPLE graduates will have:

1. Knowledge of the key areas of Economics and Business, including micro- and macroeconomics, the functioning of organisations and markets, (corporate) finance, banking and monetary economics, and econometrics.
2. Knowledge of and the ability to apply the most prominent theories and methodological foundations of Economics and Business.
3. An understanding of the broader context in which the research in Economics and Business is positioned.

Appendix 2. Programme curriculum

The programme consists of four main components:

1. Academic Core (17 courses, 102 EC).
2. Major Courses and the Bachelor Thesis (9 courses, 54 EC; thesis, 12 EC).
3. Electives (12 EC).
4. Talent Development Programme (extra-curricular).

■ Interdisciplinary Courses
 ■ Methodology Courses
 ■ Specialisation Courses

Year 1

Semester 1	Doing Research, an Introduction	Rhetoric	Integrative seminar I: Human Rights	What you don't learn in school
	Politics, Power and Governance I	Law, Justice and Morality		
Semester 2	Philosophy of the Social Sciences	Introduction to Statistical Analysis	Integrative seminar II: Solidarity	
	Economics for a Changing World I	Mind, Behaviour and Society I		

Year 2

Semester 3	Major Course 1	Major Course 2	Integrative seminar III: Security	What you don't learn in school
	Law and Behaviour	Economics for a Changing World II		
Semester 4	Major Course 3	Major Course 4	Integrative seminar IV: Societal Challenges	
	Major Specific course on Skills and Research Methods	Politics, Power and Governance II		

Year 3

Semester 5	Major Course 5	Major Course 7	Elective
	Major Course 6	Elective	
Semester 6	Mind, Behaviour and Society II	Major Course 8	Thesis
	Research Lab	Thesis	

- *Economics and Business Major Skills and Research Methods course takes place in Semester 4, Block 5, instead of Block 4.*

Appendix 3. Programme of the site visit

Wednesday, 26 March 2025

Time	Component
14.00 – 15.00	Meet & Greet, Welcome, Tour PPLE building
15.00 – 16.00	Private Meeting Committee
16.00 – 16.45	Interview management
17.00 – 17.30	Interview alumni
17.30 – 18.00	Private meeting committee

Thursday, 27 March 2025

Time	Component
09.00 – 09.45	Small-scale intensive panel
10.00 – 10.45	Interview Teachers
11.00 – 11.45	Interview Students
12.00 – 12.45	Interview Examinations Board
13.00 – 14.00	Lunch break
14.00 – 15.00	Private meeting committee
15.00 – 15.45	Final interview management
15.45 – 16.30	Private meeting committee
16.30 – 17.30	Development dialogue
17:30	Closing and initial feedback

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Politics, Psychology, Law and Economics. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

[Appendix A. Recommendations from the previous panel and actions taken](#)

[Appendix B. Intended learning outcomes and Dublin Descriptors](#)

[Appendix C. Curriculum Overview and Major Descriptions](#)

[Appendix D. Matrix learning outcomes versus courses](#)

[Appendix E. PPLE Course Catalogue](#)

[Appendix F. Curriculum Evaluation 2023-2024](#)

[Appendix G. Teaching and Examinations Regulations](#)

[Appendix H. Materials of a selected number of courses](#)

[Appendix I. Programme Committee Annual Report](#)

[Appendix J. Examinations Board Annual Report](#)

[Appendix K. PPLE Thesis Overview](#)

[Appendix L. Grading Rubric PPLE Thesis](#)

[Appendix M. PPLE Admissions Policy Plan](#)

[Appendix N. Overview of Teaching Staff](#)

[Appendix O. Members EB, PC and Advisory Board](#)