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Summary

Standard 1. Intended learning outcomes

The panel considers the profile of Liberal Arts and Sciences (LAS) offered at University College Tilburg to be in line with what may be expected of a LAS programme. By combining insights from a range of scientific disciplines, the programme aims for its students to discover creative solutions for, and gain an in-depth understanding of, complex global issues. The programme stimulates academic growth through both broad and deep learning, aiming for an above-average academic level and for the broadening and development of personal skills. The programme's intended learning outcomes (ILOs) are clearly formulated, reflecting the programme's academic orientation as well as the bachelor's level expressed in the Dublin descriptors. The ILOs clearly reflect the intended above-average level and broadening. The panel recommends operationalizing the concepts of interdisciplinarity, multidisciplinarity and transdisciplinarity and translating them into the programme's vision, aims and ILOs. It also recommends making the connection explicit between the programme's profile and ILOs and its distinctive educational vision.

Standard 2. Teaching-learning environment

The panel considers the LAS programme of UC Tilburg to offer an attractive curriculum with many options that is well-structured and suited to achieving the programme's intended learning outcomes, also in terms of broadening and development of personal attitudes and skills. The panel agrees with the programme being taught in English with an English programme name, as an inseparable part of the profile of the programme and a prerequisite for achieving its intended learning outcomes and ambitions. The panel does recommend paying more explicit attention to research methodology throughout the programme and particularly in the majors and thesis, determining what is expected of students regarding methods and critical thinking on methodology.

The extracurricular activities are tied up with the programme and students and staff share responsibility in organizing them. The learning environment is small-scale and intensive, drawing on preparation and participation of students, and stands out through a strong focus on educational innovation. The programme's facilities are apt for small-scale and intensive education; students and staff members are part of a vibrant and warm learning community. Guidance and information provision are clearly sufficient and the attention paid to wellbeing and resilience can be considered pioneering and a good example within Tilburg University and outside it. The intake procedure is sound and ensures that students are selected based on motivation, talent, growth capacity, suitability and interest in small-scale and intensive learning. The panel recommends investigating whether a recent drop in the success rate in year 1 can be related to the current procedure and if so, whether it should be adjusted to avoid this. The panel is pleased with the fact that the LAS programme is taught by staff members that for a large part come from other Schools at Tilburg University and bring in research expertise and connections from outside the University College. Thanks to the careful way in which they are selected and guided by the programme, they are able to adapt quickly to LAS's teaching methods and small-scale and intensive nature and get inspired by its didactical innovations and motivated students.

Standard 3. Student assessment

The panel considers the system of student assessment to be clear and well-designed. Course assessment is aligned with the programme goals, each course is assessed by at least two assessments, and a variety of assessments is used. UC Tilburg also stimulates the use of new types of assessments. The panel appreciates this and sees that UC Tilburg creates an innovative environment for developing new ways of assessing that inspire the university at large. The thesis assessment procedure is solid and well-structured. The quality of

the thesis is monitored by annual review of thesis assessment documents and by signal research of thesis grades. Supervisors are involved in regular thesis calibration sessions organized by the LAS chamber of the Examination Board (EB). The panel is pleased with the way the quality of assessment is safeguarded within the programme.

Standard 4. 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 demonstrate the desired broadening, although (critical thinking on) research methodology may be strengthened. The success rates are clearly higher than those of regular programmes and on a par with those of other university colleges. Alumni do well in further studies and in the working field.

Score table

The panel assesses the programme as follows:

Bachelor's programme Liberal Arts and Sciences

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

The panel assesses the Distinctive Feature Small-scale and Intensive Education of the bachelor's programme Liberal Arts and Sciences 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

Em. prof. dr. Ton van Haaften, panel chair   Dr. Fiona Schouten, panel secretary
Date: 19 March 2025

Introduction

Procedure

Assessment

On 12 and 13 December 2024, the bachelor's programme Liberal Arts and Sciences at the University College Tilburg of Tilburg University was assessed by an independent peer review panel as part of the cluster assessment Liberal Arts and Sciences. The assessment cluster consisted of 8 bachelor's programmes, offered by University College Twente (University of Twente), Leiden University College (Leiden University), Amsterdam University College (University of Amsterdam/Vrije Universiteit Amsterdam), University College Roosevelt, University College Utrecht and the School of Liberal Arts (Utrecht University), Erasmus University College (Erasmus University Rotterdam), University College Groningen (University of Groningen), University College Maastricht, University College Venlo and the Maastricht Science Programme (Maastricht University) and University College Tilburg (Tilburg University). 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). It also applied the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education (also published in the 2024 Uitvoeringsregels Accreditatiestelsel Hoger Onderwijs Nederland).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Liberal Arts and Sciences. Fiona Schouten acted as coordinator and panel secretary. Peter Hildering, Irene Conradie, Adrienne Wieldraaijer-Huijzer and Marieke Schoots also acted as panel secretaries in the cluster assessment. They have all been certified and registered by the NVAO. Fiona Schouten acted as panel secretary for the assessment of the programme of University College Tilburg. During the site visit, Ingrid Doornbos was present as an observer.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 8 April 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

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 secretary with a list of graduates over the academic years 2022-2023 and 2023-2024. In consultation with the secretary, the panel chair selected 15 theses of the programme. They took the diversity of final grades and examiners into account, as well as the majors. Three theses were selected from each of the five majors (Arts and Humanities, Business and Economics, Cognitive Neuroscience, Law, and Social Sciences). Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with a Self Evaluation Report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary 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 frameworks, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives. 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 report was first submitted to an Academion colleague for peer assessment and then to the panel for feedback. After processing this feedback, the secretary sent the draft report to University College Tilburg 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 University College Tilburg and Tilburg University.

Panel

The following panel members were involved in the cluster assessment:

- Em. prof. dr. T. (Ton) van Haaften, professor emeritus at the Leiden University Centre for Linguistics of Leiden University [panel chair];
- Em. prof. dr. L. (Laurent) Boetsch, professor emeritus in Romance Languages at Washington and Lee University in Virginia (United States) and founding executive co-director and president emeritus of the European Consortium of Liberal Arts and Sciences (ECOLAS) [panel chair Leiden University];
- Dr. S. (Samuel) Abraham, rector/president of and professor in Political Science at the Bratislava International School of Liberal Arts (Slovakia);
- Prof. dr. M.K. (Marlies) Van Bael, professor in Chemistry at Hasselt University (Belgium);
- Prof. dr. S.B. (Stéphanie) Balme, director of the Center for International Studies (CERI) of the research university Sciences Po (France);
- Prof. dr. W.J.P. (Wim) Beenakker, professor in High Energy Physics at Radboud University;
- Prof. dr. H. (Helen) Brookman, professor of Liberal Arts & Interdisciplinary Education at King's College London (United Kingdom);
- Em. prof. dr. G. (Gerda) Croiset, professor emeritus in Education and Training in Health and Life Sciences at the University of Groningen;
- Dr. M.M.T.E. (Maud) Huynen, assistant professor at the Maastricht Sustainability Institute of Maastricht University;
- Dr. W.D.B.H.M. (Wim) Lambrechts, associate professor at the Faculty of Management of the Open University;
- Dr. B. (Bente) Nørgaard, associate professor at the Center for Problem-based Learning in Engineering Science and Sustainability of Aalborg University (Denmark);
- Em. prof. dr. J. (Janneke) Plantenga, professor emeritus in Economics of the Welfare State at Utrecht University;
- Dr. Ing. S. (Sabine) Sané, lecturer in Earth and Environmental Sciences at University College Freiburg (Germany);

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- Prof. dr. J. (Jenny) Slatman, professor in Medical & Health Humanities at Tilburg University;
- Prof. mr. dr. H.S. (Sanne) Taekema, professor in Jurisprudence at the Erasmus University Rotterdam;
- Prof. dr. J. (Jolanda) Vanderwal-Taylor, professor in Dutch and German at the University of Wisconsin-Madison (United States);
- Prof. UAS. dr. J.I.A. (Irene) Visscher-Voerman, professor of applied sciences in Innovative and Effective Education at Saxion University of Applied Sciences;
- Prof. dr. H. (Henrik) von Wehrden, professor of Normativity of Methods at Leuphana University Lueneburg (Germany);
- N.B. (Nara) Coutinho, bachelor's student Liberal Arts and Sciences at University College Venlo (Maastricht University) [student member];
- M. (Milan) Gomes, bachelor's student Technology and Liberal Arts & Sciences at University College Twente (University of Twente) [student member];
- B.L. (Borbála Lucy) Karvalits, bachelor's student Liberal Arts and Sciences at Erasmus University College (Erasmus University Rotterdam) [student member];
- J.G. (Jamie) Wolvekamp, bachelor's student Liberal Arts and Sciences at University College Tilburg (Tilburg University) [student member].

The panel assessing the bachelor's programme Liberal Arts and Sciences at University College Tilburg consisted of the following members:

- Em. prof. dr. T. (Ton) van Haaften, professor emeritus at the Leiden University Centre for Linguistics of Leiden University [panel chair];
- Em. prof. dr. J. (Janneke) Plantenga, professor emeritus in Economics of the Welfare State at Utrecht University;
- Prof. mr. dr. H.S. (Sanne) Taekema, professor in Jurisprudence at the Erasmus University Rotterdam;
- Prof. UAS. dr. J.I.A. (Irene) Visscher-Voerman, professor of applied sciences in Innovative and Effective Education at Saxion University of Applied Sciences;
- N.B. (Nara) Coutinho, bachelor's student Liberal Arts and Sciences at University College Venlo (Maastricht University) [student member].

Information on the programme

Name of the institution:	Tilburg University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Liberal Arts and Sciences
CROHO number:	50393
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	Arts and Humanities: Past-Present-Future
	Social Sciences: Human Behavior
	Law in an International Context
	Business and Economics
	Cognitive Neuroscience: Brain and Cognition
Location:	Tilburg
Mode of study:	Full-time

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Language of instruction: English
Submission date NVAO: 1 May 2025

Description of the assessment

Organization

The bachelor's degree programme Liberal Arts and Sciences welcomed its first students in September 2008 and transitioned to a University College in September 2016. University College Tilburg (hereafter: UC Tilburg) had 305 students in 2023- 2024. It is a joint initiative of the five Schools of Tilburg University (TiU): Tilburg School of Social and Behavioral Sciences, Tilburg School of Economics and Management, Tilburg Law School, Tilburg School of Humanities and Digital Sciences and Tilburg School of Catholic Theology. UC Tilburg is housed in the Dante Building on the university campus.

Tilburg School of Humanities and Digital Sciences (TSHD) is responsible for the organization and administration of UC Tilburg. The School has an Education Support Team (EST) and consists of five Departments apart from UC Tilburg, i.e., Communication and Cognition, Cognitive Science and Artificial Intelligence, Culture Studies, Philosophy, and the Tilburg Center of the Learning Sciences.

The LAS programme has its own Programme Committee and falls under the TSHD Examination Board, where it has a specific Chamber. The programme is managed by a Curriculum Team that includes the UC Tilburg Dean. The LAS Office, which consists of two employees, sees to daily administrative business, provides managerial support, and serves as a point of contact for students, faculty, and visitors. An Academic Study Advisor (0.6 fte) and a Study Progress Advisor (0.6 fte) assist students in designing their curriculum and offer help if they face problems that affect their studies and study progress.

Recommendations previous accreditation

The previous panel advised the programme to improve the connection to the outside community, to integrate skills training more explicitly in course syllabi, to include course objectives and link them to the intended learning outcomes, to provide a better introduction for external teachers, to set up a teaching and learning centre, to provide students with more support in finding an internship, to clearly communicate requirements surrounding course assessment, to clarify grading of the thesis, to establish a separate Board of Examiners, to monitor the intake process to avoid bias, and to ensure staff have sufficient time for upskilling and research. All of these aspects were taken up and implemented, including a programme-specific chamber within the faculty-wide Board of Examiners, a course and assessment plan, and a teaching and learning centre. The panel applauds these improvements. See also standards 2 and 3 for a description of the current learning environment.

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

Profile
The bachelor's programme Liberal Arts and Sciences (LAS) of University College Tilburg (UC Tilburg) teaches students to approach societal challenges from multiple perspectives. By combining insights from a range of scientific disciplines, students discover creative solutions for, and gain an in-depth understanding of complex global issues. The programme's aim is to stimulate academic growth through both broad and deep

learning. It does so by introducing students to the fundamentals of one of five areas of expertise that are translated into the programme's five elective majors:

- Business and Economics;
- Arts and Humanities: Past - Present - Future;
- Law in an International Context;
- Social Sciences: Human Behavior;
- Cognitive Neuroscience: Brain and Cognition.

The majors are in line with the university's focus on humanities and social sciences, while also offering the wide range of sciences expected in a LAS programme by including cognitive neuroscience as a more quantitative natural science. The programme aligns with Tilburg University's Educational Profile, which is built upon three pillars:

1. Knowledge: within this pillar students are trained to be experts in their fields. They are also able to make connections with other disciplines and the theory is connected to topical issues in society.
2. Skills: Tilburg University focuses on academic, social, creative and innovative skills. In education the theory is connected to issues in society and students employ their knowledge and skills towards social innovation.
3. Character: the third pillar focuses on the personal growth of the student. The main themes are intellectual independence, critical mindset, social and scientific responsibility and entrepreneurship.

The ambition of UC Tilburg's LAS programme is that every student achieves an above-average and holistic understanding of a field of study by teaching them how to relate their chosen area of expertise to other disciplines. The programme also aims to broaden and develop personal attitudes and skills of its students, in order for graduates to be able to identify, understand and address the world's most pressing problems. In order to do so, students need to act upon the acquired knowledge and insights by demonstrating societal commitment, responsibility, and ethical awareness.

The panel appreciates the profile of LAS at TiU, which it considers clear and well-suited for a LAS programme due to the above-average level strived for. The panel is also positive about the clear focus on the broadening and development of personal skills, such as societal commitment. During the site visit, the panel discussed the interrelation between the various disciplines and the holistic approach strived for with programme representatives. It learnt that the programme combines monodisciplinary elements with inter-, multi- and transdisciplinary ones to allow students to combine perspectives and insights. The exact definition and use of these concepts varied somewhat among programme representatives. The panel recommends explicitly conceptualizing interdisciplinarity, multidisciplinarity and transdisciplinarity, so that the programme can formulate a clear vision on the interplay of these approaches in the programme and thereby further strengthen its profile.

The panel also discussed the relation between the programme's profile and aims and the ambitions described in its educational vision. This vision is based upon the principles of inclusiveness and diversity. In line with these principles, the programme wants to offer academic growth to a diverse group. Therefore, UC Tilburg applies a regular tuition fee instead of the higher fee permitted by the distinctive feature small-scale and intensive education. Furthermore, UC Tilburg focuses on 'output excellence' rather than 'input excellence'. This means that the potential growth and motivation of a student are leading in the admissions procedure (see also standard 2), rather than the student's excellent grades in pre-university education. The

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panel considers the educational vision to be ambitious and distinctive among LAS programmes in the Netherlands, and it supports UC Tilburg in its choices. It recommends aligning this educational vision with the programme's aims and profile, which do not yet reflect this vision explicitly. By making the connection between the educational vision and the ultimate aims of the LAS programme explicit and insightful, they can be operationalized straightforwardly throughout the programme.

Intended learning outcomes
LAS at UC Tilburg has 14 general intended learning outcomes (ILOs, see Appendix 1). Each elective major also has specific additional ILOs. The ILOs tie in with the Domain-Specific Reference Framework of Liberal Arts and Sciences programmes in the Netherlands and reflect the Dublin descriptors for bachelor's programmes. The Societal Advisory Board of TSHD, that consists of six professionals representing different fields such as healthcare, industry, and education, provides feedback on trends in the field and the labour market that could impact the LAS programme, so that the ILOs are kept up to date and in line with requirements in the professional field.

The panel looked at the ILOs and noticed that they are extensively and clearly formulated and that they match the programme's vision and profile. It also found the ILOs to match the requirements for the Special Feature Small-Scale and Intensive Learning. The ILOs explicitly describe the required depth and above-average level where the chosen area of expertise is related to other disciplines. The personal attitudes and skills to be developed are clearly described and include social commitment, responsibility and ethical awareness.

In line with the recommendations mentioned above, the panel recommends operationalizing the concepts of inter-, multi- and transdisciplinarity more clearly and explicitly in the ILOs and bringing them more in line with the programme's educational vision and the ambitions on diversity and inclusion that are expressed there.

Considerations
The panel considers the profile of Liberal Arts and Sciences (LAS) offered at University College Tilburg to be in line with what may be expected of a LAS programme. By combining insights from a range of scientific disciplines, the programme aims for its students to discover creative solutions for, and gain an in-depth understanding of, complex global issues. The programme stimulates academic growth through both broad and deep learning, aiming for an above-average academic level and for the broadening and development of personal skills. The programme's intended learning outcomes (ILOs) are clearly formulated, reflecting the programme's academic orientation as well as the bachelor's level expressed in the Dublin descriptors. The ILOs clearly reflect the intended above-average level and broadening. The panel recommends operationalizing the concepts of interdisciplinarity, multidisciplinarity and transdisciplinarity and translating them into the programme's vision, aims and ILOs. It also recommends making the connection explicit between the programme's profile and ILOs and its distinctive educational vision.

Conclusion
The panel concludes that the programme meets standard 1 of the NVAO framework.

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.

Curriculum design

The LAS bachelor's programme offered at UC Tilburg consists of 180 EC and is taught fulltime (see Appendix 2 for a curriculum overview). It starts with a broad first year, with mandatory common core courses (54 EC) that introduce the students to the key concepts, theories and research methods of a wide range of academic disciplines, such as history, philosophy, law, sociology, (social) psychology, economy, and cognitive neuroscience. Students also choose one of six electives (6 EC). In the second year, students opt for one of five elective majors (30 EC): Business and Economics; Arts and Humanities: Past – Present – Future; Law in an International Context; Social Sciences: Human Behavior; and Cognitive Neuroscience, which allow them to gain in-depth knowledge in a chosen academic field. Each elective major further acquaints the students with the contents, theories and current research of the chosen major and its (key) sub-disciplines.

In the third year, students tailor their study programme further. They can choose electives at Tilburg University, another Dutch university or a university abroad as part of an exchange programme. These electives constitute the minor (30 EC). Students can opt for courses in the same field as the major to deepen their knowledge in that field, for example to better connect with prospective (pre-)master's programmes. They can also decide to broaden their knowledge by exploring another disciplinary perspective on their major or by following one of TiU's predesigned minors, such as the interdisciplinary minor in Sustainability launched in September 2023. The Examination Board assesses each minor package for level and content.

In the second half of the third year, students opt for one of four Professional Practice electives (6 EC): the Internship, the Social Innovation Project, Current European Issues, or Journalism. The Professional Practice electives allow students to practice 21st century skills, explore the labour market and/or research practice, apply academic knowledge and skills in (research) practice, and reflect on their own performance. Through these courses, the programme aims to be a linking pin between the students and society. All students also take the common core course Human Futures in the Digital Age (6 EC), which is a concluding, interdisciplinary course that brings together insights from the field of philosophy with other disciplines, such as economics and digital sciences. Finally, students write their bachelor's thesis (18 EC).

Academic skills training is integrated in the curriculum and linked to the course content. Students learn to understand, process, and assess academic papers and design their own quantitative and qualitative research. Academic skills training starts in the first year with academic writing, argumentation skills, presentation skills, information and literacy skills, and methodology. Students are trained in communication skills and learn to present and defend scientifically based viewpoints on relevant topics in an academic, respectful, clear, and convincing manner. The socially diverse and international classroom allows students to acquire and apply intercultural skills and to learn to cooperate effectively in international and interdisciplinary teams. Students practice their academic skills actively in seminar groups taught by junior lecturers, who provide them with in-depth and extensive feedback on their work. In recent years, the programme enhanced academic training by integrating modules on academic integrity, data management, and privacy into the first year's common core courses. In the second and third years, each major programme focuses on the (research) skills that are relevant to that particular major. The Academic Director (in consultation with the Program Directors) is responsible for tracking the skills training throughout the LAS

curriculum, which culminates in the bachelor's thesis. Learning tracks ensure that the complexity of the skills training increases over the course of the programme.

The programme is set up to combine monodisciplinary elements with multi- and interdisciplinary ones where possible. Part of the courses is team-taught by staff from different disciplines (see also 'Curriculum contents and learning environment' further on in this report). These courses combine elements from different academic disciplines in order to explore complex themes. In addition, the majors offer specialization but are not strictly monodisciplinary. They aim to integrate an interdisciplinary perspective on the field of study, and many courses combine insights from several disciplines. For their thesis, students can opt for a mono- or a multi- or interdisciplinary approach. The disciplinary option is in place since the programme wants to allow students to prepare for a disciplinary master's degree.

The programme pays close attention to coherence, since its lecturers are based at five different Schools and do not automatically meet on a regular basis. The Program Management meets with all new lecturers to discuss, amongst other things, the course content and the way the course fits into the curriculum and aligns with other courses. Student representatives in the Program Committee have the opportunity to report overlap as well, which is reported to the Curriculum Team and teachers concerned. In monthly meetings, the Curriculum Team discusses issues that relate to the coherence and quality of the curriculum.

The panel appreciates the clear and well-designed build-up of the LAS programme, and the alignment of all courses with the programme's ILOs. While the programme offers students the necessary disciplinary specialization to enter into a disciplinary master's programme, it also ensures that they achieve broader skills and are offered content that goes beyond the disciplinary. Students have many options to shape their own learning trajectories. One of these is a semester abroad in the minor space. Around half of the students make use of this possibility, which suggests that this option is well-facilitated and appreciated by students. The panel also applauds the attention paid to coherence between courses. It learnt from students that they experience their programme as clear and logical in its build-up. They also confirmed that the programme's design is conducive to ensuring nominal study progress as the courses build on one another. Finally, the panel found that much attention is paid to a variety of (transferable) skills throughout the programme. Students mentioned to the panel that they consider this to be one of the programme's strengths.

Regarding inter-, multi- and transdisciplinary elements in the curriculum, the panel refers to its recommendation under standard 1 to clarify what is meant with these concepts and where and how they are operationalized in the various courses. Once clearer definitions and more specific aims are in place, the curriculum should be adapted to reflect these aims and definitions, so students can be more structurally trained in these aspects.

The panel recognizes the attention paid to research methodology in the programme. The first year provides students with an overview of methodologies, after which they learn the necessary specialization-specific methods and skills in their majors. The programme currently invests in strengthening research methodology, for instance by enhancing attention paid to statistics where relevant. Also, the thesis trajectory has been reorganized since the previous assessment. The trajectory now provides students with structure and support according to their choice of research methodology. The trajectory has thesis tracks which centre around a methodology that is relevant for one or two majors. In a track, 12-20 students receive joint training in different steps of the research process. A free track offers limited places for students to explore topics and/or methodologies not covered in the predefined tracks. The panel is pleased with the efforts of the programme to further strengthening research methods in the curriculum.

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At the same time, based on the use of methods it found in the theses (see standard 4), the panel concludes that there is still some room for improvement here, also given the ambition that every student should gain an above average and holistic understanding of the field of study. While some students are seen to grasp methodologies and their application quite well, others struggle in their theses, for instance when combining various methods in an interdisciplinary thesis or when applying the specific methods of the major's discipline. The panel therefore recommends paying more explicit attention to research methodology throughout the programme and particularly in the majors, where research methodology is taught integrated in the courses and could be highlighted and critically discussed. The programme should also determine what is expected in the theses in terms of not only the methodology used, but also the critical thinking about the choice for any method.

Curriculum contents and learning environment
Students within the LAS programme at UC Tilburg are offered an intensive and stimulating learning environment. The overall student-staff ratio is 15.7 students per staff member, enabling small-scale teaching and learning. In year 1, all students (around 100 per annual cohort) participate in larger lectures taught by senior staff that are combined with small-scale seminars taught by junior lecturers, dividing up the big group. The larger lectures are shaped to contain activating learning methods where possible and are – in some cases – team-taught by lecturers from various disciplines. In the seminars, a variety of intensive teaching methods is used to build upon the larger lectures and focus on skills training. In the second and third years, when students choose one of five majors as well as elective elements, class sizes are smaller, and classes are usually taught by senior lecturers.

The teaching methods facilitate a close student-lecturer relationship and allow students to apply, practice, and discuss the study materials in small groups. All compulsory courses offer small-scale and interactive teaching methods, such as seminars, workshops, or tutorials on top of the traditional lectures. The small-scale and intense nature of the education requires participation and preparation from students. Students have to read literature and/or do assignments in order to come to class well-prepared, so that the lecturer is able to actively involve students in the learning process, invite the students to participate in discussions, and build a solid academic argument.

As mentioned earlier, several courses (12 in total) make use of team-teaching as a didactic approach. The team-teaching method entails that two lecturers from different fields jointly offer a course. The lecturers prepare the lectures together, are in front of the classroom together, and assess the course together, so that students get offered two different viewpoints on a specific topic. In team-teaching, lecturers take on different roles, such as that of lecturer, moderator, or critical opponent. Whereas one lecturer takes the lead in a particular lecture, the other lecturer might challenge their views, ask critical or explanatory questions, and/or add new information. A qualitative study and a follow-up study amongst lecturers and students confirm that this practice has a number of assets. Lecturers entering into a discussion with each other enhances the dynamic and interactive character of the course. Team-teaching also allows students to experience how an academic debate is conducted. UC Tilburg also introduced international team-teaching: a method in which lecturers from different countries/continents jointly offer a course in two lecture halls that are connected through digital technology. For this purpose, the programme closely collaborates with Roosevelt University in Chicago.

The panel was informed in the self-evaluation report and during the site visit that the LAS programme at UC Tilburg often serves as a laboratory for the rest of the university in developing innovative teaching methods and also draws upon school- and university-wide structures to enhance its education in a research-based manner. For instance, in recent years, TSHD has attracted instructional designers who assist programmes

and lecturers with matters such as course design and community-building. Together with the instructional designer dedicated to the LAS programme, the LAS Academic Director set up a deeper learning project. For this project, the instructional designer researches how to best support students in achieving deeper levels of learning and assists teachers to enhance deeper learning in their specific course. Other examples include projects on wellbeing (see below) and assessment (see standard 3).

In addition to its intensive courses, the programme offers a wide range of extracurricular activities. For this purpose, UC Tilburg closely collaborates with Extra Muros, the study association. Extra Muros is invited to attend the curriculum team meetings on a regular basis to align plans and activities. A member of the curriculum team acts as contact person for Extra Muros and forms the linking pin between the study association and the programme management. Extra Muros organizes a series of (academic) events. In the Last Lecture series, a professor gives a lecture as if it were their last and combines academic insights with a more personal approach. Other examples of academic events, organized by Extra Muros, are museum and study trips in the Netherlands and abroad, study sessions, an opera trip, and workshops/training courses. Multiple times per year, lecturers and students join in a debate on a pre-determined topic. These so-called Wonder Sessions are a series of conversations about present philosophical and cultural topics. At least one academic is invited to be present in a Wonder Session. The study association also contributes to the organization of a TSHD Career Day and organizes social activities, such as the LAS Café, where students interview lecturers about their outlook on life and academic and personal ambitions, and such as movie nights, a pub quiz, et cetera. In collaboration with the students in the courses, the teaching staff members organize a number of extracurricular activities such as the yearly Opening Conference with a panel of experts on a socially relevant topic. Other activities include attending and giving a presentation at an Academic Core Text Conference; a podcast project; participation in the Happiness Festival; and UC Together (an informal get-together with students and staff members).

In the academic year 2022-2023 the programme launched the UC Tilburg Education Development and Innovation Fund, which provides three types of grants, one of them being a Community Building Grant. With this, funding is offered to lecturers to organize extra-curricular activities which are considered interesting and relevant for their courses, so that students can participate in these free of charge. This grant has already funded 11 extra-curricular activities including various study trips, museum visits, and guest lectures. UC Tilburg also collaborates with Studium Generale, a university-wide organization that organizes symposia, debates, and other events focusing on scientific, social, and ideological issues, in which LAS students participate.

The extracurriculars contribute to shaping a LAS community of students and teachers. At the same time, students and lecturers are part of the wider university community. Students can participate in a wide variety of activities that the university and other study associations have to offer, such as the Outreaching or Honors Programs. UC Tilburg students can become a member of the University Council or of other university-wide organizations, such as Awake International and AIESEC, and can make use of all the facilities TiU has to offer, including the library, the Sports Center, and other on- and off-campus learning facilities.

After discussing the curriculum, learning environment, and extracurricular components with programme representatives, the panel concludes that the programme offers a challenging small-scale and intensive learning environment whose teaching concept matches the programme's aims and intended learning outcomes. Students are required to have a sufficient level of participation in courses and are part of a larger learning community of teachers and staff, where all participants share responsibility for the organization of relevant extracurricular activities that tie in with the curriculum. The panel understood from students that they highly appreciate the learning environment and the close connections to the teaching staff. The panel

particularly appreciates the varied teaching methods that make all courses, including the larger lectures in year 1, sufficiently interactive and challenging. The panel applauds the use of the team-teaching concept and praises the programme's central role within the university in emphasizing (research into) educational innovation. Here, the programme serves as an example from which the wider community benefits.

Intake
The LAS programme has a Selection Committee consisting of the Academic Study Advisor and the Study Progress Advisor (or an academic staff member). The committee selects students based on their motivation to study Liberal Arts and Sciences, curiosity, grades and other accomplishments in prior education, interest in interdisciplinarity, international orientation, involvement in extracurricular activities, attitude, and communication skills required to function in an international classroom. All applicants who meet the formal requirements are invited for an individual intake interview of 30 minutes (in person or online) with two members of the LAS Selection Committee. During the interview, the Committee discusses the prospective student's educational background and motivation to participate in the programme, and engages in an academic discussion on a socially relevant topic.

The admissions procedure reflects the programme's educational vision, which promotes output excellence rather than input excellence. Students who show a strong potential for intellectual curiosity and engaged citizenship and who have a desire for personal development are welcomed in the programme, even if they do not (yet) display excellent grades. The most important aim of the admissions procedure is therefore to ensure a good match between the prospective student and the programme. The programme estimates that around 90% of students who are interviewed end up getting admitted.

Based on advice of the previous panel, the programme benchmarked the admissions procedure with that of eight other University Colleges in the Netherlands and decided to reformulate the intake form, acknowledging concerns about potential biases associated with essay assessments. The essay and motivational letter were dropped and a more inclusive form was introduced for the academic year 2021-2022 intake, aimed at guiding applicants and offering clearer instructions and more targeted prompts. Additionally, since December 2023, the programme has been actively involved in a training course on selection in higher education that explores various criteria and instruments to ensure equal opportunities, and a rigorous, transparent admissions process. Based on the outcomes, the admissions procedure will be reassessed in the upcoming academic year.

The panel discussed the selection procedure extensively during the site visit with various programme representatives. It finds the focus on intellectual curiosity and growth potential to be an asset of the programme that distinguishes it from other LAS programmes. It agrees with the programme that the current selection procedure, while not very strict, is apt for admitting motivated and talented students who are suitable for and interested in small-scale and intensive learning. The panel finds it noteworthy that LAS at UC Tilburg does not ask a higher tuition fee than other (regular) programmes, highlighting its inclusive nature. As a result, the programme becomes more attractive for first-generation students or those from varied economic backgrounds. The panel concludes that a fitting intake procedure is in place.

At the same time, the panel noticed that dropout rates in year 1 are relatively high in comparison to those of other university colleges, especially in the most recent cohorts. In 2022-2023, 63% of first-year students received a positive binding study advice, which means 37% dropped out or had to leave the programme with a negative advice. The panel also noted that the quality of theses, while of adequate level for a LAS programme, could still be improved (see standard 4). While the dropout rates in year 1 can be attributed to various causes, such as a course that students struggled with in terms at the start of the programme (an

issue that was amended recently) and the impact of Covid-19, it is unclear whether the admissions policy also contributes to this: while the panel considers it fitting, it also notices that it is not very selective since 90% of applicants enter. The panel recommends investigating what exactly causes students to drop out in year 1, and finding out if the admissions procedure should be adjusted based on the outcome of this investigation. The scheduled review of the intake procedure provides a good opportunity for checking this.

Guidance and support
Once students have entered the programme, LAS at UC Tilburg has measures in place to guide and support them. Throughout the programme, students participate in the mentorship program PASS UC Tilburg. This system allows the programme to monitor students' study progress, contribute to their personal development, resilience and well-being, and strengthen the UC Tilburg community. The mentorship programme consists of three pillars: information sessions, workshops and resilience training. The information sessions and workshops provide students with the data and instructions they need to make choices in the programme, such as their major, minor and exchange possibilities, professional practice electives, master's programmes, and careers. Students also learn how to study and how to write a bachelor's thesis. The resilience training, which is incorporated in the first year, teaches students how to deal with issues such as stress, grief, or loneliness and how to work towards being more resilient. Students evaluate these meetings as necessary and informative.

Apart from PASS, students are guided throughout the programme by LAS staff. They receive guidance from the Academic Advisor in years 1 and 2. In the first year, the Academic Advisor has a meeting with each individual student to monitor their adjustment to university. Students who receive a negative pre-Binding Study Advice (BSA) are invited for a follow-up meeting by the Academic Advisor. All other students can make appointments according to their needs. In the second and third years, students are guided by way of individual meetings with the programme directors of their majors. They are also guided by the Study Progress Advisor in year 3 (and up). The Study Progress Advisor is tasked with monitoring the thesis trajectory of all students, with specific attention for students with study delay.

Students may start working on their thesis when they have successfully completed 120 EC and are supported by the thesis coordinator. The bachelor's thesis process starts with an information session in the spring semester of the second year. Students are supervised during the thesis process from the selection of an appropriate topic to the actual writing and finishing of the thesis by the thesis coordinator. As mentioned earlier, the thesis trajectory has thesis tracks for which students sign up on a dedicated thesis Canvas page. Each thesis track is further subdivided into theme-based circles that may comprise two to five students and are supervised by a lecturer. A supervisor offers a circle around a topic (applying the method of the track). Supervision in a circle may be group-based or individual, as the supervisor sees fit (depending, e.g., on the coherence of the projects in a circle or joint data collection). Students sign up for these circles and this arrangement assists them in finding a supervisor, selecting a research topic, and provides peer support during the thesis writing process. Students are supported in their writing process through focused writing sessions organized by the thesis coordinator.

To help students with future decision-making, the programme has developed a Career Guide, which aims to inform and prepare students for their post-bachelor and/or post-university career. The guide has been developed for all LAS students and walks them through opportunities presented throughout the entire LAS programme, i.e. choices for an elective major (year 1), choices for a minor (year 2), and choices for master's programs (year 3). It includes a list of popular minor courses, and of the master's programmes at Tilburg University, in the Netherlands and abroad that LAS graduates have entered, and an overview of the positions

of alumni on the job market. In addition, it contains portraits of LAS alumni in the workforce and examples of extracurricular activities to give students an idea of what is possible.

With regard to student wellbeing, UC Tilburg organized a Resilience Project in 2019-2020, which was financed by an NWO Comenius Senior Grant. The project was aimed at building a more resilient community at UC Tilburg by offering students tools to deal with setbacks and failures, by inviting them to critically question the existing culture of success that also impacts the educational landscape, and to break the taboo on failures. The Resilience Project resulted in the book Success and Failure in Higher Education: Building Resilience in Students (2020). The programme incorporated the lessons learned from the Resilience Project in the curriculum through the previously mentioned workshops that are integrated into the mandatory, first year courses. In 2024, UC Tilburg organized the fifth edition of the Failing Forward Event as part of the programme for the university-wide Night University, reaching a wide audience of Liberal Arts and Sciences students and students from other programmes. Staff and students shared failures instead of success stories in order to break the taboo on failure. The event ended with an open mic, in which students openly shared and reflected upon their own study path and hurdles. Because of the success of the event as part of Night University, the programme plans to continue this.

The panel praises the guidance structures and information provision in place. Especially the focus on wellbeing and resilience is laudable, and the programme is pioneering in this sense, contributing to educational innovation. Improvements that were made to the thesis period by introducing the track system seem effective and are appreciated by students. Issues highlighted by students and recent alumni around the connection to master's programmes were addressed by paying more attention to the future career in guidance sessions and through the Career Guide. Students told the panel that they were pleased with the support and guidance they received.

Facilities
On the campus of Tilburg University, UC Tilburg has its own infrastructure with facilities for small-scale and intensive education in the Dante Building. Classes take place in programme-specific lecture halls (which may be used by other programmes if they are not required by LAS), small seminar rooms with movable furniture, and self-study facilities, which are situated on the ground floor of the Dante Building. The first floor of the same building provides offices for core staff and for the Extra Muros board. This makes it easy for students and lecturers to engage with each other. The Willem Witteveen Room, also known as the Common Room, is an inspirational meeting place for LAS students, where they can study, work in teams, or socialize. Both Extra Muros and lecturers use the Common Room for the organization of extracurricular activities.

 UC Tilburg allows students to choose the type of lodging that suits their personal preferences. Students are offered an optional residential setting: they can live in a community with fellow students and share a floor close to the University College, but they can also opt to live elsewhere. The semi-residential setting of UC Tilburg ensures accessibility for students who cannot or do not want to live on campus.

TiU offers a range of facilities for students with a functional impairment. There are special rooms in the library with various facilities such as adapted desks and tables, braille glasses and printers, video magnifiers with voice support, text enlargers and ergonomic keyboards. In addition, a number of lecture halls have been adapted for the hearing impaired. For students with physical impairments, the university has facilities such as adapted desks at the Student Desk and library, adapted workstations in the library and lowered printers. TiU also facilitate students with a specific ability; the TiU 'talent status' allows students to combine their studies with e.g. a top sports career or an entrepreneurial venture.

Students who struggle to keep up with the study pace or who need educational adjustments due to a chronic illness or disability can contact the Academic Advisor to discuss the best solution. The Academic Advisor can help with an adapted study schedule and discuss other solutions. If a student expects to incur a study delay due to a disability or (chronic) illness, the student must report this to the Academic Advisor and student Dean. There are a number of (financial) arrangements available for these students. Examination facilities are available for students who need to take the exam in an adapted form due to a functional limitation or (chronic) illness, such as extra time during the exam. In such cases, the programme looks at what is necessary and appropriate for the individual student and what can reasonably be organized by the university.

The panel visited the Common Room, classrooms, and other facilities on campus during the site visit and discussed these with LAS staff and students. According to the panel, the facilities available for the LAS programme are sufficient for the small-scale and intensive education as well as for common extra-curricular social activities. It understood that the Common Room plays an important part in allowing UC Tilburg community members the opportunity to meet up outside scheduled hours and organize events easily. The panel also found that the programme is sufficiently accessible also for students with a functional impairment.

Language of instruction
As a Liberal Arts and Sciences programme, LAS educates students for a career in an international context upon graduation, either in academia or professionally. Being able to communicate fluently in English is therefore essential to participate successfully in the international labour market. Offering the programme in English is also a necessary precondition for the programme's explicit international classroom ambitions. Students of different nationalities bring in different perspectives and ideas. This allows for an intercultural dialogue, which broadens students' viewpoints academically, professionally and personally. Offering an English-taught programme also allows LAS to attract international staff members and researchers as lecturers, who are pivotal in contributing to an educational vision that promotes diversity and inclusiveness. LAS staff are expected to meet the language level suitable for their position. In accordance with Tilburg University's language policy, all LAS academic staff members possess CEFR-level C2 in English.

The panel supports the programme's choice for an English name and the use of English as the language for communication and instruction. In the view of the panel, the use of the English language is an inseparable part of the profile of the programme and a prerequisite for achieving its intended learning outcomes and ambitions. Sufficient attention is given to English-language proficiency of both staff and students.

Teaching staff
The LAS programme is taught by teaching staff from the five contributing Schools, who teach courses specially designed for LAS. The academic staff consists of 9 full professors, 17 associate professors, 33 assistant professors, and 29 lecturers. The team-teaching and co-teaching method ensures that younger staff members with less experience are ideally paired with more experienced staff members and allows for natural and collegial academic guidance. New staff members are selected on the basis of expertise and availability. A member of the Curriculum Team (i.e., the Dean, the Academic Director and/or the programme director of the major concerned) interviews the candidate lecturer. The purpose of the interview is to discuss whether the candidate lecturer has the requisite expertise to teach the course, supports the teaching vision of UC Tilburg, values its key features, such as interdisciplinarity, an international classroom, small-scale and interactive education and has a heart for teaching. An elaborate lecturer guide, an assessment handbook and additional information (offered in a separate Teams environment) provide (new) lecturers with all information about the programme and what it entails to teach a LAS class, as well as about UC Tilburg as a community.

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UC Tilburg remunerates the different departments of Tilburg University for their lecturers' teaching efforts. An advantage of this approach is that, with very few exceptions, the lecturers at UC Tilburg are researchers, participating in the research programmes that are linked to their home department, so that the interplay between teaching and research is facilitated within the programme. A consequence is that maintaining a close-knit community of lecturers requires extra investment. To this end, UC Tilburg organizes a yearly lecturer meeting, during which lecturers can participate in an interactive discussion on strategic developments and educational innovations. There is a bimonthly newsletter to inform lecturers and students about activities and upcoming events and to improve the sense of belonging to the UC Tilburg community. Each semester, UC Tilburg organizes UCTogether: Lecturer Edition, an informal collaborative session aimed at fostering and nurturing an academic community at the college. The primary focus of this small-scale session (8-10 participants) is to encourage mutual exchange and provide a supportive environment where LAS lecturers can address common issues encountered in their daily teaching practices. The session is coordinated by LAS's dedicated instructional designer together with the Junior Policy Advisor.

Lecturers mentioned to the panel that they experience a fair amount of work pressure. UC Tilburg has taken actions to ensure that the workload of (core) staff members is mitigated and that they have sufficient time for personal development and research. A junior lecturer (1 FTE) was appointed to support teachers in providing small-scale and intensive education in the common core courses, and 0.8 FTE was allocated to make it possible for PhD students and (post-doctoral) researchers to support teachers in providing small-scale and intensive education. At TiU level, the university has invested in the recruitment of a large number of assistant professors and associate professors (sector plan budget). In addition, a new task allocation model is in development that includes time for personal development, as well as a new course budget model that ensures that departments are adequately compensated for the teaching activities of their staff in the LAS programme.

In order to enhance the didactic qualities of staff, Tilburg University demands that newly hired lecturers obtain the University Teaching Qualification and has adopted an intensified educational policy to encourage more experienced lecturers to obtain the Senior UTQ as well. The Teacher Development unit of Academic Services organizes several activities ranging from training courses on (online) assessment and the intercultural classroom, connected leadership, or explorations of innovative applications in the field of ICT and AV in education to lecturer training courses and workshops in the Teacher Academy. TSHD has an annual budget available to stimulate, promote, and reward educational innovation. Lecturers who are interested in innovative strategies, didactic methods and tools, or have an idea and want to carry out their own educational innovation project are advised to apply for the Innovative Didactic Methods and Tools Grant. Moreover, UC Tilburg developed a content-driven grant for lecturers who are interested in substantially revising and updating their course content within the existing learning outcomes of the programme. LAS lecturers are actively involved in innovation projects, such as the third-year course Human Futures in the Digital Age, in which students process the course content into a podcast, subsidized by a TSHD grant. The School also organizes an annual educational event that is open to LAS teachers to present and participate.

During the site visit, the panel met with LAS academic staff and discussed their role in the programme with them as well as with students. The panel became convinced that LAS teaching staff is selected with great care and actively drawn into the LAS community. LAS staff members enjoy teaching in the small-scale and intensive programme and take their experience with innovative teaching and assessment methods back to their Schools. Thanks to this careful approach, the panel finds the teaching staff well-qualified to teach in LAS. It is also pleased with the didactic expertise of staff members and the support given in the programme as well as in the wider School and university. Finally, the panel finds that the staff's active research profile

and the connections to other parts of the university that staff members bring in from other Schools may be considered a strength of the programme.

Considerations

The panel considers the LAS programme of UC Tilburg to offer an attractive curriculum with many options that is well-structured and suited to achieving the programme's intended learning outcomes, also in terms of broadening and development of personal attitudes and skills. The panel agrees with the programme being taught in English with an English programme name, as an inseparable part of the profile of the programme and a prerequisite for achieving its intended learning outcomes and ambitions. The panel does recommend paying more explicit attention to research methodology throughout the programme and particularly in the majors and thesis, determining what is expected of students regarding methods and critical thinking on methodology.

The extracurricular activities are tied up with the programme and students and staff share responsibility in organizing them. The learning environment is small-scale and intensive, drawing on preparation and participation of students, and stands out through a strong focus on educational innovation. The programme's facilities are apt for small-scale and intensive education; students and staff members are part of a vibrant and warm learning community. Guidance and information provision are clearly sufficient and the attention paid to wellbeing and resilience can be considered pioneering and a good example within TiU and outside it. The intake procedure is sound and ensures that students are selected based on motivation, talent, growth capacity, suitability and interest in small-scale and intensive learning. The panel recommends investigating whether a recent drop in the success rate in year 1 can be related to the current procedure and if so, whether it should be adjusted to avoid this. The panel is pleased with the fact that the LAS programme is taught by staff members that for a large part come from other Schools at Tilburg University and bring in research expertise and connections from outside the University College. Thanks to the careful way in which they are selected and guided by the programme, they are able to adapt quickly to LAS's teaching methods and small-scale and intensive nature and get inspired by its didactical innovations and motivated students.

Conclusion

The panel concludes that the programme meets standard 2 of the NVAO framework.

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

System of assessment
The assessment policy of LAS UC Tilburg is tied in with the Assessment Policy and the Assessment Handbook of TSHD. The assessment policy is developed on four levels: school, programme, course and thesis level. For each level, the policy describes the steps of the PDCA-cycle. Validity, reliability and transparency of assessment are ensured by the use of an assessment cycle which starts with the programme's ILO's and ends with an evaluation of the assessment quality. Reliability and transparency are further enhanced through the use of the four-eyes principle in assessments of substantial weight. An assessment committee guides the implementation of the assessment policy in the programme by giving advice and support.

The LAS assessment plan describes all course assessments of the curriculum of UC Tilburg. For each individual course an overview is given consisting of the link between the various components of the assessment to the course objectives and the programme's learning outcomes. The panel studied the LAS assessment plan and also the Assessment Policy and Assessment Handbook and is pleased with the assessment system. According to the panel, the system is clear and well-described.

Each course is assessed by at least two assessments so that the lecturers are stimulated to assess different learning goals, stimulating an active study attitude and promoting nominal study progress. The programme makes use of a variety of assessment methods, including team or individual presentations, essays, literature reviews, written or oral exams and discussion participation. In consultation with the Academic Director and/or Program Director a course lecture determines which assessments are most suitable to assess the course objectives. A testing expert monitors the variety of tests that are used. During the site visit the panel was told that the LAS instructional designer (see also Standard 2) supports lecturers in spreading the assessments over the semesters in a balanced way. The requirement of two tests and the collaboration with a testing expert are the result of a recommendation of the 2019 panel. The current panel is pleased to see how UC Tilburg followed the recommendation. The panel is also pleased with the variety of assessments and concludes that it contributes to the different learning goals. Finally, the panel is positive about the thoughtful planning of the assessments.

Students are informed and prepared for the assessments by informative instructions, for example about the expected structure of an assignment, by diagnostic tests, sample exams and by answer keys. During the site visit, students and graduates mentioned that a variety of assessments is used during the programme and that the assessments are helpful in the learning process.

In the self-evaluation report and also during the site visit the panel was informed about the ambitions of UC Tilburg to encourage new forms of assessments, especially formative assessments. The effectiveness of new forms of assessment is researched in the project 'Ungrading'. This project is executed by two staff members of UC Tilburg. The panel appreciates the ambition of UC Tilburg on the development of assessment. According to the panel, UC Tilburg offers an innovative space for developing new types of assessment.

As at other LAS programmes, the use of generative AI by students is also a topic at UC Tilburg. Instructions about using generative AI are being developed at university level. The main line of the current policy is to be explicit about the use of generative AI. In the programme, students are informed about whether generative AI is allowed to be used and if so, in what way. During the site visit, the Examination Board (EB) mentioned that the main challenge of generative AI in the programme is fraud and how to detect it, which causes the EB and the teaching staff to re-examine assessments. During the visit it turned out that an e-learning program is available about the acceptable use of generative AI. The panel appreciates that this is an ongoing discussion; it is satisfied with the constructive approach of generative AI as both a challenge and an opportunity.

Assessment of the thesis
A thesis is graded independently by two academic staff members: a supervisor and a second reader. To determine a thesis grade, the supervisor and second reader use a thesis assessment form. The standards that are defined are translated in grading rubrics. For every criterion (methodology, research question, etc.) the supervisor and the second reader formulate feedback and give an explanation for the grade. If the grades of both assessors differ more than 1.5 points, a third reader is consulted. Students receive the feedback and the explanation from the supervisor and the second reader and also the final grade (the average of the two assessors) in one document. The current thesis procedure is the result of a recommendation given by the

previous panel, leading to a revised thesis procedure elaborated in a thesis manual. This panel also recommended adding an oral defence as part of the thesis procedure. UC Tilburg took this into careful consideration and decided not to add an oral defence, but to assess the student's oral skills in other courses of the programme. The panel understands this consideration and sees it as an appropriate response to this recommendation. It is positive about the thesis procedure and concludes that the thesis trajectory is solid and well-structured. It looked at the assessment forms of 15 theses and found the supervisors provide extensive substantiation of the grade and feedback to the students.

Examination Board
UC Tilburg falls under the responsibility of the TSHD Examination Board. In September 2023, the EB was restructured and chambers were set up for each study programme within TSHD, including the LAS programme. The LAS chamber consists of two members who are involved in the LAS programme. The chamber is mandated by the EB to make decisions at operational level. The EB itself makes decisions at strategic level and discusses policy-related issues and complex cases. The chair of the LAS chamber represents the LAS programme in the meetings of the EB and ensures that there is specific LAS knowledge and expertise within the EB. The full EB meets six times a year. Besides that, the chamber organizes its own meetings during the year. The panel is pleased that LAS has its own chamber within the EB and concludes that the restructuring of the EB is in line with the 2019 recommendation to strengthen the expertise and to increase the meetings of the EB for the LAS programme.

The LAS chamber of the EB safeguards the quality of thesis assessment through thesis calibration sessions with supervisors. During the site visit, it became clear that the content of the thesis and the process of the thesis trajectory are discussed in the sessions. This year already three sessions were organized and last year five sessions. All supervisors are invited, and most of the supervisors attend the sessions. In addition, an assessment specialist carries out an annual review of thesis assessment documents and an analysis of thesis grades. In this analysis, the assessment specialist examines data about the thesis procedure, such as differences between supervisors and second readers and the frequency of involving a third examiner. The assessment specialist also regularly reviews the thesis manual and the assessment form, and informs the EB and programme management about the results. The panel applauds the checks and balances in place for safeguarding thesis quality, and the ongoing dialogue through calibration sessions.

In addition, the EB relies on an Assessment Committee, supported by the TSHD assessment experts, in ensuring course assessment quality. Every semester, the Assessment Committee reviews two TSHD courses. The Committee focuses on validity, reliability and transparency of the assessments. The EB receives the findings of the Assessment Committee and discusses the outcomes with the Academic Director who is responsible for the assessment. The panel concludes that the several assessment procedures are valid and transparent, and is pleased with the role of the Assessment Committee to ensure the quality of the courses.

Considerations
The panel considers the system of student assessment to be clear and well-designed. Course assessment is aligned with the programme goals, each course is assessed by at least two assessments, and a variety of assessments is used. UC Tilburg also stimulates the use of new types of assessments. The panel appreciates this and sees that UC Tilburg creates an innovative environment for developing new ways of assessing that inspire the university at large. The thesis assessment procedure is solid and well-structured. The quality of the thesis is monitored by annual review of thesis assessment documents and by signal research of thesis grades. Supervisors are involved in regular thesis calibration sessions organized by the LAS chamber of the Examination Board (EB). The panel is pleased with the way the quality of assessment is safeguarded within the programme.

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Conclusion

The panel concludes that the programme meets standard 3 of the NVAO framework.

Standard 4. Achieved learning outcomes

> The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 15 theses written by recent graduates at UC Tilburg. It found that 14 out of 15 demonstrated the required level and broadening set out in the programme's intended learning outcomes. In one thesis, the panel considered that this level was not entirely achieved. Since this was a low-graded thesis and the supervisors also had some quality concerns, the panel considers this a boundary case that does not signify a larger issue regarding LAS thesis quality.

The panel noticed that students opt for both disciplinary and interdisciplinary theses. Disciplinary theses tend to centre on topical societal issues and demonstrate a broad outlook. Interdisciplinary theses also show such broadening. The panel noted that the choice of research methods and the critical reflection upon this can be a weaker point (see the panel's recommendation on methodology in Standard 2). The panel also saw several well-written strong theses. They appreciated the varied and topical selection of thesis subjects, that reflect the programme's focus on societally relevant issues. On the whole, it is satisfied with LAS thesis quality.

The panel also looked at the programme's success rates. 82% graduate within four years, while between 40 and 50% graduate within three years (nominally). The panel finds this to be on a par with other university colleges in the Netherlands and clearly surpassing the average success rates of regular bachelor's programmes.

Direct entry to the labour market after the LAS programme is rare: 95% of graduates enrol in post-graduate education. The fields of study reflect the variety in the LAS programme: graduates continue in law (30%), business (23%), humanities (23%) and social sciences (24%) oriented degrees. LAS graduates (ultimately) pursue careers in (inter)national organizations, (multinational) companies, NGOs, government institutions, universities, education and research institutions. They work as consultants, advisors, managers, journalists, researchers, lawyers, teachers, business/data analysts, project officers, etc.

Alumni are invited to provide feedback (via surveys) and to participate in activities organized on a programme level, such as conferences (Core Texts Conference, Lustrum Conference), and interviews for the UC Tilburg newsletter. The first UC Tilburg Alumni Event took place in Fall 2024. The programme aims to organize workshops and a networking dinner for graduates to re-connect with other graduates in similar work fields and/or lecturers in academia. The programme also connects with alumni to participate in activities organized on a central level, such as Career Day (by TSHD Career Center & Extra Muros).

The panel is pleased to see that alumni remain connected to the programme and appreciates the variety of master's programmes and ultimately professional careers alumni end up in. During the site visit, it was told by alumni that their wide skill set and broad outlook offers them an advantage in further studies.

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Considerations

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 demonstrate the desired broadening, although (critical thinking on) research methodology may be strengthened. The success rates are clearly higher than those of regular programmes and on a par with those of other university colleges. Alumni do well in further studies and in the working field.

Conclusion

The panel concludes that the programme meets standard 4 of the NVAO framework.

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 bachelor's programme Liberal Arts and Sciences 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 programme Liberal Arts and Sciences is positive.

Recommendations

1. Clarify and operationalize the concepts of interdisciplinarity, multidisciplinarity and transdisciplinarity and integrate them into the programme's vision, aims and ILOs.
2. Make the connection explicit between the programme's profile and ILOs on the one hand, and its distinctive educational vision on the other.
3. Evaluate the role of research methodology throughout the programme and particularly in the majors in terms of their explicitness in the programme, their content, and the students' critical awareness of their applicability and use. Determine what is exactly expected in the theses in terms of not only the methodology used, but also the critical evaluation of the choice for any method.
4. Investigate what causes students to drop out in year 1, and whether the admissions procedure should be adjusted based on the outcome.

Distinctive Feature Small-Scale Intensive Education

The bachelor's programme Liberal Arts and Sciences 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 2024, 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 panel appreciates the profile of LAS at Tilburg University, which it considers clear and well-suited for a LAS programme due to the above-average level strived for. The panel is also positive on the clear focus on the broadening and development of personal skills, such as societal commitment. The intended learning outcomes are clearly formulated and match the programme's vision and profile. They explicitly describe the required depth and width of the programme and the above-average level required. The personal attitudes and skills to be developed are clearly described and include social commitment, responsibility and ethical awareness.

B. Curriculum: contents
According to the panel, the curriculum and the extracurricular activities are inextricably bound and extracurriculars are organized by staff and students alike. The curriculum offers a clear structure that allows both deepening and broadening as described in the intended learning outcomes. Much attention is paid to acquiring personal skills. Research skills, including methodological skills, are also clearly addressed throughout the programme, but more attention should be paid to methodological skills in terms of their explicitness in the programme, their content, and the students' critical awareness of their applicability and use.

C. Curriculum: learning environment
The learning environment of LAS is based on a challenging teaching concept with a wide variety of working methods that include team-teaching. The focus on research-based educational innovation is particularly laudable, according to the panel. It found that education is sufficiently small-scale and intensive in nature, and students are required a sufficient level of participation and preparation. The curriculum structure is clear and much guidance and information is in place to ensure students can achieve nominal study progress.

D. Intake
LAS at UC Tilburg has a sound selection procedure focused on output excellence rather than input excellence. In a transparent procedure, students are selected based on their motivation, interest and suitability for small-scale and intensive education. The selection process is inclusive and focused on growth potential as well as academic talent. The panel appreciates the inclusivity strived for (also by keeping programme fees low), yet recommends investigating whether the relatively high dropout rates in year 1 (37%) may be related to this process. If this turns out to be the case, then the panel recommends adjusting the intake process.

E. Staff

The panel is pleased with the fact that the LAS programme is taught by staff members that for a large part come from other Schools at Tilburg University and bring in research expertise and connections from outside the University College. Thanks to the careful way in which they are selected and guided by the programme, they are able to adapt quickly to LAS's teaching methods and small-scale and intensive nature and get inspired by its didactical innovations and motivated students. The panel also finds that the number of staff is clearly sufficient for the small-scale intensive nature of LAS.

F. Facilities

According to the panel, with dedicated smaller and larger classrooms, its own Common Room and the necessary facilities for extracurricular activities, the infrastructure at LAS offers the necessary facilities for offering a small-scale and intensive programme.

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 demonstrate the desired broadening, although (critical thinking on) research methodology could be improved. The success rates are clearly higher than those of regular programmes and on a par with those of other university colleges. 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 Liberal Arts and Sciences 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 programme Liberal Arts and Sciences is positive.

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Appendix 1. Intended learning outcomes

Knowledge and Insight
The student is able to:
1. describe key concepts, theories and research methods in the field of Business, Law, the Social Sciences, the Humanities and Cognitive Neuroscience.
2. identify societal issues and developments in an international and, more specifically, a European context.

Application of Knowledge and Insight
The student is able to:
3. understand, analyze, evaluate and synthesize in-depth insights into the field of the chosen major.
4. compare and discuss key concepts, theories and research methods in the field of Business, Law, Social Sciences, Humanities and Cognitive Neuroscience and apply the methodology of the own field of study.
5. combine and integrate elements of different academic disciplines in order to explore complex theoretical and practical problems and to offer creative and innovative solutions.

Formation of Judgement
The student is able to:
6. critically assess basic paradigms in the field of Business, Law, the Social Sciences, the Humanities and Cognitive Neuroscience.
7. critically assess the theoretical and practical adequacy of state-of-the-art research in the field of Business, Law, Social Sciences, Humanities and Cognitive Neuroscience.

Skills
The student is able to:
8. use (digital) technologies for the search and analysis of information.
9. formulate a research question and to collect, select, process, analyze, interpret and assess relevant data to answer the research question.
10. communicate expertise in the field of study as well as conclusions based on scientific research accessibly and adequately in English, both orally and in writing, to an audience of specialists and non-specialists.
11. present and defend scientifically based viewpoints on relevant topics in an academic, respectful, clear and convincing manner and change the own viewpoint when new insights are acquired.
12. communicate and cooperate efficiently and effectively in an (international and interdisciplinary) team.
13. acquire and apply intercultural skills to perform and function adequately in an international environment.
14. act upon the acquired knowledge and insights by demonstrating social commitment, responsibility and ethical awareness.

The Bachelor Liberal Arts and Sciences offers five specializations:
A. Arts and Humanities: Past-Present-Future
B. Social Sciences: Human Behavior
C. Law in an International Context
D. Business and Economics
E. Cognitive Neuroscience: Brain and Cognition

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A. Specific qualifications major Arts and Humanities: Past-Present-Future

Knowledge and Insight
After completing the major program Arts and Humanities: Past-Present-Future the student is able to:
1. explain the basic concepts, contents and theories of the Humanities and its key sub-disciplines (history, art history, literary studies, cultural studies, philosophy and religious studies);
2. explain state-of-the-art research methods, techniques, and theoretical frameworks used in these sub-disciplines;
3. explain the ways in which these sub-disciplines are different and/or complementary, and how they contribute to the academic exploration of the question of what it means to be human;

Application of Knowledge and Insight
After completing the major program Arts and Humanities: Past-Present-Future, the student is able to:
4. independently and critically apply and combine the various resources, concepts and research methods of the Humanities to historical, contemporary and emerging social, political, cultural, and/or religious phenomena;

Formation of Judgement
After completing the major program Arts and Humanities: Past-Present-Future, the student is able to:
5. reflect and judge independently and critically on the quality and the applicability of the results of research for the further development of ideas and methods within the Humanities;
6. reflect and judge independently and critically on the role and value of the Humanities in their historical, political, social and cultural context.

Skills
After completing the major program Arts and Humanities: Past-Present-Future, the student is able to:
7. locate, access, select and combine a wide variety of cultural sources (analog and digital, literary, audio visual and electronic) that are relevant for the Humanities.
8. analyze, interpret and evaluate these sources using and combining a variety of theories and methods;
9. develop and expand independently and critically his or her knowledge of the Humanities, both on the substantial and on the methodological level.

B. Specific qualifications major Social Sciences: Human Behavior

Knowledge and Insight
After completing the major program Social Sciences: Human Behavior, the student is able to:
1. explain and understand the basic concepts, contents and theories of the Social Sciences (Sociology and Social Psychology).
2. define current models in social psychology as they relate to cross-cultural differences.

Application of Knowledge and Insight
After completing the major program Social Sciences: Human Behavior, the student is able to:
3. compare major theorists and theories in sociology and psychology.
4. use social scientific and philosophical concepts and theories in order to reflect on societal themes.
5. read, analyze and interpret major works in sociology, psychology and philosophical ethics.
6. use SPSS to write a syntax and is able to conduct statistical tests to compare groups with respect to a measurable characteristic.
7. construct statistical models to describe the relationship between two or more variables/concepts.

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Formation of Judgement
After completing the major program Social Sciences: Human Behavior, the student is able to:

8. compare and contrast the various social-psychological and philosophic-ethical perspectives on historical and contemporary cases.

9. independently form opinions on issues in the subject field. Can critically self-reflect and reflect on subjects within and outside of Social Sciences.

10. evaluate research results in the field of Social Sciences.

Skills
After completing the major program Social Sciences: Human Behavior, the student is able to:

11. locate, access and select a wide variety of resources (analog and digital, literary, audio-visual and electronic) that are relevant for Social Sciences.

12. design, execute and report on supervised research in Social Sciences.

13. use the appropriate techniques to answer a research question in the field of Social Sciences.

C. Specific qualifications Major Law in an International Context

Knowledge and Insight
After completing the major program Law in an International Context, the student is able to:

1. explain the basic concepts and contents of the different areas of both private and public law.

2. explain the basic concepts and contents of European and international law and identify the interaction between the national law, European and international law.

3. describe the key features of both the civil and the common law traditions and elaborate on how these legal traditions relate to each other.

Application of Knowledge and Insight
After completing the major Law in an International Context, the student is able to:

4. independently and critically apply and combine the knowledge and insights into the field of law and the legal methodology when addressing legal problems and case studies.

5. approach legal problems from different disciplinary perspectives by situating the law in its historical, social and/or geographical context.

Formation of Judgement
After completing the major Law in an International Context, the student is able to:

6. discuss European and international issues from a legal perspective and form a well-founded opinion on them.

7. critically assess the theoretical and methodological adequacy of research in the field of law.

Skills
After completing the major Law in an International Context, the student is able to:

8. conduct a legal research by formulating a legal research question, collecting, analyzing and interpreting primary legal sources (statutes and case law) and jurisprudence and make a synthesis of the results and conclusions.

D. Specific qualifications major Business and Economics

Knowledge and Insight
After completing the major Business and Economics, the student is able to:

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1. explain and understand the basic concepts and theories in the four constituting pillars of the field of business: finance, accounting, marketing, and management.

2. identify societal issues and developments and explain the role of business in causing and solving these issues and developments.

3. evaluate and synthesize insights from the four constituting pillars of the field of business.

Application of Knowledge and Insight

After completing the major Business and Economics, the student is able to:

4. understand and apply the research methods in the field of business when addressing specific business problems;

5. understand and apply standard econometric research methods to investigate phenomena in populations of organizations.

6. evaluate business problems from different disciplinary perspectives by situating organizations in their economic, social and/or market context.

Formation of Judgement

After completing the major Business and Economics, the student is able to:

7. critically assess the theories in the four constituting pillars of the field of business.

8. critically assess the theoretical and methodological adequacy of research in the field of business.

Skills

After completing the major Business and Economics, the student is able to:

9. analyze a business case in terms of management, marketing, accounting and finance theories, and derive propositions to address the case problem.

10. conduct a business research by formulating a research question, collecting, analyzing and interpreting relevant source material and synthesizing the results and conclusions.

E. Specific Qualifications major Cognitive Neuroscience: Brain and Cognition

Knowledge of and Insight

After completing the major program Cognitive Neuroscience: Brain and Cognition, the student is able to:

1. explain the basic concepts and theories insights in Cognitive Neuroscience, specifically Experimental Psychology; Biological Psychology; Clinical Neuropsychology and Computational Neuroscience.

2. potential applications of insights of Cognitive Neuroscience relevant for society.

Application of Knowledge and Insight

After completing the major program Cognitive Neuroscience: Brain and Cognition, the student is able to:

3. analyze, interpret and formulate solutions for questions in the field of Cognitive Neuroscience at an academic level.

4. compare and contrast relevant theories and methods in the field of Cognitive Neuroscience.

Formation of Judgement

After completing the major program Cognitive Neuroscience: Brain and Cognition, the student is able to:

5. evaluate the validity and applicability of research by others in the field of Cognitive Neuroscience.

6. conduct and report on experimental research in line with the guidelines on research integrity.

Skills

After completing the major program Cognitive Neuroscience: Brain and Cognition, the student is able to:

7. conduct research on a particular topic in the field of Cognitive Neuroscience by applying the stages of the empirical cycle: formulate a research question; deduce hypotheses from theories or existing research; testing hypotheses through experimentation; data analysis; and drawing inferences for new research.

8. design, program and conduct behavioral experiments on human subjects.

9. discuss prevalent theories and new insights in the field of Cognitive Neuroscience with peers of the same discipline.

10. evaluate the quality and rigor of research by others in the field of Cognitive Neuroscience.

Appendix 2. Programme curriculum

Bachelor Liberal Arts and Sciences	
Year 1 semester 1 – 30 ECTS, Cohort 2023-2024	
840060:	European History: Politics and Culture (6)
840083:	The Art of Speaking and Writing: Rhetoric in Theory and Practice I (6)
840052:	Thinking about Science (6)
840114:	Individuals and Collectives: Introduction to Business and Economics and Social Sciences (6)
840101:	PASS UC Tilburg 1 (0)

One of six compulsory optional subjects:	
840138:	Law and Economic (Dis) Harmony (6)
840139:	Resilience, Happiness and Well-Being (6)
840107:	Legal Fictions (6)
840117:	Religion and Economics (6)
840804:	Discovering Diversity (6)
840133:	Trust in Your Brain (6)

Year 1 semester 2 – 30 ECTS, Cohort 2023-2024	
840125:	The Art of Speaking and Writing: Rhetoric in Theory and Practice II (6)
840113:	Mind and Brain: Introduction to Cognitive Neuroscience (6)
840090:	Introduction to Research Methods (6)
840115:	Imagining Justice: Introduction to Law and Humanities (6)
840136:	Sustainable Consumption (6)
840101:	PASS UC Tilburg 1 (0)

Elective Major Social Sciences: Human Behavior	Elective Major Law in an International Context	Elective Major Arts and Humanities: Past-Present-Future	Elective Major Business and Economics	Elective Major Cognitive Neuroscience: Brain & Cognition
Year 2 semester 1 – 30 ECTS Cohort 2022-2023	Year 2 semester 1 – 30 ECTS Cohort 2022-2023	Year 2 semester 1 – 30 ECTS Cohort 2022-2023	Year 2 semester 1 – 30 ECTS Cohort 2022-2023	Year 2 semester 1 – 30 ECTS Cohort 2022-2023
880047: Diversity and Community (6)	840018: Comparative Political Institutions (6)	840018: Early Modern Age: Globalization, Economy and Mentality (6)	840024: Micro Economics: Agents & Markets (6)	840103: Cognitive Psychology (6)
840057: Evil (6)	840026: Fundamentals of International Law and EU Law (6)	840028: Philosophy of History and Memory (6)	840027: Accounting: The Language of Business (6)	840104: Brain and Behavior for LAS (6)
800166: Social Psychology of Group Dynamics (6)	840032: Law in Society (6)	840057: Evil (6)	800546: Quantitative Methods for Business and Economics (6)	822184: Introduction to Artificial Intelligence I (6)
840099: Statistics 1 and 2 (6)	840810: Fundamentals of Private Law (6)	840007: Homer's Army: The Legacy of an Unacknowledged Legislator (6)	840099-B-6: Statistics 1 and 2 (6)	840099: Statistics 1 and 2 (6)
840811: PASS UC Tilburg 2 (o)	840811: PASS UC Tilburg 2 (o)	840811: PASS UC Tilburg 2 (o)	840811: PASS UC Tilburg 2 (o)	840811: PASS UC Tilburg 2 (o)

One of eight compulsory optional subjects:

840138: Law and Economic (Dis)Harmony (6)	840138: Law and Economic (Dis)Harmony (6)	840138: Law and Economic (Dis)Harmony (6)	840138: Law and Economic (Dis)Harmony (6)	840138: Law and Economic (Dis)Harmony (6)
840139: Resilience, Happiness and Well-Being (6)	840139: Resilience, Happiness and Well-Being (6)	840139: Resilience, Happiness and Well-Being (6)	840139: Resilience, Happiness and Well-Being (6)	840139: Resilience, Happiness and Well-Being (6)
840107: Legal Fictions (6)	840107: Legal Fictions (6)	840107: Legal Fictions (6)	840107: Legal Fictions (6)	840107: Legal Fictions (6)
840804: Discovering Diversity (6)	840804: Discovering Diversity (6)	840804: Discovering Diversity (6)	840804: Discovering Diversity (6)	840804: Discovering Diversity (6)
840117: Religion and Economics (6)	840117: Religion and Economics (6)	840117: Religion and Economics (6)	840117: Religion and Economics (6)	840117: Religion and Economics (6)
840133: Trust in Your Brain (6)	840133: Trust in Your Brain (6)	840133: Trust in Your Brain (6)	840133: Trust in Your Brain (6)	840133: Trust in Your Brain (6)
840807: Transatlantic Perspectives: Inclusion and Exclusion in Criminal Justice (6)	840807: Transatlantic Perspectives: Inclusion and Exclusion in Criminal Justice (6)	840807: Transatlantic Perspectives: Inclusion and Exclusion in Criminal Justice (6)	840807: Transatlantic Perspectives: Inclusion and Exclusion in Criminal Justice (6)	840807: Transatlantic Perspectives: Inclusion and Exclusion in Criminal Justice (6)
840132: Transatlantic Perspectives: Representing History, Representing Trauma (6)	840132: Transatlantic Perspectives: Representing History, Representing Trauma (6)	840132: Transatlantic Perspectives: Representing History, Representing Trauma (6)	840132: Transatlantic Perspectives: Representing History, Representing Trauma (6)	840132: Transatlantic Perspectives: Representing History, Representing Trauma (6)

Elective Major Social Sciences: Human Behavior

Year 2 semester 2 – 30 ECTS Cohort 2022-2023
800090: Learning Project: Values and Civil Society in Europe (12)
840039: People and Organizations (6)
840137: Environmental Psychology (6)
840909: Social Inequality, Health & Well-being (6)
840811: PASS UC Tilburg 2 (o)

Year 3 semester 1 – 30 ECTS Cohort 2021-2022
840073: Minor (elective) (24)
840812: PASS UC Tilburg 3 (o)

Elective Major Law in an International Context

Year 2 semester 2 – 30 ECTS Cohort 2022-2023
840022: Criminal Law in Context (6)
840025: European Labor Law and Social Policy (6)
840049: The Civil and Common Law Traditions (6)
840810: Fundamentals of Public Law and EU Law (6)
840905: Law and Digital Technology (6)
840811: PASS UC Tilburg 2 (o)

Year 3 semester 1 – 30 ECTS Cohort 2021-2022
840070: Liability and the Internet (6)
840073: Minor (elective) (18)
840812: PASS UC Tilburg 3 (o)

Elective Major Arts and Humanities: Past-Present-Future

Year 2 semester 2 – 30 ECTS Cohort 2022-2023
840028: Philosophy and Anthropology of Health and Illness (6)
840129: Being Human in a Digital Age (6)
800163: Feminist Theories (6)
840037: Middle Ages: at the Theological-Political Crossroads (6)
840906: Literature in the Anthropocene (6)
840811: PASS UC Tilburg 2 (o)

Year 3 semester 1 – 30 ECTS Cohort 2021-2022
840079: Perspectives on Europe (6)
840073: Minor (elective) (18)
840812: PASS UC Tilburg 3 (o)

Elective Major Business and Economics

Year 2 semester 2 – 30 ECTS Cohort 2022-2023
840806: Institutional Economics: Connecting Business and Society (6)
840096: Strategy and Organization in Context (6)
840047: Marketing and Small Business Development (6)
840051: The Making of Modern Macro Economics (6)
840903: Investments and Behavioral Finance (6)
840811: PASS UC Tilburg 2 (o)

Year 3 semester 1 – 30 ECTS Cohort 2021-2022
840061: Corporate Finance and Financial History (6)
840073: Minor (elective) (18)
840812: PASS UC Tilburg 3 (o)

Elective Major Cognitive Neuroscience: Brain & Cognition

Year 2 semester 2 – 30 ECTS Cohort 2022-2023
840106: Brain Dysfunction (6)
540033: Cognitive Neuropsychology (6)
840108: Brain and Morality (6)
840109: The Emotional Brain (6)
840124: The Social Brain (6)
840811: PASS UC Tilburg 2 (o)

Year 3 semester 1 – 30 ECTS Cohort 2021-2022
840073: Minor (elective) (24)
840812: PASS UC Tilburg 3 (o)

Choose 6 EC from the following optional courses:

840073: Minor (elective) (6)
840803: Management Information Systems (Saylor Academy) (6)

Elective Major Social Sciences: Human Behavior	Elective Major Law in an International Context	Elective Major Arts and Humanities: Past-Present-Future	Elective Major Business and Economics	Elective Major Cognitive Neuroscience: Brain & Cognition
Year 3 semester 2 – 30 ECTS Cohort 2021-2022	Year 3 semester 2 – 30 ECTS Cohort 2021-2022	Year 3 semester 2 – 30 ECTS Cohort 2021-2022	Year 3 semester 2 – 30 ECTS Cohort 2021-2022	Year 3 semester 2 – 30 ECTS Cohort 2021-2022
840135: Human Futures in the Digital Age (6)	840135: Human Futures in the Digital Age (6)	840135: Human Futures in the Digital Age (6)	840135: Human Futures in the Digital Age (6)	840135: Human Futures in the Digital Age (6)
840900: Bachelor Thesis LAS (18)	840900: Bachelor Thesis LAS (18)	840900: Bachelor Thesis LAS (18)	840900: Bachelor Thesis LAS (18)	840900: Bachelor Thesis LAS (18)
840812: PASS UC Tilburg 3 (o)	840812: PASS UC Tilburg 3 (o)	840812: PASS UC Tilburg 3 (o)	840812: PASS UC Tilburg 3 (o)	840812: PASS UC Tilburg 3 (o)

One of four compulsory optional subjects:

840054: Professional Practice: Current European Issues (6)	840054: Professional Practice: Current European Issues (6)	840054: Professional Practice: Current European Issues (6)	840054: Professional Practice: Current European Issues (6)	840054: Professional Practice: Current European Issues (6)
800222: Professional Practice: Social Innovation Project (6)	800222: Professional Practice: Social Innovation Project (6)	800222: Professional Practice: Social Innovation Project (6)	800222: Professional Practice: Social Innovation Project (6)	800222: Professional Practice: Social Innovation Project (6)
840805: Professional Practice: Internship (6)	840805: Professional Practice: Internship (6)	840805: Professional Practice: Internship (6)	840805: Professional Practice: Internship (6)	840805: Professional Practice: Internship (6)
840131: Professional Practice: Journalism (6)	840131: Professional Practice: Journalism (6)	840131: Professional Practice: Journalism (6)	840131: Professional Practice: Journalism (6)	840131: Professional Practice: Journalism (6)

Minor in Sustainability: An Interdisciplinary Approach

Open to all TiU students - semester 1 – 30 ECTS
840902: Complexities of Sustainability (6)
840904: Futuring the Earth (6)
840901: Communicating Sustainability (6)
840907: Navigating Sustainability (6)
840908: Sustainability Think Tank (6)

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Appendix 3. Programme of the site visit

12 December 2024

12.00-12.15	Welcome
12.15-13.00	Lunch
13.00-13.45	Panel preparation
13.45-14.30	Interview programme management
14.30-15.00	Internal panel session
15.00-15.45	Interview students (incl. alumni and members programme committee)
15.45-16.15	Break
16.15-17.00	Interview teaching staff
17.00-17.30	Internal panel session

13 December 2024

09.00-09.30	Panel preparation
09.30-10.15	Interview Board of Examiners
10.15-11.45	Tour of the facilities (with poster session)
11.45-12.45	Internal panel session
12.45-13.30	Lunch
13.30-14.15	Concluding session programme management
14.15-15.15	Concluding panel session
15.15-16.15	Development dialogue
16.15-16.45	Oral feedback panel

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Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Liberal Arts and Sciences. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

General Documentation
- Memo TSHD Quality Assurance for Education incl appendices
- Self-Assessment Report Liberal Arts and Sciences 2024
- TSHD – Strategy 2022-2027
- TSHD School Regulations 2024

Selected Courses (6 EC)
- Environmental Psychology, Common Core Course for Major Social and Behavioral Sciences in Year 2 Semester 2
- European History: Politics and Culture, Common Core Course in Year 1 Semester 1
- Human Futures in the Digital Age, Common Core Course for all majors in Year 3 Semester 2
- Professional Practice Course: Social Innovation Project, Optional Course for all majors in Year 3 Semester 2

Standard 1
- Domain Specific Framework of Reference
- Minutes Societal Advisory Board meeting April 2024

Standard 2
- Academic Staff Overview and Gallery
- Admissions Procedure
- Annual Report Program Committee LAS 2023-2024
- Career Guide AY 2024-2025
- Education Development and Innovation Fund
- Guidelines Program Committees TSHD 2024-2025
- Internship Guide AY 2024-2025
- Student Inflow and Major Division Overview
- Student-Staff Ratio
- Study Guide AY 2023-2024
- Thesis Manual AY 2023-2024

Standard 3
- Annual Report Examination Board BaMA TSHD 2022-2023
- EER Bachelor's and Master's programs TSHD 2024-2025
- Example of a Thesis Calibration Session Report
- Example of an Assessment Committee Report
- Manual Examination Boards TSHD
- Program Assessment Plan AY 2023-2024
- TiU Assessment Policy
- TSHD Assessment Handbook
- TSHD Assessment Policy

- TSHD Rules and Guidelines 2024-2025

Standard 4
- Alumni Database