



**B Liberal Arts and Sciences**  
**Amsterdam University College**  
**University of Amsterdam | Vrije Universiteit Amsterdam**

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## Summary

### Standard 1. Intended learning outcomes

The joint programme in Liberal Arts and Sciences at Amsterdam University College has a well-established profile with an emphasis on the natural sciences. The programme combines the research strengths of its two parent institutions in a distinctive residential learning environment at the Amsterdam Science Park. The panel considers the perspective of a multidisciplinary programme with interdisciplinary elements to be an appropriate and accurate approach and should be communicated as such. Through alignment with the Domain Specific Reference Framework and feedback from the International Advisory Board, the intended learning outcomes are geared to the expectations of the (international) field and discipline. The thorough revision of the intended learning outcomes has resulted in a clearly defined set of challenging but achievable learning outcomes that cover all aspects of a liberal arts and sciences bachelor's programme. The panel appreciates the intended broad development and commends the programme's commitment to social engagement and impact. Overall, the intended learning outcomes are consistent with the level and orientation of the programme. The combination of a broad knowledge base, disciplinary depth and strong academic (critical) thinking skills, together with the broadening and development of personal attitudes and skills, is consistent with Criterion A of the distinctive feature "small-scale and intensive education". On the basis of these observations, the panel concludes that the programme meets the criteria of Standard 1.

### Standard 2. Teaching-learning environment

The panel appreciates the explicit link between the curriculum and the profile of the programme, using the components of academic core courses, major courses, electives and courses in another major. There is also a clear link between the objectives of the courses and the intended learning outcomes of the programme. The curriculum is well structured and comprehensive, with a strong emphasis on experiential and community service learning. It is clear that there is ongoing reflection and development of the curriculum, including initiatives such as AUC NEXT, which demonstrates a forward-thinking approach.

The degree requirements ensure that graduates are academically competent, have a grounding in (at least) one of the disciplines, and have a broad multidisciplinary focus with interdisciplinary elements. Nevertheless, these requirements leave sufficient freedom to design a programme tailored to the needs and interests of individual students. The panel was impressed by the showcases of different courses, labs and educational initiatives, as well as the students' involvement in extra-curricular activities. These showcases effectively demonstrated how the curriculum works in practice and reinforced the positive impressions gained during the visit. The panel supports the decision to use English, which is consistent with the aims and ambitions of the programme.

Both staff and students demonstrated a strong commitment to and enthusiasm for maintaining high quality education, which was evident throughout the visit. This commitment is mutual, with staff and students valuing each other's contributions to creating a vibrant learning environment. Partner faculty members were also enthusiastic about the programme and found their collaboration with AUC very rewarding. The sense of community within the programme is palpable and it is clear that this is deeply valued by both students and staff. This strong, collaborative atmosphere contributes to a dynamic and supportive learning community. The admissions process and requirements are designed to select motivated and talented students who are drawn to AUC's small-scale, intensive approach to education. Once admitted, students receive extensive support from tutors, Student Life Officers, AUC staff and their peers. There are also appropriate facilities for students with functional impairments. The extensive student guidance system provides strong support throughout their studies. As tutoring plays such an important role in the guidance of students, the panel

recommends that the revised tutorship system strikes a good balance between the reduced number of hours allocated and the revised range of tasks. It is important that tutors have a manageable workload and that students receive the guidance they need. The teaching staff at AUC are qualified, dedicated and highly regarded by students. The curriculum is achievable, with pass rates appropriate for a small-scale, intensive programme. The structure of the curriculum encourages timely completion, and success rates are strong.

Students' extra-curricular activities show a range of involvement, from academic to social, demonstrating their intensity, social commitment and the holistic nature of their education. Interviews with alumni also confirmed the strengths of the programme, particularly in preparing students for graduate opportunities, with only minor weaknesses identified. The facilities were found to be exceptional, with a tour of the building revealing a learning environment that many other institutions would envy. These findings lead the panel to conclude that the programme meets the criteria for Standard 2.

### Standard 3. Student assessment

The panel concludes that the programme meets the quality standards for student assessment. AUC has a coherent vision for assessment that is aligned with its educational objectives. The assessment system prioritizes student engagement, knowledge retention, and timely learning through continuous assessment, a no-resit policy, and attendance requirements. The panel recognizes the flexibility of the no-resit policy and the support available to students. The criterion-referenced grading system ensures fair assessment and the peer review system and other quality controls support the quality of assessment. The focus on learning outcomes and alignment with course and programme objectives demonstrates a clear and effective approach to assessment. The assessment of the Capstone theses is organized in an insightful and transparent way, with detailed written feedback from the supervisor and the reader. The Board of Examiners fulfils its legal duties sufficiently. It monitors the quality of the assessment process by taking samples of various products including the Capstone theses and reviewing the peer review process. While challenges remain, the workload has been reduced and the capacity of the Board has been strengthened. On the basis of these observations, the panel concludes that the programme meets the requirements of Standard 3.

### Standard 4. Achieved learning outcomes

The panel reviewed a selection of theses and found the overall quality to be of sufficient academic standard for a bachelor's degree. The alumni interviewed were positive about their programme and, based on the documentation, the panel found that the alumni were well prepared for further study. Combined with the positive assessment of the programme's success rates discussed under 'Feasibility and success rates' in Standard 2, the panel concludes that AUC LAS graduates achieve the intended learning outcomes of the programme and thus meets Standard 4.

### Score table

The panel assesses the programme as follows:

#### *Bachelor's programme Liberal Arts and Sciences (joint degree)*

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 (joint degree) 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 Haften, panel chair  
Date: 28 November 2024

Dr. Irene Conradie, panel secretary

# Introduction

## Procedure

### Assessment

On 13 and 14 June 2024, the bachelor's programme Liberal Arts and Sciences (joint degree) at the Amsterdam University College of the University of Amsterdam and the Vrije Universiteit Amsterdam 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*) and the *Protocol voor Nederlandse aanvragen accreditatie leidend tot een joint degree* (versie 2011).

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 Hilderling, 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. Irene Conradie acted as panel secretary for the assessment of the programme of Amsterdam University College.

### 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 19 March 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 decided that the development dialogue would be made part of the site visit. A separate development report was prepared on the basis of this dialogue. The panel chair has confirmed that the report is an accurate reflection of the key findings.

The programme provided the coordinator with a list of graduates for the academic year 2022-2023. In consultation with the coordinator, the panel chair selected 15 theses from the programme. They took into account the diversity of final grades, topics and examiners. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with an information file and additional materials (see Appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary compiled the panel's questions and comments in a document and shared it with the panel members. In a preliminary meeting, the panel discussed the initial findings on the information file and the theses, as well as the division of tasks during the site visit. The panel was also briefed on the assessment frameworks, the working method and the planning of the site visits and reports.

## Site visit

Panel member Maud Huynen was unable to attend the site visit due to unforeseen circumstances. After discussion, it was agreed to proceed with the visit by all parties involved (panel, institution and secretary). The secretary informed the institution and the coordinator of the other panel members' agreement, and the coordinator informed the NVAO. After the visit, the panel member in question was informed of the outcome of the site visit and resumed participation in the preparation of the report.

During the site visit, the panel interviewed various programme representatives (see Appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. The panel chair then presented the preliminary findings to the public.

## Report

After the site visit, the secretary wrote a draft report based on the panel's findings. This report is structured according to 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's programme. The joint nature of the programme was taken into account in the accreditation assessment. The report was first submitted to the coordinator at Academion for peer assessment and then to the panel for feedback. After processing this feedback, the secretary sent the draft report to Amsterdam University College 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 finalised the report, and the coordinator sent it to Amsterdam University College, the University of Amsterdam and the Vrije Universiteit Amsterdam.

## Panel

The following panel members were involved in the cluster assessment:

- Em. prof. dr. T. (Ton) van Haften, 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 and former dean of 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 Public Welfare at Utrecht University;
- Dr. Ing. S. (Sabine) Sané, lecturer in Earth and Environmental Sciences at University College Freiburg (Germany);
- 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 BSc, master's student Educational Science and Technology at 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 (joint degree) at Amsterdam University College 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];
- Prof. dr. H. (Helen) Brookman, professor of Liberal Arts & Interdisciplinary Education at King's College London (United Kingdom);
- Dr. M.M.T.E. (Maud) Huynen, assistant professor at the Maastricht Sustainability Institute of Maastricht University;
- Prof. dr. J. (Jenny) Slatman, professor in Medical & Health Humanities at Tilburg University;
- B.L. (Borbála Lucy) Karvalits, bachelor's student Liberal Arts and Sciences at Erasmus University College (Erasmus University Rotterdam) [student member].

## Information on the programme

Name of the institution:	University of Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive

Name of the institution:	Vrije Universiteit Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive

Programme name:	Liberal Arts and Sciences (joint degree)
CROHO number:	55002
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC

Specialisations or tracks:

Sciences (BSc)  
Social Sciences (BA)  
Humanities (BA)  
Amsterdam

Location:

Joint programme:

- Partner institutions involved

University of Amsterdam, Vrije Universiteit  
Amsterdam

- Type of degree awarded

Joint degree (BSc/BA)

Mode of study:

Fulltime

Language of instruction:

English

Distinctive feature:

Small-scale and intensive education

Submission date NVAO:

1 May 2025

## Description of the assessment

### Organization and joint degree

The bachelor's programme in Liberal Arts and Sciences (LAS) is a three-year full-time programme, taught in English. The programme is located at Amsterdam University College (AUC), a selective, residential honours college. The University of Amsterdam (UvA) and Vrije Universiteit Amsterdam (VU) have been offering the programme as a joint degree since it started in 2009. The current joint agreement on which this partnership is based, the *Gemeenschappelijke Regeling*, was signed by both participating universities in 2016. This arrangement includes a clear division of labour between the two Dutch partner institutions. The Deans of the UvA Faculty of Science and the VU Faculty of Science form the AUC Board, supported by the Council of Deans. The day-to-day management of AUC is the responsibility of the Dean of AUC, assisted by the Management Team, including the Director of Education. It was clear to the panel from both the available documentation and the on-site interviews that the two institutions not only work closely together, but that AUC is generally perceived and experienced as the natural unit of operation. For example, AUC is located on its own site in the Amsterdam Science Park and has its own Board of Examiners, Admissions Committee, International Advisory Board, Student Council, Works Council, Board of Studies (programme committee), and professional staff. Some of the academic staff are directly attached to AUC and some are from the partner institutions. The panel was informed that preparations are underway to transfer the AUC penmanship (*penvoorderschap*) from the VU to the UvA. This will require a revision of the AUC *Gemeenschappelijke Regeling*, but the panel has not yet been able to assess the implications of this.

### Recommendations from the previous accreditation panel

The panel considers that AUC has effectively addressed the recommendations of the previous accreditation assessment. Considerable work has been done on the intended learning outcomes (ILOs), which the previous panel considered in some cases to be overly ambitious and therefore difficult to achieve. Subsequently, a learning outcomes committee revised several of the ILOs, reducing their scope and specificity in order to align them with the capabilities of the programme and to ensure achievable goals for students; see Standard 1 for further discussion. The panel acknowledges that AUC has made improvements to the tutoring system, including increasing the number of tutors, reducing administrative burdens and improving tutor training. The expanded team of Student Life Officers, as recommended by the previous panel, is particularly welcome. This will allow tutors to focus on their core role as academic advisors. AUC has also addressed the workload of the Board of Examiners by streamlining processes, delegating tasks and providing additional support to the Board. While challenges remain, the workload has been reduced and the capacity of the Board has been strengthened. The programme investigated the relationship between student well-being and the assessment system, as prompted by the previous accreditation assessment. This resulted in adjustments to the attendance requirement, but other policies remained unchanged, as detailed in Standard 3. In response to the recommendation to improve the amount of feedback that students receive, AUC has mandated qualitative feedback for the Capstone thesis and implemented system changes to ensure this. The panel noted that the programme has also worked to build a better relationship with its alumni through events, online platforms and student engagement.

### 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

The LAS programme at AUC is a broad bachelor's programme with a distinctive science focus that combines the research strengths of its two parent institutions, located strategically at Amsterdam's Science Park. The programme aims to develop critical, creative and global thinkers, equipped with broad knowledge and strong communication skills to tackle the world's complex challenges. Students choose one of three majors: Sciences, Social Sciences or Humanities. This is done to ensure sufficient depth of knowledge to progress to a master's programme. Simultaneously, students are challenged to look beyond disciplinary boundaries. The panel discussed the distinction between multidisciplinary and interdisciplinarity during the site visit, as this was not consistently addressed in the documentation. Since the formulation of the new strategic plan, AUC NEXT, the perspective of the programme has been clarified as a multidisciplinary programme with interdisciplinary elements. The panel considers this to be an appropriate and accurate approach and suggests that all communications should more clearly articulate this. The programme also emphasizes personal and social responsibility and cultural awareness to ensure that graduates are well-rounded individuals prepared for a globalized world.

The Domain-Specific Reference Framework describes Liberal Arts & Sciences education as emphasizing breadth and depth of learning, fostering community, and promoting education as a formative process. The AUC programme aligns with this by focusing its intended learning outcomes (ILOs) on (breadth and depth of) knowledge, academic skills, interdisciplinary skills, learning skills, communication skills, engagement at local and global levels, and personal and social responsibility. Both the framework and the ILOs prioritize student-centred learning, intellectual development as well as personal growth and social development. In addition, external stakeholders and representatives from the international higher education community are involved through the International Advisory Board. This Board advises the Dean and AUC leadership on AUC's position in the local, national and international context.

The ILOs were revised following the previous accreditation. The panel found them to be clearly defined, now more demonstrably achievable and well mapped to the Dublin Descriptors at bachelor's level and the Domain-Specific Reference Framework Liberal Arts & Sciences. In line with the small-scale and intensive nature of the programme, the panel considers that the ILOs reflect the programme's emphasis on critical thinking, personal and social responsibility and a greater degree of multidisciplinary and interdisciplinarity. It considers the academic and personal skills developed to be of value both for professional careers and for further study such as master's degrees, particularly in interdisciplinary and international contexts.

## Considerations

The joint programme in Liberal Arts and Sciences at Amsterdam University College has a well-established profile with an emphasis on the natural sciences. The programme combines the research strengths of its two parent institutions in a distinctive residential learning environment at the Amsterdam Science Park. The panel considers the perspective of a multidisciplinary programme with interdisciplinary elements to be an appropriate and accurate approach and should be communicated as such. Through alignment with the Domain Specific Reference Framework and feedback from the International Advisory Board, the intended learning outcomes are geared to the expectations of the (international) field and discipline. The thorough revision of the intended learning outcomes has resulted in a clearly defined set of challenging but achievable learning outcomes that cover all aspects of a liberal arts and sciences bachelor's programme. The panel appreciates the intended broad development and commends the programme's commitment to social engagement and impact. Overall, the ILOs are consistent with the level and orientation of the programme. The combination of a broad knowledge base, disciplinary depth and strong academic (critical) thinking skills, together with the broadening and development of personal attitudes and skills, is consistent with Criterion A of the distinctive feature "small-scale and intensive education".

## Conclusion

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

The panel concludes that the programme meets Criterion A of the framework for the distinctive feature of "small-scale and intensive education".

## Standard 2. Teaching-learning environment

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

## Findings

The didactic concept of the AUC LAS programme is in line with the intended learning outcomes. It is based on the principles of multidisciplinary education, academic breadth and student-centred learning experiences in an international, small and interactive learning environment that embraces diversity and prepares students for the challenges of a globalized world. The documentation provided a sound rationale for the relationship between the curriculum and the intended learning outcomes (ILOs). The panel found that the programme does much to clarify the link between the ILOs and the courses; for example, the course manuals describe both the learning outcomes of the courses and which of the programme's ILOs are covered.

## Curriculum

The AUC curriculum is structured around four main components: academic core courses (36 EC), major courses (90 EC), electives (30 EC) and courses in another major (24 EC). The academic core courses provide students with academic skills and help to develop their personal and professional skills and social experience. Students choose one of three majors on application - Sciences, Social Sciences or Humanities - to gain advanced disciplinary knowledge and expertise. Electives and courses from other majors allow students to explore subjects outside their major, broaden their knowledge base and pursue personal interests. For each major there are additional requirements for sufficient depth, methodological training and the 12 EC Capstone (bachelor's thesis). Methodology courses help students understand what it means to be methodologically aware and to learn actual methods, with more methods being taught across the curriculum. Each major contains seven to nine 'tracks' corresponding to specific disciplines, and the curriculum offers introductory, advanced and specialist courses in all these disciplines. Students are not required to choose a particular 'track'; it is primarily intended to provide an insight into the course offerings by discipline and within a particular major. The panel was impressed by the wide range of courses offered at AUC, with over 250 courses and additional access to off-campus courses at the UvA and VU. See Appendix 2 for a sample curriculum outline.

AUC's academic calendar consists of two semesters per year, each with a 16-week block of multiple courses and a 4-week 'intensive' block of a single course. In a semester, students typically take five courses of 6 EC each. In their first year, students take mainly introductory courses in their major, as well as three compulsory core academic courses on academic writing, logic and global identity. In the second and third years, students have the opportunity to deepen and broaden their studies. As part of the academic core, all students are required to complete an interdisciplinary Big Questions course and a Community Project or an Internship (CPI). The Community Project or Internship programme promotes self-directed and lifelong learning by enabling students to set and reflect on their own learning goals, to apply academic skills in professional settings, and to develop both personal and interpersonal skills. Internships focus on professional or research skills, and community projects focus on social and civic awareness. In semesters 4 and 5, AUC students have the option of studying abroad. In the third year, Advanced Research Writing prepares students for the

Capstone, where they undertake a research project within their major, or a multidisciplinary and/or interdisciplinary research project spanning two majors.

The panel believes that the 16-week teaching period provides an opportunity for extensive exploration, although it is a different system to that of the partner universities. It also appreciates the open, flexible and personalized nature of the curriculum, where students are largely responsible for determining how they achieve the final learning objectives of the programme. An additional advantage of the open programme is that some students change their major without delay in their second year; in the third year this might cost an extra semester.

The compulsory components provide a common foundation of knowledge and skills, while other components allow students to develop their skills and pursue personal development in line with the programme's learning outcomes. The panel noted the strong focus on both academic and professional skills, culminating in the Community Project or Internship (CPI) and the Capstone project. The Community Projects, often carried out in the second year, are challenging and often address real-world issues related to societal challenges, which the panel considers to be a particular strength of the programme. The CPI, which integrates extra-curricular activities characteristic of small and intensive programmes, was found to be a valuable approach. The Capstone serves as an appropriate final assessment, enabling students to demonstrate their academic, disciplinary, multidisciplinary and/or interdisciplinary and personal skills. It also provides evidence of competence in an area that the student may wish to pursue in a master's programme. Finally, the panel appreciated the opportunity for students to undertake electives and internships outside the AUC LAS programme, which contributes to career orientation and skills development.

The panel reviewed a selection of courses from the three majors and the academic core and found them to be relevant, challenging and of high quality. It noted that AUC's curriculum emphasizes research-based learning, methods and reasoning. Each major offers specific methodology courses that introduce students to research practices and common methodologies in the social sciences, natural sciences and humanities. Additionally, other courses also cover specific research methods; for example, ethnographic methods are covered in the Migration, Integration and Diversity course. The panel was also enthusiastic about the programme's innovative teaching methods, as highlighted in the showcases. These included examples of project-based learning, game-based learning and field trips. For instance, the History Lab course gave a group of 15 AUC students hands-on experience in historical research. They explored the archives of the Holland Land Company, learning archival techniques and digitizing documents. These digitized materials have been published online to increase the accessibility of historical records. The panel was impressed by the positive feedback from students, the variety of approaches used and how these courses added value at many different levels.

The panel discussed course offerings, noting occasional limitations due to full or cancelled courses. Low enrolments, with fewer than 11 students per course, result in an average of 10% course cancellations. In some cases, oversubscription creates challenges for student planning and course availability. In addition, there are challenges related to course availability and specific entry requirements that require navigating between partner universities. The programme is committed to bridging these gaps to ensure that students have a solid foundation for their future. Collaboration with the two partner universities is essential but complex, with financial and resource constraints affecting course availability. Bureaucratic hurdles vary by faculty, year and course, but the panel is confident in management's efforts to review the tracks, ensure that they are well aligned with master's programmes and advocate for clear course lists for students.

Discussions with students and alumni confirmed that it is not always possible to enrol in every course desired, particularly popular specialist courses or laboratory courses. Despite these challenges, students are generally satisfied with what is available. In the Sciences track, many students engage in laboratory work through internships. They often find a lecturer and look for opportunities. Generally, students prefer to do a full-time internship during the intensive four-week period in January or June, but it takes good preparation to plan it that way. The students noted that, with timely planning and guidance, the vast majority can create a learning pathway for a successful transition to their intended master's programme. In this way, students assured the panel that the options available were sufficient and the required level of personal responsibility achievable.

#### *Curriculum development*

The panel commended the programme's commitment to further development in line with the AUC NEXT strategic plan, including changes to the tutoring set-up, staff development and recalibration of course offerings. From discussions with management, the panel heard that students will be able to use 'cross-major constellations' from September 2024. Constellations are six interdisciplinary learning pathways that allow students to explore different fields through a socially relevant theme and develop a deeper understanding of complex issues. The panel is positive about how big themes, such as Energy and Climate, Digital Worlds and Order and Complexity, align with the research priorities of the partner universities. Although it is too early to tell, it may also allow for more interdisciplinary dialogue between lecturers and bring new connections to course offerings that can help students make interdisciplinary choices. The panel notes that current students do not immediately see the added value, but also do not perceive the Constellations as limiting because of its non-committal nature. The panel therefore advises the programme to ensure that the added value is clearly communicated to students, tutors and lecturers. The panel also suggests that it should be made clear how the programme will link the Constellations to the Capstone in a meaningful way.

In addition to this strategic review, ongoing quality processes also contribute to the improvement of education. For example, course manuals are pre-approved by the Heads of Studies, peer reviews and evaluations take place after each iteration of a course, and quality reports are produced for key programme components. The panel appreciates the commitment at various levels to maintain and improve the quality of education.

#### *Learning environment*

Teaching at AUC is done on a small scale, and even the larger courses, such as methods courses, involve several groups of no more than 25 students. In the interviews, the multidisciplinary and sometimes interdisciplinary nature of the programme was frequently highlighted, with lecturers coming from various faculties and collaborating on courses, and students working together on multidisciplinary and/or interdisciplinary projects. The panel also observed a strong emphasis on student-centered learning, with lecturers often going beyond traditional teaching methods to engage students in interactive and experiential learning. For their internship or community project, the panel noted, students have access to exceptional opportunities such as the qualitative research methods course Peace Lab, which focuses on peacebuilding fieldwork and learning through first-hand interaction with stakeholders in post-conflict regions. In addition, the panel also saw a large number of academic and non-academic extra-curricular activities that complement the curriculum well, covering areas such as research, charity, health, food and sport. These include InPrint, a student-run and peer-reviewed journal, and Rights2Education, a student-founded Amsterdam-based NGO that offers English and Dutch language courses to people with a refugee background. The AUC Student Association (AUCSA) also supports a wide range of projects through its various committees. Student and staff participation in these initiatives is high and students highlighted the knowledge, skills and experience gained. Although the AUC environment is sometimes referred to as a

bubble, students are comfortable with it and feel free to either stay in the bubble or to venture outside. The panel found that staff and students create an open, vibrant, inspiring learning environment and that the wide range of extra-curricular activities is well aligned with the programme's objectives and intended learning outcomes.

The panel visited the AUC building and was very impressed by its modern, sustainable design, which provides a great environment for students. The facilities are well suited to support the small-scale and intensive teaching and wide range of extra-curricular activities. The central location of the Student Council and campus-wide notice boards further encourage student involvement and participation. In addition, the spacious nearby accommodation, complete with common rooms where student events provide a vibrant and supportive community space.

#### *Guidance and support*

The programme's open structure and student-centred approach offer ample opportunity for students to explore their individual academic pathways, but this requires considerable guidance and support. The programme has therefore established a robust support system to ensure student success with a strong emphasis on tutoring. Students benefit from personalized academic advice from tutors, pastoral care from Student Life Officers (SLOs) and a Well-Being Team, as well as informal peer support by trained students. The Intro Week, organized by the AUC student association, is also a helpful way to welcome new students to the college and ease the transition from high school to the programme.

The tutor, a core faculty member, usually from the major chosen by the student before starting the programme, is assigned at the beginning of the first year. The tutor remains with the student throughout the programme. Tutors have access to support materials and the support of the Senior Tutor. Tutoring objectives and expectations, and other resources, are outlined in the tutoring syllabus. AUC is revising its tutoring programme to emphasize its educational nature and reduce costs. A new portfolio approach will focus on academic and personal development pathways. The programme will shift from on-demand tutoring to regular sessions with clear objectives. AUC will adjust the allocation of tutoring hours for core faculty to an average of ten hours per tutee. The panel recommends management to monitor the balance between the reduced hours available to tutors and the slightly reduced range of tasks.

The SLOs also help to direct students to specialized services such as UvA student counsellors, confidential advisors, resident assistants or funding resources. The arrangements for students with special personal circumstances, including functional impairments, and who they can contact are described in the Academic Standards and Procedures (AS&P), the equivalent of the Teaching and Examination Regulations (Dutch: *OER*).

While there are many support networks, services and information available, there is a general division of labour. Students confirmed that they were aware of these support services, although it could sometimes be difficult to find the right arrangements or resources in time. Students appreciate the online student portal, as well as the newly improved student site. They indicated that the Student Life Officer was generally their first point of contact, while they would see their tutor about curriculum choices, academic development or life after AUC. To help students find out what to do next, AUC also hosts the annual Master's & Career Week (March/April) and Master's Preparation Week (November). According to the panel, students receive a wide range of support, with tutors and SLOs acting as constant points of contact. This helps to create strong links between staff and students, and fosters a sense of community at AUC. It is this strong, collaborative atmosphere that helps to create a dynamic and supportive learning community.

The panel noted that the generally positive aspects of the programme, self-directed learning, students' desire to excel and being surrounded by ambitious and motivated people, can be both inspiring and stressful. According to the programme, the fear of failing to meet the standards is real. The panel agrees, and not just because students seem unaware that they will receive a personal meeting if they are at risk of a negative Binding Study Advice (BSA). Rather, this fear seems to be part of a wider cultural issue of self-pressure that is common in academically selective and aspirational environments. Although 93% of first-year students receive a positive BSA, the fear of failure remains significant. The most important safety net is the tutor. In the panel's view, academic pressure and stress need to be addressed and attention is already being paid to this issue. The AUC Student Council has student wellbeing and mental health as one of its priorities, and the programme actively addresses student wellbeing concerns, as evidenced by the inclusion of mental health support and the focus on work-life balance. The panel concludes that there is generally a good system of guidance and support in place to support these measures. Rather than recommending specific interventions, the panel suggests that management should explicitly address the issue as a cultural one, as well as one of support and wellbeing, and ensure that there is an open conversation with students about learning and failure. Additionally, starting next year, the Smarter Academic Year system will introduce a catch-up week at the end of the first semester, providing flexibility, especially for first-year students who are still adjusting to university life.

#### *Feasibility and success rates*

In assessing feasibility, the panel notes that the clear learning objectives, flexibility and progressive structure contribute to a coherent and structured curriculum. The activating teaching methods, personal guidance and support, and good facilities also contribute to student engagement and commitment. Both during the site visit and in student evaluations, students generally express satisfaction with the guidance, support and quality of teaching. While there is a lot of information available about the programme, students sometimes find it difficult to find the right information at the right time. Students also indicated that the revision of the website is already helping to provide information. There are also clear points of contact. The panel feels that good information provision is an important issue and has the impression that the programme is looking for ways to improve further.

The first-year dropout rate at AUC has been around 8.9% for the past five years. Approximately 70% of all enrolled students graduate within three years. Of the students who re-enrolled after their first year, an average of 91% graduated within four years over the past five years. The figures provided in the documentation show some influence of the worldwide COVID situation, but no major outliers. The panel considers AUC's success rates to be favourable and in keeping with a small-scale and intensive programme, and easily on a par with other programmes with this special feature. On this basis, the panel concludes that the study environment is favourable and the likelihood of successful completion is high.

#### *Admission*

As a selective programme, AUC aims to admit 300 students per year. To be admitted to AUC, prospective students must have a secondary school diploma equivalent to the Dutch VWO, a good command of English and specific qualifications in mathematics depending on their major. The application process also takes into account the applicant's motivation, academic ability and commitment. Applicants who do not fully meet the requirements can still apply and may receive a conditional offer. A minimum average GPA of 7.0 is typical, but other factors are also taken into account. Based on academic motivation, a personal study plan and a statement of non-academic interests, AUC aims to select students who fit the small-scale and intensive nature of the programme and who wish to contribute to the AUC community. Once submitted, the application is checked for completeness. The Admissions Tutors then make a pre-selection and the Admissions Committee decides on the final selection.

The panel is of the opinion that the admission procedure and requirements are appropriate for a small-scale and intensive programme. They include elements of level and motivation as well as an individual element in the form of a personal study plan and statement of interests.

#### *Language of instruction*

The programme is taught in English, and the name of the programme is in English. According to AUC, the use of English is consistent with the core values of the liberal arts and sciences as reflected in the intended learning outcomes, which emphasize social responsibility, civic engagement and intercultural understanding. English facilitates an international learning environment in which students are directly exposed to different cultures and perspectives, which is essential for addressing global challenges and fostering cultural appreciation. The rationale for using English as the language of instruction and an English programme name has been reviewed and discussed by the panel. It supports the decision to use English, which is consistent with the aims and ambitions of the programme. The panel also concludes that sufficient attention is being paid to the English language skills of both staff and students.

#### *Teaching staff*

In the 2022-2023 academic year, AUC's core faculty consisted of 46 fte lecturers and tutors based at AUC and just under 200 partner faculty: colleagues employed by the UvA (8,69 fte) and VU Amsterdam (10.47 fte) to teach AUC courses. For some tracks within majors and academic core courses, AUC lacks available partner faculty due to staff shortages or inadequate compensation. The panel recognizes the challenges of reliance on partner faculty, although the inclusion of the different expertise of partner universities further enriches the education. Therefore, in order to ensure a sufficient proportion of partner faculty, the panel recommends that the relationships with the two partner universities be strengthened. It found that the expertise and didactic skills of the AUC core staff is more than adequate for the small-scale and intensive teaching of the programme. Of the examiners, 97% hold a University Teaching Qualification (UTQ) and 39% a Senior UTQ. The panel noted that the teaching staff includes a mix of junior and more senior staff, not all of whom (yet) have PhDs. It would be consistent with the research focus of the programme to take this into account, although it is not immediately problematic at bachelor level, and the Board of Examiners screens examiners for demonstrated research expertise. Core staff have been given 'scholarly development time' and there is evidence throughout the documentation of efforts to take educational innovation and pedagogical leadership seriously for the benefit of both educational improvement and staff professional development.

Lecturers enjoy teaching in the programme because they appreciate the level, motivation and hard work of the students that keeps them on their game, as well as the interdisciplinary approach, and the small-scale teaching with room for innovation. The panel recognized the dedication and qualifications of the teaching staff, who provide a supportive and stimulating learning environment. While the panel sees opportunities for improvement in areas such as career development and administrative processes including reimbursement for teaching hours, the staff's commitment to student success is evident. Their ability to foster a positive and engaging learning experience is a key strength of the programme.

#### *Considerations*

The panel appreciates the explicit link between the curriculum and the profile of the programme, using the components of academic core courses, major courses, electives and courses in another major. There is also a clear link between the objectives of the courses and the intended learning outcomes of the programme. The curriculum is well structured and comprehensive, with a strong emphasis on experiential and community service learning. It is clear that there is ongoing reflection and development of the curriculum, including initiatives such as AUC NEXT, which demonstrates a forward-thinking approach.

The degree requirements ensure that graduates are academically competent, have a grounding in (at least) one of the disciplines, and have a broad multidisciplinary focus with interdisciplinary elements. Nevertheless, these requirements leave sufficient freedom to design a programme tailored to the needs and interests of individual students. The panel was impressed by the showcases of different courses, labs and educational initiatives, as well as the students' involvement in extra-curricular activities. These showcases effectively demonstrated how the curriculum works in practice and reinforced the positive impressions gained during the visit. The panel supports the decision to use English, which is consistent with the aims and ambitions of the programme.

Both staff and students demonstrated a strong commitment to and enthusiasm for maintaining high quality education, which was evident throughout the visit. This commitment is mutual, with staff and students valuing each other's contributions to creating a vibrant learning environment. Partner faculty members were also enthusiastic about the programme and found their collaboration with AUC very rewarding. The sense of community within the programme is palpable and it is clear that this is deeply valued by both students and staff. This strong, collaborative atmosphere contributes to a dynamic and supportive learning community.

The admissions process and requirements are designed to select motivated and talented students who are drawn to AUC's small-scale, intensive approach to education. Once admitted, students receive extensive support from tutors, Student Life Officers, AUC staff and their peers. There are also appropriate facilities for students with functional impairments. The extensive student guidance system provides strong support throughout their studies. As tutoring plays such an important role in the guidance of students, the panel recommends that the revised tutorship system strikes a good balance between the reduced number of hours allocated and the revised range of tasks. It is important that tutors have a manageable workload and that students receive the guidance they need. The teaching staff at AUC are qualified, dedicated and highly regarded by students. The curriculum is achievable, with pass rates appropriate for a small-scale, intensive programme. The structure of the curriculum encourages timely completion, and success rates are strong.

Students' extra-curricular activities show a range of involvement, from academic to social, demonstrating their intensity, social commitment and the holistic nature of their education. Interviews with alumni also confirmed the strengths of the programme, particularly in preparing students for graduate opportunities, with only minor weaknesses identified. The facilities were found to be exceptional, with a tour of the building revealing a learning environment that many other institutions would envy.

### Conclusion

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

The panel concludes that the programme meets Criteria B, C, D, E and F of the framework for the distinctive feature of "small-scale and intensive education".

### Standard 3. Student assessment

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

### Findings

#### *System of assessment*

AUC's assessment system is designed to promote student engagement, knowledge retention and timely learning. While AUC largely follows the assessment policies of the VU and UvA, it has made three important

exceptions. First, AUC emphasizes continuous assessment, with frequent assessments throughout each course. This provides students with immediate feedback and allows them to adjust their learning strategies as needed. Second, AUC has a strict no-resit policy. Instead of having to retake failed exams, students can make up insufficient grades within a course. This policy encourages students to prioritize their studies and avoid falling behind. Finally, AUC has an attendance policy. Regular class attendance is mandatory and excessive absences may result in course failure. This policy reinforces the importance of active participation and engagement in the learning process. These policies, combined with the alignment of assessments with course and programme learning outcomes, ensure that students are actively engaged in their studies and meeting programme objectives. By prioritizing continuous feedback, avoiding retakes, and enforcing attendance, AUC aims to foster a productive and effective learning environment.

The previous panel suggested that AUC's programme management reflect on how the attendance and no-resit policies affect student well-being. It advised that the number of assignments in courses be reduced where necessary. Following a 2022 review of student well-being, the attendance policy has been relaxed slightly. AUC defends the continuous assessment policy and the no-resit policy as fundamental parts of its assessment vision because, together with the attendance policy, they encourage students to take their studies seriously and to organize their learning in a timely manner. This, they argue, leads to higher levels of student success. The current panel initially questioned the effectiveness of the no-resit policy, but discussions during the site visit revealed sufficient flexibility of the policy to allow for alternative assessments or deadlines. Adjustments have been made to the Academic Standards and Procedures (AS&P; Dutch: *OER*) to reflect this. The panel recognizes that resits can divert attention from other courses and that a resit period requires time allocation. Students can discuss personal situations with SLOs so that alternative arrangements can be made. This reassures the panel that the current assessment policy is designed in an appropriate way.

AUC uses a criterion-referenced grading system that assesses students based on their achievement of specific learning outcomes. This avoids 'grading to the curve' and ensures that all students receive fair grades based on their performance. Due to the diversity of courses and learning outcomes, AUC does not have a prescribed assessment format. Instead, examiners select the most appropriate assessments, which often include a mix of exams, assignments, papers and presentations. From discussions with lecturers, the panel understood that they were given considerable flexibility in implementation, provided that they could clearly demonstrate how their chosen assessment methods were linked to specific intended learning outcomes. The panel understands that this is appealing to those teaching, whilst at the same time ensuring that the assessment is valid.

Assessments are aligned with course and programme learning outcomes, as reflected in the assessment matrix. From the assessment framework and the sample courses, the panel notes that there is a wide variety of types of assessment, generally a mixture of exams, group and individual work, papers and presentations. The panel understands that in an open curriculum with many options, the decision has been taken to ensure that the intended learning outcomes are assessed in the required courses, as reflected in the assessment matrix. It is positive that at least three compulsory components contribute to each learning outcome and that in most cases the intended final level is achieved in the advanced (300 level) courses. The added value of the other courses lies in broadening, deepening and adding personal emphasis.

Recently, AUC has been focusing on the use of AI in education and its implications for assessment. An AUC Taskforce on Generative AI in Education was established in early 2023, and a vulnerability study was conducted. The Taskforce's advisory report led to an AI week in autumn 2023 to rethink assessment forms, with two AI follow-up days in 2024. The focus on writing has become more about process and how students

critically engage with sources. The Advanced Research Writing course has drafted a course policy on the use of AI and shared it as an example. The panel notes that AUC wants to prepare students to use AI responsibly. This is balanced by the guiding principle that 55% of assessments take place in the classroom. For Humanities students in particular, this is sometimes difficult, as writing an essay in class allows less time for the development of ideas, and an exam offers less opportunity to show how a student relates to the subject. The panel acknowledges this struggle and applauds the careful way in which AUC explores the possibilities and limitations.

AUC ensures the quality of the assessment through a three-tiered approach. First, lecturers are carefully selected based on their qualifications and experience. New lecturers are introduced to AUC's assessment policies by the Heads of Studies. Second, a lecturer-led peer review system drives continuous curriculum improvement. The peer review system at AUC includes faculty-led reviews, student evaluations, and oversight by the Head of Studies. It includes the review of course materials, exams and assignments. Lecturers prepare summaries that are shared for feedback, and the final approved summary is used to update course materials. These updates are published and subsequent peer review cycles assess the effectiveness of previous changes. Although the peer review system is well designed, the results of the peer review monitoring indicate that not all components are equally well implemented in practice. The panel was informed that this is being followed up. Third, independent analysis of assessment samples is conducted to ensure compliance, with the Director of Education and the Assessment Committee of the Board of Examiners overseeing the quality assurance process. The panel concludes that AUC's assessment system is coherent, promoting student engagement and learning, with clear and detailed guidelines and adequate quality control.

#### *Assessment of the Capstone*

The Capstone, the culmination of the skills, knowledge and approaches acquired by the student, must be completed in the final semester at AUC. This final research project is assessed by two independent assessors: the student's supervisor and a second reader. Strict guidelines and rubrics ensure consistent assessment criteria. The assessment process includes both formative and summative components to provide ongoing feedback and support. The final Capstone grade is determined by the weighted average of four components: research proposal (15%), oral assessment plus academic competences (15%), supervisor's thesis assessment (35%) and reader's thesis assessment (35%). If there's a difference of more than 15 percentage points between the marks, or a failing grade from either assessor, the Head of Studies will first mediate to attempt to resolve the issue. If no agreement is reached through mediation, a third assessor will be appointed to assess the Capstone, after which the Board of Examiners will make a final decision based on all three assessments. The panel recognizes the potential risk of the weighting of the different components having an equalizing effect on the final grade. However, it appreciates that each component must be passed individually and acknowledges the increased importance of the oral component in light of developments in artificial intelligence (AI). The panel concludes that the guidelines for the Capstone are clear and detailed and provide detailed rubrics for both the thesis and oral components.

The panel's findings on the quality of the thesis assessments of the selected Capstones were also positive, with one exception discussed under Standard 4. The structure of the assessments is clear and both the transparency and the quality of the thesis assessment forms are considered to be adequate. The assessment forms are user-friendly, with well-defined rubrics that make the assessment criteria transparent. Students receive detailed written feedback from both the supervisor and the reader, which makes clear how their grades have been determined. Overall, the assessment process is transparent and effective.

### *Board of Examiners*

AUC has its own Board of Examiners (BoE) consisting of four senior faculty members from AUC and one external member. The BoE is responsible for ensuring the quality of assessment and for independently assessing whether students meet the degree requirements. It has an Assessment Committee which reviews samples of course files annually to assess overall quality. In addition, AUC has two specialist committees which review the quality of the guidelines and assessments for the Capstone and CPI projects respectively. The BoE Assessment Committee then reviews the reports of these committees and provides feedback to the Board of Examiners and the Director of Education. The BoE also appoints examiners, deals with cases of fraud and student requests, grants exemptions and takes into consideration complaints relating to exams. Grade appeals are not handled by the BoE, but go directly to the VU COBEX. The BoE meets at least four times a year and holds weekly internal meetings during the academic year. The panel confirmed that the BoE is effectively fulfilling its role and has taken initiatives to ensure the quality of assessments and final projects. These initiatives include the revision of the specific criteria for the appointment of examiners and the preparation of an evaluation report focusing on graduation. In addition, the BoE has contributed to the AS&P revision process, participated in discussions on the implementation of AUC NEXT curricular changes, and addressed the impact of AI on assessments.

In the previous programme assessment, the workload of the BoE was identified as an area for improvement. The panel notes that further steps have been taken in this regard and commends the BoE for its efforts to delineate its own responsibilities, to raise awareness of examiners' own responsibilities, and to establish the BoE's own independent position within the AUC, commensurate with the legal duties of an examination board. While challenges remain, the workload has been reduced and the capacity of the Board has been strengthened.

### *Considerations*

The panel concludes that the programme meets the quality standards for student assessment. AUC has a coherent vision for assessment that is aligned with its educational objectives. The assessment system prioritizes student engagement, knowledge retention, and timely learning through continuous assessment, a no-resit policy, and attendance requirements. The panel recognizes the flexibility of the no-resit policy and the support available to students. The criterion-referenced grading system ensures fair assessment and the peer review system and other quality controls support the quality of assessment. The focus on learning outcomes and alignment with course and programme objectives demonstrates a clear and effective approach to assessment. The assessment of the Capstone theses is organized in an insightful and transparent way, with detailed written feedback from the supervisor and the reader. The Board of Examiners fulfils its legal duties sufficiently. Its Assessment Committee takes annual samples of course files to review assessment quality. The BoE also reviews reports from two separate committees focusing on Capstone and CPI quality, which independently assess the respective guidelines and assessment standards. While challenges remain, the workload has been reduced and the capacity of the Board has been strengthened.

### *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

#### *Quality of the Capstone theses*

Prior to the site visit, the panel reviewed a sample of 15 Capstone theses written by AUC LAS graduates from all three majors. The panel was impressed by the general high standard of the bachelor's theses. The only exception was one social science thesis which the first and second panel reviewers felt did not meet basic quality standards due to an overly broad research question combined with a lack of methodological rigour and insufficient analysis of interviews. The panel did not see a pattern of similar concerns in the other theses. It verified that qualitative research methods were adequately covered in the curriculum, and alumni interviewed also confirmed that the methods courses provided sufficient preparation for a master's programme. The selected theses covered a wide range of topics and met the disciplinary objectives. In addition, all the theses clearly integrated societal issues into a broader context, which is very much in line with the multidisciplinary profile with interdisciplinary elements and intended learning outcomes of the programme. The panel therefore concludes that the theses demonstrate that students are achieving the intended learning outcomes of the programme and are achieving the high level and breadth required for small-scale and intensive programmes.

#### *Graduate performance*

Information on alumni engagement and on where graduates of the programme end up can be found in the Annual Report, a LinkedIn survey, a National Alumni Survey of the Dutch University Colleges and an AUC-specific survey report based on the national results. AUC keeps in touch with its alumni through the AUC Alumni Association (AUCAA). In recent years, AUC's alumni engagement has focused on career-related events. Alumni have participated as speakers, mentors and guest lecturers. To maintain relationships, alumni were invited to AUC events and online engagement continued through AUCAA Instagram, LinkedIn and the quarterly alumni newsletter. Most AUC alumni pursue further education, with many obtaining master's degrees. The most popular fields of study are international relations, neuroscience, environmental sciences, medicine and law. Many alumni work in research, consultancy and education. Alumni identified critical thinking, academic skills and a multidisciplinary and/or interdisciplinary approach as the most valuable skills gained from the AUC programme. The alumni with whom the panel spoke confirmed that they were satisfied with their choice of AUC and how the programme had prepared them for a master's degree.

### Considerations

The panel reviewed a selection of theses and found the overall quality to be of sufficient academic standard for a bachelor's degree. The alumni interviewed were positive about their programme and, based on the documentation, the panel found that the alumni were well prepared for further study. Combined with the positive assessment of the programme's success rates discussed under 'Feasibility and success rates' in Standard 2, the panel concludes that AUC LAS graduates achieve the intended learning outcomes of the programme.

### Conclusion

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

The panel concludes that the programme meets Criterion G of the framework for the distinctive feature of "small-scale and intensive education".

## Recommendations

1. Ensure that the revised tutoring system strikes a good balance between reduced allocated hours and the revised range of tasks, providing tutors with a manageable workload and students with the necessary guidance.
2. Strengthen the relationship with the two partner universities to ensure a sufficient proportion of partner faculty.

## Distinctive Feature Small-Scale and Intensive Education

The bachelor's programme Liberal Arts and Sciences obtained the distinctive feature of "small-scale and intensive education" in 2012. When the programme was re-accredited in 2013, the panel verified that the basis for granting the distinctive feature still existed. In 2019, the panel performing the practice-based assessment considered that further progress had been made in relation to the evaluation criteria and the points of attention raised by the first assessment panel. A further five years later, in 2024, the bachelor's programme and its distinctive feature are up for re-accreditation. The current assessment panel has examined whether the programme still meets the conditions for granting the distinctive feature. In accordance with the NVAO Guidelines, the panel checked whether the small-scale and intensive education has developed into a quintessential feature of the bachelor's 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 distinctive feature of "small-scale and intensive education" is justified.

### Criterion A. Intended learning outcomes

The panel considers the intended learning outcomes to be highly appropriate for the domain, level and orientation of the AUC LAS programme. The learning outcomes clearly demonstrate an above-average level and breadth of skills and attitudes expected of programmes offering small and intensive education. The learning outcomes, with their strong emphasis on multidisciplinary, personal development and social responsibility, enable students to formulate their own path to achieving the learning outcomes through self-directed learning.

### Criterion B. Curriculum: contents

The AUC LAS programme succeeds well in aligning its curricular and extra-curricular activities with its stated objectives. The curriculum structure, including core courses, major courses, electives and a Capstone thesis, provides a well-rounded educational experience. The academic core courses provide students with the opportunity to work on broadening their skills and personal development in relation to the learning outcomes of the programme. The CPIs in particular provide innovative and activating learning opportunities that complement the extracurricular activities organized by Student Association AUUSA with the support and involvement of the core teaching staff.

### Criterion C. Curriculum: learning environment

The AUC LAS programme demonstrates a strong commitment to providing a challenging, supportive and collaborative learning environment that meets the expectations of Criterion C. For the panel, this is particularly evident in the challenging learning environment, which combines active learning and participation with academic breadth and a multidisciplinary approach. The small-scale and intensive teaching is reflected in small class sizes, intensive coursework and high expectations of student participation, preparation and performance. The panel was impressed by the innovative teaching methods

and collaborative learning community, as evidenced by the strong student-staff relationships, multidisciplinary project work and wide range of extra-curricular activities.

#### Criterion D. Intake

The LAS programme effectively meets Criterion D by implementing a selective admissions process that gives priority to motivated and academically talented students. The programme's requirements ensure that admitted students are well prepared for the rigorous academic demands. The application process also assesses applicants' motivation, academic ability and commitment, taking into account their suitability for the small and intensive nature of the programme. The programme's focus on individual assessment, through the Personal Study Plan and Statement of Interest, further demonstrates its commitment to selecting students who are both academically qualified and personally aligned with the programme's values.

#### Criterion E. Staff

The LAS programme effectively meets Criterion E by having sufficient and well qualified teaching staff to provide small-scale and intensive classes, strong student-faculty interaction and individual attention. The programme actively ensures that faculty members have the necessary qualifications and provides opportunities for professional development. While there are challenges associated with relying on partner faculty, the programme benefits from the diverse expertise they bring. The commitment, qualifications and ability of the teaching staff to create a positive learning environment are key strengths of the programme.

#### Criterion F. Facilities

The infrastructure of the LAS programme meets Criterion F. The programme's modern and sustainable building is located strategically in the Amsterdam Science Park. It provides excellent facilities for students to support small-scale and intensive education. For example, the central location of the Student Council and campus-wide notice boards encourage student involvement. The programme also offers spacious accommodation close to the building, including residences with common rooms for student events. These facilities and resources demonstrate the programme's commitment to providing a supportive and engaging learning environment and provide ample space for student accommodation and educational and extra-curricular activities.

#### Criterion G. Achieved learning outcomes

The LAS programme meets Criterion G by demonstrating that its graduates possess a high level of knowledge, skills and abilities consistent with the programme's intended learning outcomes. Capstone theses demonstrate students' ability to integrate societal issues into a broader context, reflecting the multidisciplinary approach of the programme. The success rates at AUC LAS are considerably higher than those of other relevant programmes that do not carry the distinctive feature, and are at least on a par with other relevant programmes that have been granted this distinctive feature. Graduates successfully pursue advanced study and careers, demonstrating the effectiveness of the programme in preparing them for future endeavours.

### General conclusion NVAO Framework

The panel has established that the bachelor's programme Liberal Arts and Sciences (joint degree) meets all four NVAO standards under consideration: intended learning outcomes, teaching-learning environment, assessment, and achieved learning outcomes.

As a result, the panel's overall assessment of the quality of the bachelor's programme Liberal Arts and Sciences (joint degree) is positive.

### General conclusion distinctive feature "small-scale and intensive education"

The panel has found that the bachelor's programme Liberal Arts and Sciences (joint degree) 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's programme.

As a result, the panel's overall assessment of the distinctive feature "small-scale and intensive education" in the bachelor's programme Liberal Arts and Sciences (joint degree) is positive.

## Appendix 1. Intended learning outcomes

The aim of the AUC programme is that AUC graduates acquire knowledge and skills as described below.

### *Knowledge*

Graduates will have achieved:

- a. foundational knowledge in the chosen field of study. This is to be found in the familiarity with the reasoning process within the knowledge domain, and in the ability to apply this to relevant questions and problems;
- b. knowledge of and the ability to apply the most prominent theories and methodological foundations of the chosen field of study;
- c. understanding of the broader context in which the research issues of the chosen field of study are positioned;
- d. a breadth of knowledge, as demonstrated by the ability to critically converse about contemporary topics covering the sciences, the social sciences and the humanities.

### *Academic skills*

Graduates will have:

- a. developed cognitive, analytic and problem-solving skills;
- b. the capacity for independent critical thought, rational inquiry and self-directed learning;
- c. the ability to work, independently and collaboratively, on research projects that require the integration of knowledge with skills in analysis, discovery, problem solving, and communication
- d. mathematical skills relevant to their major;
- e. familiarity with the general scientific method;
- f. the ability to engage with socio-cultural frameworks and traditions other than their own;
- g. the ability to plan work and use time effectively.

### *Interdisciplinary skills*

Graduates will demonstrate interdisciplinary skills, i.e. they will:

- a. demonstrate a general ability to evaluate which disciplines are involved in studying and solving complex issues;
- b. be able to assess which research methods are most suitable in a particular situation;
- c. demonstrate they have a general ability to compare, and take initial steps to combine or integrate the content and research methods from disciplines relevant to a particular research question;
- d. demonstrate they have the ability to provide a substantiated viewpoint covering disciplines within their fields of study;
- e. know which phenomena are being studied in the different disciplines and which research methods and theories are being used.

### *Learning skills*

Graduates will possess the attitude as well as the skills for lifelong learning, i.e. they:

- a. know how to obtain and evaluate information;
- b. are able to focus on a new knowledge domain, formulate an overview and determine their knowledge gaps.

### *Communication skills*

Graduates will demonstrate excellent communication skills, i.e. they will be able to:

- a. express themselves well verbally and at an academic level in writing;
- b. present ideas in a clear, effective way;
- c. communicate knowledge to a public consisting of specialists or laypersons, making use of various modes of communication.

*Engagement at local and global levels*

Graduates will demonstrate engagement at local and global levels, i.e. they will be able to:

- a. use a knowledge of cultures in explaining current problems in society;
- b. understand and appreciate cultural differences, not only at a distance, but in real life;
- c. live with different value systems in daily life, and reflect on their own value systems;
- d. demonstrate an openness to the world based on an understanding and appreciation of social and cultural diversity, and respect for individual human rights and dignity.

*Personal and social responsibility*

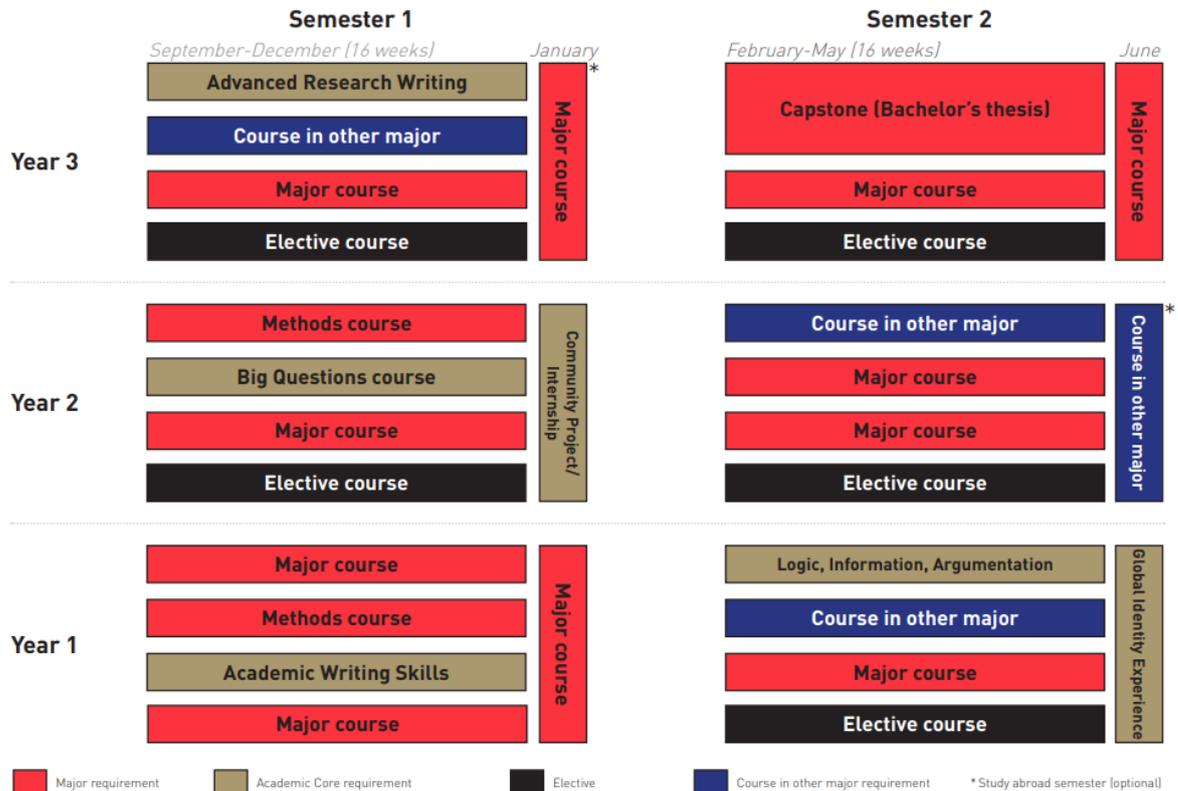
Graduates will demonstrate:

- a. respect for integrity, and for the ethics of scholarship;
- b. intellectual curiosity and creativity, including understanding of the philosophical and methodological bases of research activity;
- c. an openness to new ideas and unconventional critiques of received wisdom;
- d. reflection on their development as a student and an academic citizen;
- e. application of knowledge and skills acquired in university to non-academic settings.

## Appendix 2. Programme curriculum

# AUC sample curriculum overview

Academic Core (36 credits), Major (90 credits), Electives (30 credits), Courses in other majors (24 credits)



### Major requirements (90 credits)

Each student at AUC is either a Sciences, Social Sciences or Humanities major. All courses in the AUC programme are classified as part of the Sciences, Social Sciences, Humanities or Academic Core, with some being cross-listed between two or more majors. Each course is also assigned a level of 100, 200 or 300, which corresponds to how advanced the course is. The courses students must take to fulfil the major requirements are as follows:

#### Sciences major requirements

- 66 EC (11 courses) of courses listed as Sciences**
  - At least 24 EC of which are at the 300-level
  - At least one lab course in the Sciences
- 12 EC of methods courses (2 courses):**
  - First year: *Calculus*
  - By the end of the second year:
    - Linear Algebra* or
    - Statistics for Sciences*
- 12 EC Capstone (Bachelor's thesis) in the Sciences**

#### Social Sciences major requirements

- 66 EC (11 courses) of courses listed as Social Sciences**
  - At least 24 EC of which are at the 300-level
- 12 EC (2 courses) of methods courses:**
  - First year: *Methods for Social Sciences Research*
  - By the end of the second year (choose one):
    - Statistical Methods for Social Sciences Research* or
    - Qualitative Research Methods* or
    - Mathematical Methods for Economics* or
    - Statistics for Sciences*
- 12 EC Capstone (Bachelor's thesis) in the Social Sciences**

#### Humanities major requirements

- 66 EC (11 courses) of courses listed as Humanities**
  - At least 24 EC of which are at the 300-level
- 12 EC (2 courses) of methods courses:**
  - First year: *Methods in the Humanities I*
  - Second year: *Introduction to Visual Methodologies*
- 12 EC Capstone (Bachelor's thesis) in the Humanities**

### Academic Core requirements (36 credits)

All AUC students must fulfill the following Academic Core requirements regardless of major. All courses listed are 6 EC:

- Academic Writing Skills*
- Logic, Information, Argumentation*
- The Global Identity Experience*
- One *'Big Questions'* course
- Advanced Research Writing*
- Community Project or Internship (CPI)*

### Electives (30 credits)

Electives are freely chosen courses. Students may take elective courses within their major, outside of their major, off-campus or while studying abroad. Electives allow for flexibility in the programme and provide room to create individualised, interdisciplinary curricula that suit the interests and goals of the student.

### Courses in the other majors (24 credits)

Students at AUC must take at least two courses in each major that is not their own (24 EC, equivalent to 4 courses). For example, if a student majors in Humanities, they will need to follow at least two courses in the Sciences and two courses in the Social Sciences to fulfil their degree requirements. Students are free to select any courses in the other majors that they are interested in as long as they meet any prerequisite(s).

### Options and variations

The curriculum of all students will vary from this sample. For example, some students may take more electives or major courses in a given semester. Other students may choose to complete their community project or internship during the 16-week period. Still others will take courses off-campus at the University of Amsterdam or VU Amsterdam, or study abroad for a semester. Students who apply and are accepted typically study abroad during the second semester of their second year, or during the first semester of their third year. With many variations and areas of study possible, this sample curriculum (in conjunction with the course overviews) serve as a guide to explore how students can construct their own versions of the AUC curriculum. For questions about the AUC curriculum, please visit our website at [www.auc.nl](http://www.auc.nl) or contact us via [www.auc.nl/contact](mailto:www.auc.nl/contact).

**Academic core 2023-2024**

	Language	Interdisciplinary competencies	Disciplinary methods	LAS competencies	
300	<i>Contextualizing Spanish: Language &amp; Society 4 **</i>		Advanced Research Methods & Statistics **	Capstone	300
200		Big Questions in the Anthropocene			200
		Big Questions in Time			
		Big Questions in Language, Power & (Dis)empowerment *			
	<i>B.1.2: German *, Dutch **, French **</i>	Big Questions in Bioethics *			
	<i>Contextualising Spanish: Language &amp; Society 3 **</i>	Big Questions in Artificial Intelligence and Data **		Community Project	
	<i>B.1.1: German *, Dutch **, French **</i>	Big Questions in Consciousness **	Introduction to Visual Methodologies	Internship	
	<i>Contextualizing Arabic: Language &amp; Society 2 *</i>	Big Questions on the Environment: Science, Society & Culture **	Qualitative Research Methods		
	<i>Contextualizing Chinese: Language &amp; Society 2 *</i>	Big Questions in the Senses **	Statistical Methods for Social Sciences Research	Advanced Research Writing	
100	<i>A2: German *, Dutch, French **</i>		Methods in the Humanities I		100
	<i>Contextualizing Spanish: Language &amp; Society 2</i>		Methods for Social Sciences Research		
	<i>A1: German *, Dutch, French **</i>		Mathematical Methods for Economics		
	<i>Contextualizing Spanish: Language &amp; Society 1</i>		Calculus	Academic Writing Skills *	
	<i>Contextualizing Arabic: Language &amp; Society 1 *</i>		Linear Algebra	Logic, Information, Argumentation	
	<i>Contextualizing Chinese: Language &amp; Society 1 *</i>		Statistics for Sciences	<i>The Global Identity Experience</i>	

ACC	ACC/SSC
ACC/SSC/SCI	ACC/HUM
ACC/SCI	

**Major Humanities 2023-2024**

	Literature	Film	Philosophy	History	Culture	Media	Art History	
300	Existentialism in Literature and Philosophy **		Existentialism in Literature and Philosophy **		Visual Culture **			300
		Film Philosophy *						
			Mathematical Logic *	Cultural Memory Studies *				
			Legal and Social Philosophy *		Race, Class and Gender Intersectionality **			
			Debates and Dialogues in Philosophy **		Cultural Studies of Affect and Emotion *	Queering Media Studies **		
	Contemporary Postcolonial Literature *		Ancient Philosophical Texts **	Decolonisation in Historical Perspective *	Urban Anthropology Lab **		The Art Market and Culture Industry **	
	Advanced Creative Writing **	Film and the Body **	Modern Philosophical Texts *	Topics in Global History **	Religion, Secularism and Violence *	Media / Environment *	Photograph as a Socio-Political Document *	
200	Poetics of Protest **							200
	Creative Writing **	Film Lab **	Philosophical Logic *					
	Author in Context *	National Cinemas *	Philosophy of Science *	History Lab *	Cases in Cultural Analysis **			
	Literary Ecologies *	Documentary *	The History of Ideas **		Gender and Sexuality **	Journalism *	Urban Utopias **	
	Modernism and Postmodernism *	Film Analysis *	World Religions *	Nations, Nationalism and Modernity **	Sociology of the Other *	Digital Habits, Digitized Lives *	Global Modern and Contemporary Art **	
	Adaptation Studies **		Ethics	Counterculture **		Perspectives on Games **	Portraiture and the Body *	
(Methods II:) Introduction to Visual Methodologies								
100							Performing Arts - Music **	100
	Literature off the Page **		Introduction to Philosophy II **	Early to Modern History **			Periods and Genres: Modern **	
	Introduction to Literature	Introduction to Film Studies	Introduction to Philosophy I *	A Golden Age? History and Heritage of the Dutch Republic *	Introduction to Cultural Analysis **	Introduction to Media Studies	Periods and Genres: Early *	
Methods in the Humanities I								
	HUM	HUM/SSC	HUM/SSC/SCI	HUM/SCI	HUM/ACC			

**Major Social Sciences 2023-2024**



	Health	Anthropology	Environmental Economics and Policy	Economics	Law	Political Science	International Relations	Sociology	Cognition
300	Lifestyle and Disease **	Case Studies in Energy, Climate and Sustainability **							Social Cognition **
	Advanced Research Methods and Statistics **								
		Corporate Social Responsibility *				Decolonisation in Historical Perspective *			
		International Sustainable Development **					International Sustainable Development **		
		Decolonisation in Historical Perspective *		Artificial Intelligence, Technology and the Law **			Topics in Global History **		
		Photograph as a Socio-Political Document *		The Art Market and Culture Industry **	Criminal Justice Systems **	The International (dis)order: Past and Present **			
		Queering Media Studies **		Market Failures *	European Union Law *	Violence and Conflict			
		Religion, Secularism and Violence *		Advanced Micro-Economics *	Legal and Social Philosophy *		International Crimes	Migration, Integration and Diversity *	
	Human Stress Research *	Race, Class and Gender Intersectionality **	Global Environmental Governance	Advanced Macro-Economics **	Global Environmental Governance	Political Communication and Data Analytics *	Global Environmental Governance	Race, Class and Gender Intersectionality **	Mind Reading: Multivariate Pattern Analysis **
	Addiction **	Urban Anthropology Lab **	Urban Environment Lab **	The Promotion and Regulation of the Economy *	Moot Court Lab*	Comparative Public Policy **	Diplomacy Lab	Cultural Memory Studies *	The Empathic Brain
200		The History of Ideas **							
		Data Futures Lab **				Data Futures Lab **		Data Futures Lab **	
		Digital Habits, Digitized Lives *				Empire and Its Afterlives **		The History of Ideas **	
	Medical Anthropology **				Human Rights Law and Politics *	The History of Ideas **	History Lab *		
	Brain and Cognition **	World Religions *	Sustainable City **	Econometrics **	International Law **	Poetics of Protest **	International Political Economy **	Nations, Nationalism and Modernity **	Brain and Cognition **
	Gastronomy: the Applied Sciences of Cooking *	Journalism *	Introduction to Geographic Information Systems *	Development Through an Equity Lens **	Environmental Law and Policy *	Ethics	Peace Lab (Rwanda * / Kosovo **)	Inequality and Poverty **	Cognition Lab **
	Nutrition and Health **	Gender and Sexuality **	Risk Management and Natural Hazards *	Fundamentals of Macro-Economics *	Principles of Private Law *	Democracy in Crisis *	Human Rights and Human Security	Sociology of the Other *	Developmental Psychology **
	Epidemiology *	Anthropologies of Community **	Environmental Law and Policy *	Fundamentals of Micro-Economics *	Constitutional and Administrative Law **	The Politics of Modernity *	Human Rights Law and Politics *	Contemporary Sociological Thought *	Cognitive Psychology
	Philosophy of Science *								
	Qualitative Research Methods				Statistical Methods for Social Sciences Research				
100				Perspectives on Economic Thought **					
			Challenges of Food and Nutrition Security *						
	Health, Resilience, and Human Flourishing *		Environmental Economics **					Health, Resilience and Human Flourishing *	Linguistics **
	Introduction to Public Health	Classical and Modern Anthropological Thought	Introduction to Environmental Sciences	Economic Thought in a Historical Perspective *	Law, Society and Justice	Classical and Modern Political Thought	International Relations Theory and Practice	Classical and Modern Sociological Thought	Psychology
	Mathematical Methods for Economics				Methods for Social Science Research				
	Introduction to Health and Wellbeing *	Introduction to Climate and Sustainability *							Artificial Cognition: Pattern Recognition *
	SSC	SSC/SCI	SSC/HUM	SSC/ACC/SCI	SSC/ACC	SCI/SSC/HUM			

## Major Sciences 2023-2024

	Information	Maths	Physics	Chemistry	Earth and Environment	Biology	Biomedical	Health		
300	Quantum Information and Quantum Communication **			Human Evolution **			Lifestyle and Disease **		300	
	Case studies in Energy, Climate and Sustainability **				Challenges in Health and Society *					
	Advanced Research Methods and Statistics **									
	Discrete Mathematics and Algebra *				Advanced Geosciences **		Infectious Diseases **			Mind Reading: Multivariate Pattern Analysis **
	Mathematical Logic *		Astroparticle Physics *		Urban Environment Lab **		Epigenetic Regulations **	Clinical Neurosciences **		The Empathic Brain **, **
	Text Mining **			Nanoscience **	Atmospheric Sciences **		Cancer Biology and Treatment *	Cardiovascular Diseases *		Addiction **
Modelling Real World Problems **	Partial Differential Equations *	Mathematics of Physics **	Molecular Sustainability **	Climate Sciences: Past and Present *	Conservation and Restoration Biology *	Neuroscience *	Human Stress Research *			
200	Information Lab **	Numerical Mathematics **	Maker Lab **	Pharmacology **	Field Course in Environmental Earth Sciences **	Cell Biology and Physiology Lab **	Molecular Techniques Lab **	Health Lab **	200	
	Maker Lab **					Genes, Bioinformatics and Disease **		Nutrition and Health **		
	Advanced Programming **	Probability and Statistics **			Medicinal Chemistry **	Hydrology and Watershed Management **	Metabolic Biochemistry **	Medical Anthropology **		
	Philosophical Logic *	Philosophy of Science *	Statistical Mechanics *	Environmental Chemistry/ Eco-Toxicology *	Introduction to Geographic Information Systems *	Freshwater and Marine Biology **	Hormones and Homeostasis **			
	Machine Learning *	Dynamical Systems *	Quantum Physics *	Organic Chemistry *	Risk Management and Natural Hazards *	Molecular Cell Biology *	Human Body - Anatomy and Physiology II *	Epidemiology *		
	Data Structure and Algorithms *	Vector Calculus *	Thermodynamics *		System Earth *	Evolution and Origin of Human Diseases *	Immunology *	Brain and Cognition **		
100	Life, Earth and Universe *									
	Intermediate Programming: Principles and Practise *	Linear Algebra	Introduction to the Energy Transition *		Introduction to Environmental Sciences	Ecology - from Soil to Society **	Health, Resilience and Human Flourishing *			
	Programming Your World	Statistics for Sciences	Electricity and Magnetism **	Introduction to Climate and Sustainability *		Introduction to Biology *	The Human Body - Anatomy and Physiology	Introduction to Public Health		
	Artificial Cognition: Pattern Recognition *	Calculus	Introduction to Physics *	Introduction to Chemistry	Introduction to Geological Sciences **	Introduction to Health and Wellbeing *				
	SCI	SCI/SSC	SCI/HUM	SCI/SSC/HUM	SCI/SSC/ACC	SCI/ACC				

\* = Offered only in Semester 1

\*\* = Offered only in Semester 2

Italics = Offered only in January (\*) and/or June (\*\*) Intensive

## Appendix 3. Programme of the site visit

### Thursday 13 June 2024

08.45-09.00	Welcome
09.00-09.45	Conversation programme management
09.45-10.15	Break (30 mins)
10.15-11.15	Conversation students
11.15-11.30	Break (15 mins)
11.30-12.30	Conversation lecturers
12.30-13.15	Lunch break (45 mins)
13.15-13.45	Tour academic building
13.45-14.30	Conversation Board of Examiners
14.30-14.45	Break (15 mins)
14.45-15.45	AUC highlights: showcase of courses and educational initiatives
15.45-15.50	Mini break (5 mins)
15.50-16.35	Development theme 1: AUC as a hub for educational innovation
16.35-16.45	Mini break (10 mins)
16.45-17.30	Internal conversation panel

### Friday 14 June 2024

09.15-09.30	Welcome
09.30-10.15	Development theme 2: AUC and internationalisation
10.15-10.45	Break (30 mins)
10.45-11.30	Conversation alumni
11.30-11.45	Break (15 mins)
11.45-12.45	AUC highlights: showcase of community initiatives and student-led activities
12.45-13.45	Lunch break (60 mins)
13.45-14.30	Final conversation programme management
14.30-15.30	Internal conversation panel
15.30-16.00	Break (30 mins)
16.00-16.30	Feedback panel to all interested students and staff

## Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Liberal Arts and Sciences. In addition to a range of satisfactory, ample and high marks, the selection includes final works (Capstone) from each of the three majors. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

### **Introduction to AUC**

- 0.01\_Informational Flyer
- 0.02\_AUC Introductory Video
- 0.03\_Administrative Information and Organogram
- 0.04\_*Gemeenschappelijke Regeling*
- 0.05\_Rules and Regulations
- 0.06\_Student Chapter
- 0.07\_QANU Report from Previous Accreditation
- 0.08\_Follow-up on recommendations from assessment report 2018
- 0.09\_SWOT Analysis
- 0.10\_Development themes for site visit
- 0.11\_Annual Review 2023

### **Standard 1: Intended Learning Outcomes (BKKI criterium A)**

- 1.01\_AUC NEXT Strategic Vision
- 1.02\_AUC Programme Intended Learning Outcomes
- 1.03\_Domain Specific Framework of Reference Liberal Arts and Sciences
- 1.04\_Relation AUC ILOs to Dublin Descriptors and Domain Specific Framework of Reference
- 1.05\_Learning Outcomes Committee Report

### **Standard 2: Teaching and Learning Environment (BKKI criteria B, C, D, E, F)**

- 2.1\_AUC Annual Report 2022-2023
  - 2.1\_01\_Annual Report 2022-2023 and Year Plan 2024-2025
- 2.2\_Curriculum
  - 2.2\_01\_Curriculum Overview
  - 2.2\_02\_University of Amsterdam (UvA) Course Catalogue
  - 2.2\_03\_Relationship Curriculum to Intended Learning Outcomes
  - 2.2\_04\_Motivation Choice English Language for Programme
  - 2.2\_05\_Course Characteristics Overview
  - 2.2\_06\_First Day Handout for Faculty
  - 2.2\_07\_Study Abroad Guidelines
  - 2.2\_08\_Sample Courses
    - For the Academic Core and for the Humanities, Sciences and Social Sciences majors, three courses are included in each case to illustrate the work of teachers and students in these parts of the curriculum. These courses are at different levels (100, 200 and 300), are taught over different periods (16 weeks and 4 weeks), are taught by different lecturers and are within different programmes.
- 2.3\_Extracurricular activities
  - 2.3\_01\_AUCSA Annual Report 2022-2023
  - 2.3\_02\_Dutch University Colleges Survey & Extracurricular Activities

## 2.4\_Admissions

2.4\_01\_Admissions Annual Report 2022-2023

2.4\_02\_Application Guidelines 2023-2024

## 2.5\_Faculty Expertise and Development

2.5\_01\_Overview of Lecturers 2022-2023

2.5\_02\_Board of Examiners Criteria for Appointment of Examiners

2.5\_03\_AUC Fellowships

2.5\_04\_Memo on Scholarly Development Time

## 2.6\_Student support

2.6\_01\_Academic Standards and Procedures 2023-2024

2.6\_02\_Board of Examiners Rules and Guidelines

2.6\_03\_Support Services at AUC [Flowchart], see also: <https://www.auc.nl/current-students/student-support/student-support-overview.html>

2.6\_04\_Tutoring Syllabus

2.6\_05\_Timeline of Tutoring Activities

2.6\_06\_Student Life Officer Annual Report 2022-2023

## 2.7\_Academic Building and Student Residences

2.7\_01\_Academic Building and Student Residences Impression 2024

## 2.8\_Optional Reading: Reports and Department Plans

2.8\_01\_Board of Studies Annual Report 2022-2023

2.8\_02\_Student Council Annual Report 2022-2023

2.8\_03\_Student Council Policy Plan 2023-2024

2.8\_04\_Department Plans 2023-2024

2.8\_05\_Framework and Action Plan for Diversity, Equity and Inclusion

## 2.9\_Optional reading: Quality Assurance

2.9\_01\_Example Lecturer Communication Peer Review Process

2.9\_02\_Lecturer Reflection Form Template

2.9\_03\_Board of Studies Headlines Memo 2021-2022

2.9\_04\_Report on Course Evaluations Semester 2\_2022-2023

2.9\_05\_Quantitative Supplement to Report on Course Evaluations Semester 2\_2022-2023

2.9\_06\_Heads of Studies Quality Report Semester 2\_2022-2023

2.9\_07\_NSE 2023 Interpretation by Director of Education

2.9\_08\_Curriculum Evaluation Report 2023

## 2.10\_Optional Reading: Educational Innovation

2.10\_01\_Example of Economics Track Analysis

2.10\_02\_Communications Surrounding Class-free AI Week & 55% In-class Assessment

2.10\_03\_AUC AI-Week Programme 2023

2.10\_04\_Proposal New Academic Calendar Pilot AUC

## **Standard 3: Student Assessment**

3.01\_AUC Academic Standards and Procedures 2023-2024

3.02\_AUC Assessment Framework

3.03\_AUC Assessment Matrix New

3.04\_Board of Examiners Rules and Guidelines

3.05\_Board of Examiners Annual Report 2022-2023

3.06\_Board of Examiners Assessment Committee Report 2020-2021

3.07\_Memo Board of Examiners Next

3.08\_Capstone Quality Assessment Committee Report 2023

3.09\_Capstone Guidelines 2023-2024

3.10\_Community Project-Internship Guidelines 2023-2024

3.11\_Example Policy on Using Generative AI in Advanced Research Writing

**Standard 4: Achieved Learning Outcomes (BKKI criterium G)**

4.01\_Capstone Theses including the assessments by supervisors and readers.

4.02\_AUC Alumni LinkedIn Report 2023

4.03\_National Factsheet University College Alumni 2023

4.04\_Joint University College Alumni Survey Report 202316

4.05\_AUC Master's Database, see also <https://www.auc.nl/alumni/masters-database/auc-masters-database.html>