

Liberal Arts and Sciences

Amsterdam University College

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This report was finalised on 12 August 2013.

Report on the bachelor's programme Liberal Arts and Sciences of Amsterdam University College

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point.

Administrative data regarding the programme

Bachelor's programme Liberal Arts and Sciences

Name of the programme:	Liberal Arts and Sciences
CROHO number:	55002
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	Sciences, Social Sciences, Humanities
Location(s):	Amsterdam
Mode(s) of study:	full time, full-residential only
Expiration of accreditation:	1 September 2014

The visit of the assessment committee Liberal Arts and Sciences to the Amsterdam University College took place on 14-15 May 2013.

Administrative data regarding the institution

Name of the institution:	Amsterdam University College. The AUC is an institute of UvA and VU under joint agreement (art. 8.1 WHW).
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive (AUC is part of the institutional audit of UvA)

Quantitative data regarding the programme

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

Composition of the assessment committee

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

- Prof. dr. D. Breimer, Leiden University (chair);
- Prof. dr. J.P. De Greve, Vrije Universiteit Brussel;
- Prof. dr. L. Kaufman, University of Illinois Chicago;
- Prof. dr. S. Abraham, Bratislava International School of Liberal Arts;

- R. Zwetsloot, University College Roosevelt in Middelburg (student-member).

The committee was supported by M.J.A. Delmartino MA, who acted as secretary.

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

Working method of the assessment committee

Preparation

In preparation of the assessment of the programme, the programme management prepared a self-assessment report, the critical reflection. This report was sent to QANU and, after a check by the secretary of the committee to ensure that the information provided was complete, it was forwarded to the committee members. The committee prepared for the site visit by studying the self-assessment report and a number of theses. The secretary of the committee selected in agreement with the committee chair a total of 30 theses. AUC provided an electronic copy of these theses, as well as their assessment, to QANU for distribution among committee members.

A total of 15 theses was assessed prior to the site visit. If a thesis was assessed as questionable or unsatisfactory by one committee member, another member performed a second assessment. In order to fine-tune and strengthen its argumentation with regard to the level achieved, the committee decided to assess the remaining 15 theses right after the site visit.

Site visit

The committee members studied the self-assessment report and its annexes in advance of the study visit and provided their written comments, findings and questions to the secretary, who compiled the feedback of the committee members in a document for discussion at the committee's preparatory meeting. The secretary also collected the assessment forms that the committee members had been completing when reviewing their sets of theses.

The committee met on 13 May 2013, on the eve of the site visit, for an internal discussion. At this meeting, committee members discussed their findings and questions with regard to AUC's critical reflection, their assessment of the theses and the key issues they wanted to raise with the different stakeholders during the site visit. The committee also reviewed the materials (manuals, course outlines and assessments) provided by AUC on twelve courses that are considered representative for the entire curriculum.

The site visit took place on 14-15 May 2013. The programme of the site visit was discussed by QANU and the committee's secretary in consultation with the programme management and the chair of the committee. The committee interviewed students, teachers, tutors, alumni, the programme management, the Board of Examiners and the Board of Studies, as well as representatives of projects and services. One student made use of the open office hour. Appendix 6 gives a detailed overview of the programme of the site visit. On 15 May, the committee held an internal meeting to discuss its findings and formulate its considerations on the programme in general and the different assessment standards in particular. The site visit concluded with a short public presentation of the committee's main findings by the chair.

During the preliminary meeting and the site visit, the committee consulted different programme materials. Appendix 7 gives an overview of the documents, courses and theses the committee has looked at in the framework of this accreditation assessment.

The committee also reviewed whether the LAS programme at AUC is still delivered in line with the provisions of small-scale and intensive education. The findings of the committee with regard to the NVAO standards of this distinctive quality framework, which AUC had been granted provisionally in 2012, were discussed during the internal meeting on 15 May and have been incorporated as a separate section in this report.

Report

The secretary wrote a draft report on the basis of the findings of the committee. The draft report has been reviewed by the committee members. After approval of the draft report by the committee it was sent to AUC for a check on facts. The comments by the programme were discussed in the committee. This discussion resulted in some changes in the report. Subsequently, the committee established the final report.

Decision rules

The assessment was performed according to the NVAO (Accreditation Organisation of the Netherlands and Flanders) framework for limited programme assessment. In this framework a four-point scale is prescribed for both the general assessment and the assessment of each of the three standards.

The committee also checked whether the situation at AUC, which was described in spring 2012 as conducive to small-scale and intensive education, had changed over the past 14 months. The review was based on the eight standards in NVAO's distinctive quality framework 'small-scale and intensive education'. The committee checked AUC's ongoing compliance with the standards, but did not give an assessment of each standard.

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

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

Excellent

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

Summary judgement

This report presents the findings, considerations and conclusions of the committee that assessed the bachelor's programme Liberal Arts and Sciences (LAS) offered at Amsterdam University College (AUC). The committee concludes that the programme not only fulfils the criteria for generic quality that are a condition for re-accreditation but even surpasses these generic quality standards across the entire spectrum of the programme.

Standard 1: Intended learning outcomes

The committee assesses Standard 1 as 'good'. It bases this positive appreciation on the consideration that the intended learning outcomes are fully in line with the national domain-specific requirements regarding LAS and reflect a programme at bachelor's level and of clear academic orientation. Moreover, the committee considers the learning outcomes to do justice to the ambitious objectives and specific profile of AUC: they focus on sciences, on mono-, multi- and interdisciplinary knowledge and skills, and on both breadth and depth of knowledge.

The programme features many different learning outcomes, including elements of personal and social responsibility, intellectual integrity and creativity, and the appreciation of cultural differences. In this sense, the learning outcomes are a translation of AUC's mission – 'Excellence and Diversity in a Global City'. According to the committee, AUC managed to design a programme that aims to bring students to excellence, adopting different approaches, ideas and values in the multi-cultural and global setting of the city of Amsterdam.

Standard 2: Teaching-learning environment

The committee assesses Standard 2 as 'good'. It bases this positive appreciation on a series of considerations which all confirm that AUC has established a programme which is properly managed and adequately functioning in all dimensions related to the teaching-learning environment.

The committee is positively surprised by the sheer variety of courses, which all together form a coherent curriculum. The degree requirements ensure that students graduate with academic skills, a grounding in (at least) one of the disciplines and a broad, interdisciplinary orientation. These requirements nevertheless leave sufficient freedom to put together a programme which is tailored to the needs and interests of the individual student whilst maintaining a group feeling among students.

The curriculum in general and the individual courses in particular form an adequate translation of the intended learning outcomes of the programme. According to the committee, individual course materials show the position of a given course within the overall structure of the curriculum. The students' involvement in community projects or internships off campus demonstrate that intended learning outcomes with regard to civic engagement and social responsibility are properly addressed in the curriculum. The way internationalisation is operationalised in AUC and in the programme ensures that students eventually meet the intended learning outcomes regarding global engagement and responsibility.

The committee is impressed by the depth and breadth of AUC's programme specific Quality Assurance (QA) system. AUC's management is clearly in control of developments, as different internal and external bodies such as students, teachers, alumni or survey companies provide timely information and advice on how to improve the programme. While the

committee notes that procedures and structures are well in place, students should be convinced that yearly curriculum surveys have a distinctive added value in addition to the individual course evaluations. AUC may also consider alternative ways of administrating the survey to increase the response rates. Moreover, AUC should further clarify among its internal and external stakeholders the respective roles and responsibilities bodies such as the College Council/Board of Studies or the Heads of Studies have in the overall cycle of QA.

The committee appreciates the rationale behind faculty recruitment at AUC. Courses are taught by either AUC core faculty or external faculty from VU and UvA, which in turn creates ownership among these staff from the founding universities. The committee is satisfied with the attention the AUC pays to the development of a high quality staff policy and encourages the institution to continue along the path set out in the development plan and the BKO-note. AUC sets high standards when recruiting personnel and this bears fruit: it does not come as a surprise for the committee that in student evaluations, faculty score well on academic expertise, accessibility and commitment to students. In its 2012 report, the NVAO reported in the section on staff quality a discrepancy in commitment between core faculty and external faculty from VU or UvA. The committee considers it a strong point that now, all faculty are appreciated by students, whether they come from UvA/VU or are directly linked to AUC. It is obvious that AUC makes a sufficient number of faculty and tutors available to implement the curriculum along the lines of small-scale and intensive education.

The committee appreciates that a lot of effort has gone into establishing a tutoring system in which individual tutors play an important role in assisting students to plan and realise their study programme. Overall students and alumni are satisfied with their tutors, although the quality and intensity of the tutoring services provided seem to differ per individual tutor. An individual assessment of tutors by students may further develop pathways for improvement, where needed.

According to the committee, the selection procedure is both clear to the applicants and effective with regard to the (quality of) students that hitherto have enrolled. The committee thinks highly of AUC's ambition to generate diversity among its students and about the policies it is currently implementing to address diversity issues.

The committee considers the programme to be feasible. Students strive for excellence and like to be challenged, even if this requires them to work harder. The commission was happy to hear that students like the particular organisation of the semester: regular courses last sixteen weeks, and a final four-week period can be used for intensive projects or internships.

Finally, the committee was impressed by the design and functionality of the new AUC building, which contributes to building and maintaining an academic community. The residential character of the programme, which is key to the learning and living experience at AUC, further strengthens the students' feeling of belonging to this academic community.

Standard 3: Assessment and achieved learning outcomes

The committee assesses Standard 3 as 'good'. It bases this positive appreciation on the consideration that AUC has developed and continues to fine-tune an adequate assessment policy, that the theses are of good quality and that students who graduated have indeed achieved all intended learning outcomes.

The committee is positive about the assessment policy of AUC, which is rooted in the system of the UvA and translated for the purposes of the programme in diverse sets of assessments

with motivated feedback. The committee noticed that students tend to get high marks, especially with regard to thesis assessments, and expressed its concern that such scores may lead to grade inflation. The theses which the committee reviewed were overall of good quality but had been scored mainly on the basis of assessment and feedback by the thesis supervisor. The committee was satisfied to learn that, in the meantime, AUC has taken steps to increase the role of the second reader in the assessment process. The committee nevertheless suggests that AUC continues to monitor the marks it is giving to both course and thesis assessments. Furthermore, the procedures to detect and deal with fraud are adequate and clearly spelled out. The committee, however, encourages AUC to also systematically register cases of plagiarism that are judged to be unintentional.

The committee is convinced that students who graduate have achieved all the intended learning outcomes. After studying a selection of Capstone theses, the committee was surprised by the number of mono-disciplinary theses it found. The committee acknowledges – and supports – the explicit provision in the programme for students to produce mono-disciplinary theses in order to be able to enter specialist master’s programmes afterwards. Even so, it thinks that most theses would allow for a multidisciplinary or interdisciplinary component without compromising their value from a disciplinary point of view. This consideration, however, has not negatively influenced the committee’s overall conclusion that all students are exposed to interdisciplinary education and research, and that interdisciplinarity is indeed a key feature of the curriculum on which all students are assessed.

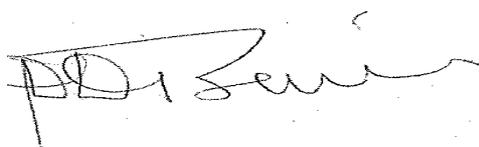
Finally, the committee is impressed by the maturity of the alumni it encountered and the opportunities that lay ahead of LAS graduates after their studies at AUC.

The committee assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

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

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

Date: 12 August 2013



Prof. dr. D. Breimer
Chair



M.J.A. Delmartino MA
Secretary

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

Standard 1: Intended learning outcomes

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

Explanation:

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

Findings

The Amsterdam University College (AUC) was established in 2009 as an excellence initiative jointly undertaken by University of Amsterdam (UvA) and VU University Amsterdam (VU). AUC is a selective and residential honours college that offers an international liberal arts and sciences (LAS) bachelor's programme leading to a joint degree from the two founding universities. AUC distinguishes itself from other university colleges in the Netherlands and abroad by a strong focus on the sciences. Consequently the curriculum offers ample opportunities to focus on science and science-related majors and on the development of analytical and quantitative skills.

According to the Critical Self-Reflection, the LAS model provides students with a broad academic orientation, an independent critical way of thinking and writing, and in-depth learning as a basis for further specialisation at graduate level. A LAS student combines courses from a wide range of disciplines to create an individual learning plan that provides a well-rounded education. These disciplines are conventionally defined as the (fine) arts, humanities, social sciences and sciences. Studying LAS equips students with the knowledge and skills needed to become creative, critical thinkers, and problem solvers who can cooperate in team and communicate across the boundaries of language, cultures and disciplines.

AUC's mission described in the critical reflection focuses on excellence, diversity and a global perspective that starts in the city of Amsterdam with its multicultural character, its international businesses and cultural institutions that set the context where excellence and diversity can meet. The profile of the LAS programme ensures breadth and depth of learning, an international and intercultural focus, an engaging academic and social context, strong outreach to the community off-campus and tutoring as an integral element of teaching and learning.

The learning objectives are connected to the domain-specific reference framework for LAS. This framework has been developed in 2006 and is described in Appendix 2 to this report. It focuses on interdisciplinary skills, research methodology, up-to-date disciplinary know-how, a reflective attitude, verbal and oral expression, and the development of critical skills. The committee notices that the intended learning outcomes all fit this domain-specific reference framework for LAS. Similarly, all intended learning outcomes mentioned in this reference framework find their way into one or more learning outcomes of the programme.

The end qualifications of the domain-specific reference framework reflect a programme of academic orientation: according to the committee, considerable attention is paid in this

reference framework to research methods and methodological foundations of different disciplines. The intended learning outcomes of the LAS programme also reflect this academic orientation and describe in good detail what a LAS graduate at AUC is expected to have achieved: apart from a ‘familiarity with the general scientific method’, graduates should have ‘highly developed cognitive, analytic and problem-solving skills, the capacity for independent critical thought, rational inquiry and self-directed learning’, as well as ‘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’. Furthermore, graduates should demonstrate interdisciplinary skills, for instance by ‘integrating the contents and research methods from disciplines relevant to a particular situation’. According to the committee, these intended learning outcomes of the LAS programme go beyond the baseline situation for an academic programme in LAS as described in the domain-specific reference framework.

The intended learning outcomes of AUC’s LAS programme are described in Appendix 3 to this report. The committee notices first of all that there are many outcomes – about 30 – describing elements of knowledge, communication, academic skills and an attitude to lifelong learning. The programme also expects its graduates to acquire interdisciplinary skills and demonstrate local and global engagement, as well as personal and social responsibility. The latter covers intellectual integrity, curiosity and creativity, an openness to new ideas and a willingness to engage in constructive public discourse. The committee thinks positively about such outcomes, in particular because they are defined in quite some detail.

Comparing the programme’s intended learning outcomes with the Dublin Descriptors at bachelor’s level, the committee has noticed that all Descriptors are addressed in the learning outcomes. According to the committee, the intended learning outcomes are sometimes more challenging than what is set out by the Dublin Descriptors because of the different disciplines a LAS student is expected to have covered by the end of his/her studies. Achievement of the learning outcomes allows graduates to successfully enter master’s programmes in the Netherlands and abroad.

The committee noticed in the critical reflection – and got confirmation in different sessions during the visit – that it is not the ambition of the programme to prepare students for the labour market: the LAS programme at AUC provides a basis for further specialisation at graduate level and, as will be mentioned in Standard 3, this is effectively what students aim for and alumni have moved onto.

Considerations

First of all, the committee wants to emphasise that there is a clear framework within which the LAS programme has been established and within which it is now being implemented. The committee considers that AUC sets itself very ambitious objectives, which the institution intends to accomplish through a programme with a clear profile. Moreover, the intended learning outcomes are manifold and defined in detail.

Secondly, the committee considers that the programme’s intended learning outcomes do not only fit, but to some extent even go beyond the qualifications of the domain-specific reference framework and the Dublin Descriptors. According to the committee, the learning outcomes covering research and methodology are formulated in detail and confirm the strong academic orientation of the programme.

Finally, the committee wants to emphasise that the intended learning outcomes reflect the objectives – and ambitions – of the AUC and the profile of its LAS programme. The intended learning outcomes include a focus on sciences, on both disciplinary and inter-/multidisciplinary knowledge and skills, and on both breadth and depth of knowledge. In fact, the intended learning outcomes are a translation and an application of AUC’s mission – ‘Excellence and Diversity in a Global City’.

According to the committee, AUC managed to design a programme that aims to bring students to excellence, adopting different approaches, ideas and values in the multi-cultural and global setting of Amsterdam. Reflecting about what makes this institution and its programme stand out among other university colleges and LAS programmes in the Netherlands, the committee concluded it is the element of diversity as well as the opportunities offered by a global city. Both features have been embraced by AUC, its constituent universities and its many partners in academia, business, administration and civil society.

The committee therefore concludes that the intended learning outcomes of AUC’s programme on LAS are fully in line with the national domain-specific requirements and reflect a programme at bachelor’s level and of academic orientation.

Conclusion

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

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

2.1.1 Curriculum

From the extensive and interesting information provided in the critical reflection and its annexes, and the educational materials of a sample of courses, the committee has gained a clear insight in the curriculum. Where necessary, it obtained clarification on outstanding issues during the on-site discussions with different stakeholders. The conceptualisation of the curriculum and its overall structure are described in Appendix 4 to this report. The committee established that key elements of the curriculum are its combined attention to broad themes and individual disciplines, and its regulated freedom for students to choose among the more than 100 courses on offer: students can choose a major (in the sciences, social sciences or humanities) and a minor (electives), but at the same time they have to fulfil certain requirements to ensure a coherent individual programme that eventually qualifies them for the bachelor's degree. Students will thus need to plan their individual study programme carefully, bearing in mind possible prerequisites for more advanced courses. The prerequisites are listed in Appendix 4.

AUC is profiling itself among the Dutch university colleges by an emphasis on sciences and the training of quantitative skills for all students. In AUC's view sciences need to be an integral part of an all-round education and can be successfully taught in a liberal arts context. Therefore scientific reasoning and quantitative literacy are part of the academic skills training of all AUC students. A strong level in maths is a requirement for admission.

The focus of the curriculum to both breadth and depth of knowledge, and its attention to mono-, multi- and interdisciplinary approaches are, according to the committee, adequately reflected in the combination of different course types. In addition to major and minor courses, which are mainly offered in semesters 3-6, the curriculum contains a series of Academic Core courses, two interdisciplinary theme courses and a capstone project. Academic Core courses are spread over the three-year curriculum and ensure that students develop skills in mathematics, logic and argumentation, research methods, academic English, a foreign language, and interdisciplinary and intercultural skills. One Academic Core course in the first year is called 'Big Questions' and addresses broad issues in science and society, in order to acquaint students with interdisciplinary approaches to complex problems. In the second and sixth semester, students take an introductory/advanced course in one of the AUC themes, such as energy, climate and sustainability, social systems, or cities and cultures. Such theme courses cover topics that require an interdisciplinary approach because they are too broad and complex to be dealt with by a single discipline.

The critical reflection states that from the first year onwards, the curriculum induces students into research-based learning. The goal of the Capstone project in the last semester is to complete an independent research project with interdisciplinary characteristics on a topic within the chosen major. This Capstone prepares the student for specialised research in a

graduate programme and culminates in a bachelor thesis. In implementing the above types of courses, the curriculum indeed places particular emphasis on key features of the programme, such as interdisciplinarity, scientific reasoning and research-based learning. The students' involvement in community projects or internships as part of their curriculum in semester four, five or six demonstrate that intended learning outcomes regarding engagement and personal responsibility are properly addressed in the curriculum.

The committee is convinced that multidisciplinary is maintained throughout the curriculum, but the integrative aspect of what has been learned is not always clearly visible. In cases where the Capstone projects are mono-disciplinary theses, it is according to the committee not always obvious how and where the student will have demonstrated the interdisciplinary skills s/he is expected to achieve by the end of the programme. During the site visit, management, faculty and students indicated that the Capstone thesis is only one tool to measure the interdisciplinary skills of students and that such skills are also addressed/obtained elsewhere in the curriculum, notably but not exclusively in the theme courses. Given that the diversity of learning is not reflected in all bachelor theses, the committee considers that such theses should not be called Capstones. In a note to the committee right after the visit, the AUC Dean confirmed that in order to assess the interdisciplinary learning outcomes in each and every case, AUC does indeed require an interdisciplinary assignment at the end of the advanced theme course. In that same note, she indicated that the terminology between Capstone and bachelor thesis could be clarified and that criteria and procedures should be refined.

During the initial accreditation assessment in 2008, the previous committee expressed some concerns about the consistency of the programme. The large number of modules and teachers was seen as a potential threat to this consistency. As a result, AUC investigated the extent to which students can meet the programme's learning outcomes and analysed the curriculum for comprehensiveness and consistency. The 2012 Curriculum Analysis Report did not find major gaps or overlaps in a curriculum which was found to be both comprehensive and coherent. Moreover, AUC commissioned groups of expert teachers to investigate how specific disciplinary tracks such as physics or art history meet the goals of comprehensiveness and consistency. The review of the physics track resulted in curriculum adjustments. The current committee notes that nowadays, the curriculum is definitely consistent and contributes to a learning experience that is very much in line with the intended learning outcomes. This appreciation is based on the committee's review of a sample of course materials and on the discussions with students, faculty and project representatives on courses, internships and community projects. According to the committee, individual course materials, including their learning goals and assessments, clearly show the position of a given course within the overall structure of the curriculum.

2.1.2 Quality assurance

The committee paid considerable attention to the programme's QA system and procedures. According to the critical reflection, QA at AUC is based on the belief that quality rests with people and the way they work together in an organisation, and that the definition of quality should be directly related to the mission, aims and objectives of the organisation. In this respect, AUC wants to be primarily accountable for what and how much its students learn. With this purpose in mind, AUC is, according to committee, using an adequate QA system, which allows the institution to monitor courses, curriculum, student and faculty performance and to take swift action when adjustments or improvements are necessary.

The committee bases its appreciation on the extensive and informative coverage of the issue in the critical reflection, in specific annexes such as the Faculty Handbook or the Annual Quality Reports, in the completed course evaluations, peer reviews and course adjustment forms put at the disposition of the committee during the site visit and in the discussions on site with different interlocutors. The committee also noticed that all stakeholders are involved in QA: internal evaluations include the systematic evaluation of each individual course by the students, who also complete a yearly curriculum evaluation. Faculty review the curriculum as a whole and particular themes or tracks within a curriculum on a regular basis. External surveys provide feedback on student satisfaction and the broader student experience in an international comparative perspective. In 2012 the first feedback from alumni was gathered in the Graduate Survey.

Findings from the evaluations are discussed by the Board of Studies and where possible implemented by the programme. During the site visit, student representatives referred to the adjustment of the informatics track as a direct result of student evaluations. The committee noticed that, unlike course evaluations, the response rate on curriculum evaluations is poor. Many different reasons for this were given. According to the committee, a combination of better timing by the institution, encouragement to complete the form by student bodies and adequate publicity showcasing adjustments resulting from previous evaluations is likely to contribute to higher responses. A more comprehensive view on what students think of the programme will in turn lead to more adjustments and a better quality of the programme.

The committee thinks highly of AUC's recent initiative to develop teacher-led course evaluations. This means that results of course evaluations by students will be linked to the peer review system for each department allowing teachers in related areas to peer review each other's assessments. Each semester one discipline or area per major is peer reviewed extensively involving teachers' self-reflections, course manuals and recommendations for adjustments. These meetings look at the course content, assessments and the correlation of courses in the discipline or area of the curriculum.

During the visit, the committee did not fully come to terms with the role and tasks of the Board of Studies. When reviewing the draft version of this accreditation report, AUC clarified that the College Council ('medezeggenschapsraad') fulfils the role of Board of Studies ('opleidingscommissie'). This model was chosen after careful consultation with the legal advisors of VU and UvA and after approval of the AUC Board. The members of the Board of Studies – composed of an equal number of students and faculty – indicated that they fulfil all tasks that are bestowed upon them by Dutch law, but considered their duties to be relatively narrow. While looking into the course evaluations and approving the OER, the Board of Studies is not involved in curriculum review, which is largely the domain of the Heads of Studies, who are assisted by a special team or committee led by a full professor in the relevant track. The recommendations from such review lead to curriculum revisions formulated by the programme management (Heads of Studies and Director of Education) and presented to the Board of Studies for approval. The Board of Studies indicated to the committee that it wants to provide more input and take on more responsibility. The AUC management indicated during the visit that the role of the Board of Studies is fully in line with Dutch law and that the present arrangements provide a good system of checks and balances within the organisation. The committee is convinced that the structures are well within the boundaries of the law. However, the visit showed that there is a need for clarifying the roles and responsibilities of the different bodies and the topics each body is expected to decide/advice on, both from a more formal point of view and as part of the communication towards students, faculty and relevant stakeholders external to AUC.

2.1.3 Staff

The committee noticed during the visit that scientific staff is either recruited and appointed by AUC itself or brought in from UvA or VU. The AUC management indicated that many staff members are recruited from UvA and VU in order to ensure a solid and open relationship with the founding universities. This so-called 'external faculty' teaches one or more courses for which their department is reimbursed on the basis of agreed tariffs. According to the committee, this relationship is a guarantee for quality and a direct link to research as a source of scholarship in teaching. It also enhances students' opportunities for undergraduate research and admission to graduate programmes. About one third of the AUC staff is employed directly by AUC. This so-called 'core faculty' is charged with a combination of teaching, tutoring and/or managerial tasks. All AUC faculty have contracts as employees of UvA. The overview of faculty teaching at AUC in the academic year 2012-13 shows that the total teaching load is around 31 FTE with another 7 FTE for tutoring. These tasks are divided over more than 40 AUC core faculty and 175 external faculty chiefly linked to VU or UvA. According to data provided in the critical reflection, 85% of faculty has a PhD. There are 44 full professors ('hoogleraar') among the external faculty delegated by VU/UvA. The committee appreciates on the one hand the rationale behind faculty recruitment and considers that VU and UvA staff bring considerable added value for students in terms of both education and research. On the other hand, the committee is concerned that the sheer number of external faculty from UvA and VU involved for marginal proportions of their individual teaching load may put a strain on effectiveness in terms of course organisation.

The committee learned during the visit that AUC sets high standards when recruiting personnel: intercultural awareness and skills and a near-native level of English are minimum requirements for both support staff and faculty. Faculty need to master a wide range of (interactive) teaching skills and methods. Moreover, all faculty is expected to participate in campus life and engage with students. This situation is confirmed by the formal requirements for recruiting faculty in terms of education, research and expertise, which are spelled out in the Faculty Handbook. Because professional qualities are central to AUC in shaping the quality of teaching and learning, they are also an integral part of evaluations completed by students, the AUC management, and external agencies. The aggregate scores for the quality of the course and the quality of the teacher are published each year in the AUC Quality Report. The committee noticed that faculty score well on academic expertise, accessibility and commitment to students. Similarly positive statements were made by both students and alumni the committee spoke to during the visit. Both groups indicated that they appreciate all teachers, whether they come from UvA/VU or are directly linked to AUC. Apart from the obvious fact that it is easier to address AUC core faculty outside class, students thought highly of the expertise and commitment of all faculty. In many cases, UvA/VU faculty bring AUC students in contact with research at the respective universities, as well as with UvA/VU-based courses, programmes and students.

The committee noticed that lately, AUC is increasingly supporting the development of individual faculty members' careers and of the core faculty as a whole. To this end, a detailed Faculty Development Plan has been set out for 2012-2013, including the recruitment of principal educators, faculty with considerable educational-methodological expertise who can assist with the development of best practices in teaching and course design, the organisation of internal training courses, the exchange of good practice, peer-review activities, etc. The committee learned during the visit that some activities had started, while others were still in planning phase. At the time of the visit, only very few faculty had a basic teaching qualification for university teachers (BKO). The committee was provided with a note describing the BKO process and timeline for AUC core faculty in 2013-2014. According to

this note, UvA is very receptive to assisting AUC with the BKO certification of its core faculty. While UvA has very strict and ambitious goals ('prestatieafspraken') to meet by 2015, AUC did not set itself a target. According to AUC management, most of the current faculty is performing on a didactic level that is at least as high as what is requested under BKO. The committee is satisfied with the attention AUC is paying to faculty development and encourages the institution to continue along the path set out in the development plan and the BKO-note.

2.1.4 Tutoring and facilities

The tutoring system and the performance of individual tutors have been discussed at length during the visit. According to the CSR, AUC has developed a single-tiered advisory model matching a student with a tutor who can provide both general guidance during the student's first year and more specialised advice which the student needs as s/he progresses through the degree. Students meet with their tutors after each midterm evaluation period to receive their results. At this point, teachers submit a report on each student's progress to the relevant tutor, who uses the reports to gain an overview of the student's progress throughout the semester and identify any potential problems before they become critical. Tutors and students meet at the end of each semester to plan courses for the subsequent semester. Students may petition to change tutor if his/her expertise does not match the declared major of the student. The tutor follows up on the student's course schedule for the second and third years, leading to the capstone, and if desired, helps out with applying for a master's programme. The tutor has a primarily academic role; students with more personal concerns will be listened to and advised towards psychological or medical services which can address such concerns more adequately. Tutors belong to core faculty of AUC and usually combine teaching and tutoring tasks.

According to figures provided by the management, a tutor's workload is counted as 16.8 hours per year per student. Tutoring a total of 10 students thus accounts for 0.1 FTE. According to the committee's internal calculations, AUC core faculty tutor on average 17 students (dividing approximately 680 students over 40 faculty).

The committee thinks highly of the system as it is convinced that tutors play an important role in helping students to plan their study programme and avoid obstacles to their study progress. Students indicated that the tutoring system is functioning better now than at the initial stages of the programme and considered existing imperfections as so-called teething problems. Overall, students and alumni are satisfied with their tutors, but the quality and intensity of the tutoring services provided seem to differ per individual tutor. The committee learned that tutors are generally very familiar with the AUC courses and useful in supporting students to choose courses that are most relevant for their majors and minors.

Some tutors – but certainly not all of them, according to students and alumni – could become more knowledgeable on relevant master's programmes and thus provide more and better information to the individual student when s/he is considering various programme opportunities. Moreover, some students indicated that tutors are not very pro-active or even supportive when unexpected problems arise, such as the cancellation of a course the student was enrolled in. The committee noticed that students evaluate tutoring services in general as part of the yearly curriculum evaluation but have no opportunity to express an appreciation of their individual tutor. The committee suggests organising some kind of individual tutor performance assessment on a yearly basis in order to identify issues of concern and develop pathways for improvement. Moreover, AUC could indicate more explicitly what students are entitled to in case the cooperation with the tutor does not work well.

AUC's new academic building was especially designed for its educational model and philosophy by one of the Dutch top architects. In addition to the classrooms, the building offers study areas, project rooms, a common room, reading rooms, office space, and a restaurant. Modern information technology supports all study activities. It was brought to the attention of the committee during one session that faculty would appreciate a lounge in the new building, a venue where they can meet each other and discuss in an informal setting.

Surrounded by the Faculty of Science of UvA and by national top research institutes, AUC's location in the Science Park Amsterdam supports its focus on the sciences. The committee learned during the visit that a dedicated staff at AUC is looking after the contacts with the research institutes on site, notably with those firms that could bring an added value to certain LAS courses or offer internships.

According to the critical reflection, a very important characteristic of AUC's educational concept of an academic community is related to its residential character. The AUC learning experience combines study and cultural and social life in a campus setting. This allows students to focus on their study, to cooperate and discuss with fellow students and lecturers both during and after class hours, and to engage together in (organising) social and cultural activities. It is also in this context that the diversity of the student body becomes a true intercultural and social learning experience. The committee learned from both students and alumni that the residential character is key to understanding the particular learning and living experience of AUC students.

AUC offers, partly through the alumni association, a range of extra-curricular facilities, such as debating clubs or sports teams. Students belonging to these groups indicated to the committee that their activities were well facilitated by AUC. AUC does not have library or laboratory facilities, but relies on the structures as VU and UvA. Students know which services are offered where and make good use of the available facilities. According to the committee, AUC students appear to be welcome at VU and UvA and their participation in laboratories does not seem to put any additional burden on the regular work at VU or UvA.

2.1.5 Intake, success, feasibility and output

In June 2012, AUC has been granted permission by the Dutch Ministry of Education, Culture and Science to admit students on the basis of selection and to ask a higher enrolment fee. Basic admission criteria are similar to other Dutch bachelor's programmes, but selection is based on academic excellence, motivation, ambition and commitment. Moreover, AUC sets minimum requirements regarding English and mathematics. The committee learned about the overall admissions framework in the critical reflection and got clarification on the detailed selection procedures during the visit. This took away the committee's initial concern that student quality may drop when intake numbers grow from an initial 200 to 300 as of September 2013.

The committee notes that the spread of students over the majors is growing gradually towards the target of 50% science majors. The committee was informed that half of the current science majors are female students and courses such as introduction to physics and informatics are currently attended by an equal number of women and men. Top female students at AUC show an increasing interest in mathematics and logic.

The committee took note of the data on study success reported in the Quality Reports and considers that the results are good. About 75% of students who continued after their first year ('herinschrijvers') completed their studies in time: 132 students of the first cohort (Class

of 2012, who started in 2009) graduated in July 2012, while another 17% of this Class requires a seventh semester to graduate. The committee is convinced that AUC is monitoring study success carefully and will take appropriate action when needed. It is, according to the committee, too early to establish tendencies, let alone draw major conclusions regarding study success.

The committee noticed, however, that the share of students under academic probation has increased considerably over the past two years. Students are put under academic probation when they fail a course or have a low semester GPA. In these cases, students meet with their tutor to discuss academic progress and possibilities for improvement. The AUC interlocutors indicated to the committee they have been and are taking measures which have been successful for students currently in year 2. Moreover, AUC is addressing the root causes of course failure through a series of actions such as a standardised maths test to establish the entry level of students, remedial courses for low performing students or time management and study skills courses for first year students. All these efforts should reduce academic probation in a sustainable way.

The committee inquired among students and alumni about the feasibility of the programme and possible stumbling blocks which may jeopardise timely graduation. In general students consider the programme to be feasible without clear stumbling blocks in the sense of courses that are perceived as (too) difficult for a considerable number of students. On average students spend about 14 hours in class and 20 hours outside class. Students, moreover, indicate that there is an atmosphere of (striving for) excellence within AUC: students will work harder in order to get higher marks (grade performance average, GPA), which in turns allows them to benefit from more interesting education, research or internship opportunities. Students, alumni and teachers indicated the so-called ‘zesjescultuur’ (i.e. systematically aiming for pass marks with as little study effort as possible) is absent among most students and certainly does not constitute an approach students want to be associated with. Students mentioned that before, the workload within courses was unequally spread across the semester. This often led to bottlenecks of tasks to be achieved by very similar deadlines towards the end of the semester. Recently, however, many teachers have reorganised the assessments in their courses, spreading workload and deadlines across the study period, entailing a shift of workload towards the early part of the semester. Moreover, students seem to organise themselves reasonably well. Given that this is a bachelor’s programme for – admittedly high quality – students who just left secondary school, the transfer between the two types of education and the adjustment to a new academic way of learning may understandably create unease among certain students.

2.1.6 Internationalisation

The committee noticed in many ways that internationalisation is a key feature of AUC: figures show that about half of the AUC student population is international, representing about 50 countries. One third of the students study a semester abroad. Over two-thirds of the AUC faculty has an international background. Global issues play a central role in the curriculum and the training of intercultural skills is part of the compulsory first-year course ‘The Global Identity Experience’, in which the global city of Amsterdam is actively used as learning environment.

Study abroad is an integral part of the LAS curriculum, which can be organised as part of the fourth or fifth semester. The application process for a study abroad period is competitive; selection is organised on the basis of motivation and GPA. The committee learned about AUC’s international network and understands that its exchange partners have been selected

on educational quality, contents and comparability of the curricula, logistical support available to students, and on regional spread. AUC students can also make use of the bilateral partner networks of both UvA and VU. In 2011-2012, 63 students went abroad and all students successfully completed the study load of 30 EC. AUC received 29 students from partner institutions, with three of them staying for two semesters.

The committee is very sympathetic to the idea that internationalisation as lived by AUC contributes to students meeting the intended learning outcomes regarding local and global engagement and personal and social responsibility. An international comparative report on student experiences at research universities (SERU, 2012) confirms this point stating that AUC students demonstrate strong abilities with regard to appreciation, tolerance and understanding of cultural and global diversity, as well as a particular understanding of the importance of personal and social responsibility. The abilities of AUC students in terms of intercultural communication are undoubtedly supported by their strong language skills.

Considerations

According to the committee, AUC has designed and is currently implementing a curriculum with a clear structure that is common to all students yet caters to the needs of students following different majors. The committee understands that this is not an easy thing to do and is satisfied with the result. In particular, the committee appreciates the constant attention AUC is paying to both breadth and depth of knowledge, ensuring in this way that the curriculum adequately addresses the key issues AUC wants to emphasise in its programme. The committee is positively surprised by the sheer variety of courses on offer and the overall appreciation students have of these courses. The general and specific degree requirements put forward by AUC ensure indeed that students graduate with academic skills, a grounding in (at least) one of the disciplines and a broad, interdisciplinary orientation. These requirements, according to the committee, nevertheless leave sufficient freedom to the individual student for putting together a programme tailored to his/her interest. Moreover, the curriculum contains sufficient mandatory courses for all students to create and maintain a group feeling.

According to the committee, the curriculum in general and the individual courses in particular form an adequate translation of the intended learning outcomes of the programme. Individual course materials including their learning goals and assessments clearly show the position of a given course within the overall structure of the curriculum. The students' involvement in community projects or internships off campus demonstrate that intended learning outcomes with regard to engagement and personal responsibility are properly addressed in the curriculum. The committee is convinced that multidisciplinary is maintained throughout the curriculum, but feels that the integrative aspect of what has been learned is not always clearly visible. The committee acknowledges the viewpoint of AUC that all students in the end are exposed to interdisciplinary education and research, but considers the programme can be more explicit on how it ensures that interdisciplinarity is indeed a key feature of the curriculum for all students – if not through the capstone, then in another formal way.

The committee is impressed by AUC's Quality Assurance system. AUC management is in command of the programme, according to the committee. Course evaluations are very well in place and have a good response rate because students see the relevance of their feedback. Findings from the evaluations are discussed by the Board of Studies and where possible implemented by the programme. Response on the yearly programme evaluation, on the other hand, is poor. According to the committee, a combination of better timing by the institution, encouragement to complete the form by student bodies and adequate publicity showcasing adjustments resulting from previous evaluations is likely to contribute to higher responses.

During the visit, the committee did not fully grasp the role and tasks of the Board of Studies. After the visit, AUC clarified the issue adequately. The committee considers that the structures are well within the boundaries of the law and address the appropriate issues. The visit nevertheless showed that there is room for better internal communication on this issue.

The committee appreciates the rationale behind staff recruitment and considers that VU and UvA staff bring considerable added value for students in terms of both education and research. The committee is at the same time somewhat concerned that the sheer number of external faculty from UvA and VU involved for marginal proportions of their individual teaching load may put a strain on effectiveness in terms of course organisation and on the financial viability of this voluntary delegation in the long run. The committee is quite satisfied with the attention AUC is paying to faculty development and encourages the institution to continue along the path set out in the development plan and the BKO-note. AUC sets high standards when recruiting personnel and this, according to the committee, bears fruit: faculty score well on academic expertise, accessibility and commitment to students, qualities which both students and alumni confirmed to the committee during the visit. The committee considers it a strong point of the programme that all faculty are appreciated, whether they come from UvA/VU or are directly linked to AUC.

The committee thinks highly of the tutoring system as it is convinced that tutors play an important role in helping students to plan their study programme and avoid any obstacles to their study progress. Overall students and alumni are satisfied with their tutors, but the quality and intensity of the tutoring services provided seem to differ per individual tutor. The committee suggests organising individual tutor performance assessments in order to identify issues of concern and develop pathways for improvement. The committee was impressed by the design and functionality of the new AUC building, which it considers is contributing to building and maintaining an academic community. In general AUC and its founding universities offer all necessary facilities, which are known to - and appreciated by - students.

The committee is convinced that AUC has in place an adequate framework for *admission*: the quality of incoming students is likely to remain at least of a similar level as before because of the strict selection criteria and the ever growing number of applicants. AUC is approaching its target of selecting students of whom 50% will choose the sciences major. AUC manages to attract equal amounts of men and women and an increasing number of local students of minority origin. In this respect, the committee thinks very highly of AUC's ambition to generate diversity among its students and about the policies it is currently implementing to address diversity issues within AUC and the wider Amsterdam community.

The committee considers the programme to be feasible and without particular stumbling blocks. Recently, efforts were undertaken to better spread the workload, thereby avoiding an overload of deadlines at the end of the semester. Students are striving for excellence within AUC and like to be challenged, even if this requires them to work harder than the average 34 hours per week. Students are expected to prepare for class, but do not systematically live up to this expectation. According to the committee, the workload is such that students can be required to prepare for class and to hand in their preparations beforehand.

The committee assesses the current results in terms of study success as good, but also noticed that the share of students on probation is relatively high. According to the committee, AUC is taking this issue seriously. After speaking to the graduates, the committee has established that the LAS programme is a lever for – often prestigious – studies at master's level. After the

interdisciplinary approach of the bachelor's programme, many alumni move on to specialist disciplinary master's programmes at prestigious institutions in The Netherlands and abroad.

The committee noticed that internationalisation is a key feature of both AUC as an institution and LAS as bachelor's programme: students' nationality, background of faculty, study periods abroad, hosting exchange students, addressing global issues during courses. Internationalisation as lived by the AUC community contributes according to the committee to students meeting the intended learning outcomes regarding local and global engagement and personal and social responsibility.

In sum, the committee assesses Standard 2 as 'good'. It bases this positive appreciation on the fact that AUC has embedded the programme in a teaching and learning environment which is inspiring, properly managed and adequately functioning. Most elements presented above are developed in a very elaborate way and are of high quality. Moreover, it struck the committee that in the few instances in which elements cannot (yet) be qualified as 'good', the institution is aware of the situation and already working towards further improvement.

Conclusion

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

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

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

Findings

3.1.1 Assessment system

The committee understands from the critical reflection and the discussions on site that assessment has received considerable attention over the past two years: AUC's assessment system takes the Framework for Learning Assessment (Kader Toetsbeleid UvA) of UvA as a basis, thereby identifying 22 conditions, i.e. points of action, attention and verification in order to adjust this framework to its own purposes. This resulted in the AUC Assessment Framework, which was added to the critical reflection. Assessments are reviewed systematically on reliability, validity and transparency by the Centre for Examinations and Assessments of VU. An external expert on assessments linked to VU was added to the Board of Examiners in 2012 in order to guarantee an adequate implementation of policies and procedures.

According to the critical reflection, AUC employs a system of continual assessment with single assessments making up not more than 25% of the final grade for a course. Assessments are a mixture of mid-term and final exams, (group) assignments, presentations, class participation, and/or research projects. Each course manual indicates the method of assessment. Assignments are returned to students within ten working days. It is explicit policy of AUC to link assessments to learning outcomes: Condition 1 of the Assessment Framework states that there is an explicit relationship within the programme between the Dublin Descriptors, learning outcomes, learning objectives per course and the educational methods and assessments. Condition 2 mentions that examiners ensure that the learning objectives per course and the assessment methods are communicated beforehand via study guides, OER or Blackboard. The Heads of Studies are to verify that the course manual is transparent and that the information is clearly communicated to students. The assessments which the committee looked at when reviewing a sample of courses, confirm these findings: course assessments are sufficiently diverse, of good quality and evaluation/feedback is well motivated. Students also indicated they were satisfied with the way in which assessments are organised.

The Board of Examiners indicated to the committee that it proactively monitors the quality of examinations although this is a big job with more than 1000 assessments per year. Furthermore, the committee learned that the teaching staff is involved in peer review processes of its evaluations, looking in particular at the transparency of the questions and getting suggestions for improvement through their respective departments.

Asked by the committee about fraud, notably plagiarism, the Board of Examiners indicated that the course on Academic English contains a very tough section on plagiarism. In this way, all students are informed what plagiarism is about, that it constitutes fraud and will not be tolerated. Sanctions and procedures for fraud and plagiarism are in line with the UvA guidelines and described in detail in the Academic Standards and Procedures (OER). When it occurs, each case is addressed by the teacher or tutor, who calls upon the student to account

for it. The committee learned during the discussion with the Board of Examiners that in most cases plagiarism is not deliberately committed and in such instances, the offence is not brought to the attention of the Board of Examiners, which until now has treated only a handful of cases. AUC informed the committee in its response to the draft version of this accreditation report that all cases of plagiarism or fraud, including those not deliberately committed, are reported to the Board of Examiners, which reviews the case and decides on an appropriate sanction. According to the committee, the programme can fine-tune its policy on fraud by introducing a more systematic central registration of (unintentional) plagiarism. This would facilitate the detection of recidivism. Obvious cases of plagiarism and the sanctions administered could be made public – with due respect for the privacy of the ‘convicted’ – as this will have a major preventative and deterrent effect.

3.1.2 Quality of the thesis work and assessment

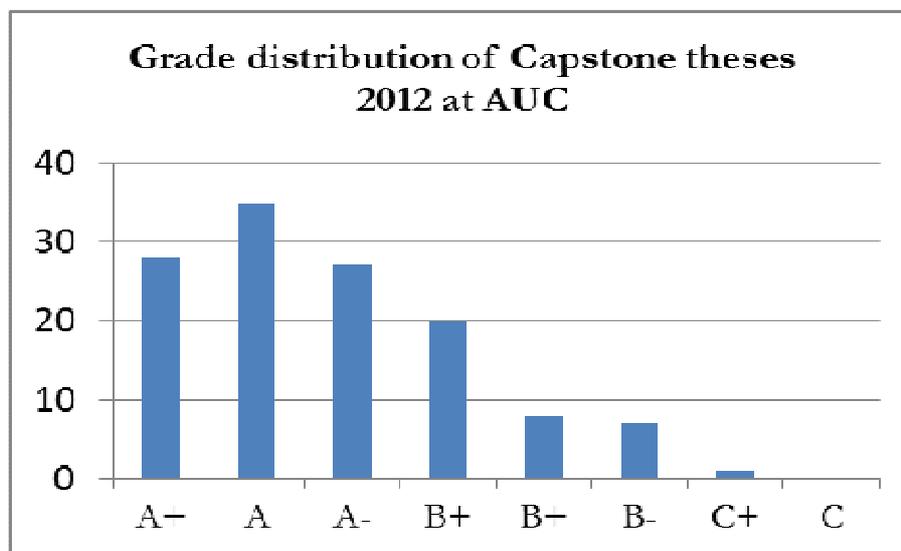
The organisation of the thesis is described in detail in the Capstone Programme Overview. This document sets out a detailed timeline, including the opportunities for counselling and support with the thesis supervisor. Students told the committee that they could work on a thesis of their own choice and that supervisors, be they from AUC, VU or UvA, were forthcoming in their support and guidance.

The committee noticed in the critical reflection that grade performance averages (GPA) are relatively high and expressed its concern that such scores may lead to grade inflation. During the visit, faculty and Board of Examiners indicated that it is AUC policy to use absolute grading, that teachers and study materials are quite articulate as to what is expected from students, and that the ever stricter admission policy entails that only the cleverest students eventually enrol. In sum, according to AUC, there is no reason to fear for grade inflation. Consistency in high scores rather indicates that students, teachers and courses have become better over time. The committee nevertheless feels that AUC needs to monitor the marks it is giving to both course and thesis assessments. In so far as course assessments are concerned, the committee understands that the initial standards are high and that there is no grade inflation yet. The Board of Examiners programme, however, may want to keep an eye on whether this concentration of grades in the higher range is really justified and a reflection of high quality assessments by particularly gifted students.

The first 132 Capstone projects were completed in May 2012. The committee spoke to representatives of the Capstone Quality Assessment Committee, which was installed in the fall of 2012 by AUC’s Board of Examiners to monitor the quality of the Capstone theses and to safeguard that AUC graduates achieve the intended learning outcomes. At the end of 2012, the Capstone Quality Assessment Committee reviewed 21 theses (seven per major) of AUC’s founding Class of 2012. In its report of January 2013, this committee indicated that, notwithstanding minor discrepancies as to the final judgment of individual theses, the theses in the sample met the formal requirements for a bachelor thesis.

The committee selected a sample of 30 Capstone theses and reviewed these in two batches, before and after the site visit. The committee was surprised by the number of theses that received high grades. Looking at the overview of Capstone grades, the committee produced the figure/graph below to back up this finding. In several cases the committee’s scores tended to be somewhat lower and more equally spread. Different interlocutors during the visit indicated that AUC does not adopt curve grading, but assesses each thesis on its own merit. High grades, thus, indicate high quality. In order to ensure that students get the mark they deserve, the committee suggests that both supervisor and second reader complete a review sheet, scoring and motivating their scores separately and independently before

awarding the final grade. AUC indicated already during the site visit that the reporting procedure will be adjusted for the next round of Capstone assessments and that the role of the ‘reader’ (second assessor) will be more visible.



According to its own review, the committee established that one thesis did not fulfil basic quality standards and should not have been accepted: the opinion of the initial reviewer was confirmed afterwards by two other committee members, who had been asked for a quality control check. Given that the scores for this thesis by AUC’s thesis reviewer (8/10, corresponding to A-) and QANU’s committee member (3/10) were so far apart, the committee decided to review another set of theses, even if this was not a formal requirement by NVAO. The additional theses were all of good quality. In most cases the committee members either agreed to the scores of the AUC thesis reviewers or indicated they would score slightly lower yet still within the same reach. All in all, in about one third of the cases the committee reviewers indicated their appreciation and grading of the thesis was lower than the grade awarded by AUC. One thesis deserved a higher score, according to the committee. Looking at the results of its own review, the committee concluded that it would have led to a more balanced distribution of grades, with the bulk of theses scoring in the range between A- and C+. Comparing the committee members’ grading of theses that had also been reviewed by the Capstone Quality Assessment Committee, it turns out that in four cases the appreciation concurred, while in two cases the committee member considered the thesis to be somewhat overrated.

Informed about the one thesis the committee considered of unacceptable quality, the AUC management asked two faculty who had not been involved previously to assess the thesis again, independently from each other. AUC confirmed afterwards that the thesis was overgraded and informed the committee that it had taken action in order to prevent such – admittedly exceptional – cases from happening again: the AUC Capstone Assessment Committee has been instructed to take a broader range of samples for evaluation; the role of the ‘reader’ (the second assessor of the Capstone thesis) has been strengthened providing an independent assessment on the academic content of the thesis; and new forms and guidelines are being developed to account for this new role of the reader. In case the thesis is supervised by an external faculty not teaching at AUC, the second reader has to be a senior AUC faculty member. According to the committee, these recent adjustments will increase considerably the quality of the thesis assessment.

During the first and second review rounds, the committee noticed that most of the theses focused very much on one discipline, whereas one would expect more attention to different disciplines or an inclusion of different approaches to one topic (interdisciplinarity). According to the committee, theses may very well exhibit multidisciplinary aspects, but almost none of them had been written as a Capstone in the real sense of the word: i.e. approaching and discussing a specific subject from different angles/disciplines. During the visit, management, faculty and students emphasised that the Capstone thesis should reflect the state of the art of the topic under consideration and that there is no formal demand that such a thesis should be interdisciplinary. Moreover, the committee noticed that there are students whose theses reflect the interdisciplinary character of the degree, while others plan to move on to highly specific master studies. In the latter case, students prepare theses of a more disciplinary nature with the consent of all parties involved, as this may allow them to access specialised master's programmes. For instance, the LAS programme offers a set of courses in the area of physics, but students who want to continue their studies in that area are often required to demonstrate their knowledge and skills through the bachelor thesis. Moreover, AUC interlocutors indicated that the Capstone thesis is only one tool to measure the interdisciplinary skills of students and that such skills are also addressed/obtained elsewhere in the curriculum, notably but not exclusively in the theme courses. In a note to the committee right after the visit, the AUC Dean confirmed that in order to assess the interdisciplinary learning outcomes in each and every case, AUC does indeed require an interdisciplinary assignment at the end of the advanced theme course. In that same note, she indicated that the terminology between Capstone and bachelor thesis could be clarified and that criteria and procedures should be refined. The AUC Capstone Assessment Committee will ensure that these points are taken up in view of the assessment of the 2013 bachelor theses. The committee understands the AUC policy allowing students to prepare in the best possible way for (specialised) master's programmes. Whether or not Capstone projects are multidisciplinary, the committee is convinced that students who eventually graduate have achieved all intended learning outcomes. The discussions with students, project participants and alumni have confirmed this point extensively.

3.1.3 Success rates and performance of graduates

At the time of the visit, only one cohort had finished the programme and obtained a degree. According to the data in the critical reflection, less than 20% of students enrolling in 2009 dropped out after one or two years and 75% of those re-registering each year finished their bachelor's degree in time. A total of 132 students graduated in 2012. Most of these went on to a master's programme at the founding universities, elsewhere in the Netherlands or abroad.

In August 2012, AUC collected data on the (intended) destinations of the first group of graduate students: just over half would continue to study in graduate programmes (mostly in the Netherlands, some in the UK), one fifth would take a gap year and one eighth would take on an internship or work. Results from the first online Graduate Survey show that 60% stayed in the Netherlands, while 25% went to the UK. Approximately half of the respondents enrolled immediately into a master's programme and almost all could do so without being required to take extra courses. At the site visit, the committee was provided with an overview of institutions and programmes that the Class of 2012 is currently attending. This list shows that graduates are admitted to prestigious postgraduate programmes.

The committee spoke to a representative sample of graduates, who consider the bachelor's programme a lever for often specialist master's programmes. Those at work indicated this was temporary employment as part of a gap year between the LAS bachelor and their enrolment at a (prestigious) master's programme. All alumni indicated they were very satisfied with the

interdisciplinary approach of the bachelor's programme. Four out of the five alumni the committee met during the visit have moved on to more specialist disciplinary programmes.

Considerations

The committee considers that AUC's assessment efforts are paying off: AUC has an adequate assessment policy, which is backed up by clear procedures. The assessments which the committee looked at when reviewing a sample of courses, confirm this consideration: course assessments are sufficiently diverse, of good quality and evaluation/feedback is well motivated.

AUC's policy on fraud is based on guidelines from the UvA and are described in the OER. The procedures foreseen in case of fraud are adequate according to the committee. The committee encourages AUC to address cases of fraud along the lines described in its policy, including a systematic registration of unintentional cases of plagiarism because this will facilitate detection of recidivism afterwards. Obvious cases of fraud and the sanctions administered could be made public as this will have a major preventative and deterrent effect.

The committee fully supports AUC's decision to give absolute scores to both course and thesis assessments. While there is certainly no evidence of grade inflation – the criteria for course assessment and the feedback on the assessments/scores are clear – the committee's scores for the theses ended to be more equally spread across the positive grades. In order to ensure that students get the mark they deserve, the committee encourages AUC to implement the recently adopted provisions in which both supervisor and second reader complete a review sheet, scoring and motivating their scores separately and independently before awarding the final grade. Moreover, the Board of Examiners may want to keep an eye on whether this concentration of grades in the higher range is really justified and a reflection of high quality assessments by particularly gifted students.

The committee is convinced that students who eventually graduate have achieved all intended learning outcomes. The discussions with students, project participants and alumni have confirmed this point extensively. Nevertheless, the committee was surprised by the number of mono-disciplinary Capstone theses. The committee understands – and is sympathetic towards – the LAS programme allowing students to prepare in the best possible way for (specialised) master's programmes. The committee noticed, however, that several of the theses it reviewed could have integrated a multi- or interdisciplinary element without compromising the value of the thesis from a disciplinary point of view. In this respect, supervisors of future Capstone projects may want to check at the time of the thesis outline whether such an approach is feasible and made explicit, while the the Capstone Quality Assessment Committee could be asked to approve/validate the thesis outline.

Admitting that its consideration is based on only one cohort, the committee positively assesses the success rate of the programme until now. Moreover, the committee was impressed by the maturity of the alumni and the opportunities that lay ahead of them after their studies at AUC. Given that a solid reputation is important in a competitive educational world, AUC should make good use of its alumni. Those individuals the committee spoke to were true ambassadors for the college, (still) feeling very much part of the community and committed to share their expertise and viewpoints with current students and AUC management.

Conclusion

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

General conclusion

The committee has assessed all three standards as good. Furthermore, as will be explained in the Addendum to this report, the committee considers that the LAS programme at AUC continues to fulfil in an exemplary way all standards measuring the programme's features in terms of small-scale and intensive education. The committee therefore assesses the bachelor's programme Liberal Arts and Sciences as 'good'.

Conclusion

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

Addendum: distinctive feature ‘small-scale and intensive education’

Following the positive advice of the committee chaired by Professor Sminia, the NVAO awarded the distinctive feature ‘small-scale and intensive education’ to AUC’s bachelor’s programme on Liberal Arts and Sciences in June 2012. Given that the programme did not yet fulfil all requirements – no students had graduated the programme yet, for instance – the distinctive feature was obtained on a preliminary basis.

In view of the current assessment visit for the reaccreditation of the LAS programme, it was agreed with NVAO that the committee chaired by Professor Breimer would check marginally whether the conditions for small-scale and intensive education are still applicable. By the time of the site visit, the first group of students (Class of 2012) who had enrolled on the LAS programme in 2009 has graduated. This one cohort of graduates, however, does not yet suffice for the definite award of the quality feature.

The AUC did not include additional information with regard to the distinctive feature in its Critical Reflection, but has made relevant materials (including the report on the basis of which the distinctive feature was assigned in 2012) available to the committee.

In line with its assessment tasks, the committee decided that it would look at the programme more broadly verifying whether the current situation with respect to small-scale and intensive education had undergone any significant changes since the assessment in June 2012. The committee addressed the issues related to small-scale and intensive education in the various interviews it conducted and prepared this addendum by paying specific attention to each standard of the assessment framework in its internal meeting at the end of the site visit.

First and foremost, the committee wants to emphasise that the definition and features of small-scale and intensive education definitely apply to the LAS programme at AUC. Secondly, the commission notices that almost all findings and considerations which the NVAO committee established in spring 2012 still apply in summer 2013. Differences concern the facilities and the output: the new academic building especially designed to reflect AUC’s educational model is now in use and the ‘Class of 2012’ is demonstrating that their bachelor’s degree opens the way to many master’s programmes of both multidisciplinary and specialist orientation.

On the basis of the information it has gathered during the interviews and from the materials made available by the programme, the committee has established:

- that the *intended learning outcomes* are relevant for a programme that aims to bring students to excellence and expects its graduates to achieve inter- and multidisciplinary skills. Moreover, the committee has noticed that intended learning outcomes also address the personal development and professional attitude of the individual student: LAS graduates should demonstrate ‘personal and social responsibility’, ‘intellectual integrity, curiosity and creativity’, as well as a ‘willingness to engage in constructive public discourse.’
- that there is a clear *connection between the goals and the content* of the LAS programme. The committee considered under Standard 2 that in general, the curriculum is very much in line with the intended learning outcomes. The students’ involvement in community projects, internships or alumni groups demonstrate for the committee that also the intended learning outcomes with regard to engagement and professional responsibility are properly addressed in the curriculum.

- that the *structure and didactic concept* of the programme meets the requirements of small-scale and intensive education: students spend at least 12.5 hours per week in classes of maximum 25 students. This allows for a high level of student-teacher interaction. Every semester a four-week intensive course is scheduled which students use to learn a language, perform a research internship or volunteer in a community project.
- that the *intake* is organised differently from other higher education institutions in the Netherlands. Basic admission criteria are similar, but selection is based on academic excellence, motivation, ambition and commitment. According to the committee, the selection procedure is both clear to the applicants and effective with regard to the students that hitherto have enrolled.
- that the *quality of staff* is ensured through the very high standards AUC sets when recruiting personnel: requirements do not only cover education, research and expertise, but also cultural awareness, a near-native level of English, teaching skills and a commitment to participate in campus life. According to student evaluations the committee reviewed, faculty score well on academic expertise, accessibility and commitment to students.
- that the *number of staff* available is sufficient to implement the programme along the lines of small-scale and intensive education. In addition to a total teaching load of 31 FTE, another 7 FTE is foreseen for tutoring approximately 650 students: this workload is divided over more than 40 AUC core faculty and 175 external faculty chiefly linked to VU or UvA.
- that the *available facilities* are adequate for the delivery of a small-scale intensive education programme. The committee was particularly impressed by the design and functionality of the new AUC building, which it considers is contributing to building and maintaining an academic community. Moreover, the committee learned from both students and alumni that the residential character of AUC is key to understanding the particular learning and living experience of LAS students.
- that by the end of the programme, graduates achieve the intended learning outcomes at bachelor's *level* demonstrating both interdisciplinary breadth and disciplinary depth. The committee considers that the success rate of the first cohort is high: less than 20% drop-outs and 75% of students finishing in time. Moreover, the committee noticed that the LAS degree at AUC offers good opportunities for graduates to continue their studies in both multidisciplinary and specialist master's programmes.

The committee concludes that the bachelor's programme Liberal Arts and Sciences at Amsterdam University College continues to fulfil the requirements of a programme with the distinctive feature 'small-scale and intensive education'.

Appendices

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

Douwe D. Breimer is professor of Pharmacology at Leiden University, where he founded the Centre for Bio-Pharmaceutical Sciences and the Centre for Human Drug Research. He was Rector Magnificus of Leiden University from 2001 till 2007 and also its President from 2005 till 2007. Currently, professor Breimer is member of the supervisory board of the Technical University Delft, the board of the KU Leuven and the governing body of University College Cork. Professor Breimer has extensive experience in accreditation panels, notably as chair of accreditation committees assessing programmes at Dutch university colleges in 2012.

Jean-Pierre De Greve is professor of Astrophysics at the Vrije Universiteit Brussel (VUB) and chair of the university's working group on science communication. He was Vice-rector for International Relations (2006-2009) at VUB and Dean of its university college Vesalius (2000-2006). Professor De Greve has participated in various expert panels for the accreditation of higher education programmes, including some committees visiting Dutch university colleges.

Lon Kaufman is professor of Biological Sciences at the University of Illinois at Chicago (UIC) and currently Vice Chancellor for Academic Affairs and Provost at UIC. He is an expert in general Liberal Arts and Sciences, assessment of student learning outcomes, general education and a wide range of field in science. Professor Kaufman was member of the NVAO expert panel undertaking the initial accreditation of AUC's Liberal Arts and Sciences programme in 2008.

Samuel Abraham is professor of Political Sciences and rector of Bratislava International School of Liberal Arts, the first liberal arts college in Slovakia, which he founded in 2006. He is co-founder and member of the executive board of ECOLAS, the network of European Colleges of Liberal Arts and Sciences. Professor Abraham has been involved in accreditation committees assessing programmes at Dutch university colleges in 2012.

Remco Zwetsloot is student at University College Roosevelt in Middelburg, majoring in International Relations with a minor in History. He obtained an associate degree in Arts, Journalism and Political Sciences at Green River Community College in Auburn (US) and attended summer courses in Economics and Ethics at the Institute for Political Journalism of Georgetown University, Washington D.C. Remco Zwetsloot is chairperson of the Academic Affairs Council overseeing academic student life at UCR in 2012-2013.

Appendix 2: Domain-specific framework of reference

Graduates can be expected to:

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

Appendix 3: Intended learning outcomes

Knowledge

Graduates will have achieved:

- a deep knowledge base in the chosen field of study. This depth is to be found in the understanding of the knowledge domain and in the ability to apply concepts, and not only in the accumulation of facts;
- knowledge of and the ability to apply the most prominent theories and methodological foundations of the chosen field of study;
- understanding of the broader context in which the research issues of the chosen field of study are positioned;
- breadth of knowledge, as demonstrated by a (general) knowledge of the physical and natural world, a (general) knowledge of European and world histories, philosophical traditions, major religions, and cultural life worlds and an understanding of economic forces and political dynamics.

Academic skills

Graduates will have:

- highly developed cognitive, analytic and problem-solving skills;
- the capacity for independent critical thought, rational inquiry and self-directed learning;
- 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;
- mathematical skills relevant to their major;
- familiarity with the general scientific method;
- second-language competence;
- the ability to engage with socio-cultural frameworks and traditions other than their own;
- the ability to plan work and use time effectively.

Interdisciplinary skills

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

- be able to evaluate which disciplines are involved in the solution of complex issues;
- be able to assess which research methods are most suitable in a particular situation;
- be able to integrate the content and research methods from disciplines relevant to a particular situation;
- be able to defend a well-considered viewpoint covering the relevant disciplines;
- 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:

- know how to obtain and evaluate information;
- 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:

- express themselves well verbally and at an academic level in writing;
- present ideas in a clear effective way;
- 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:

- use a knowledge of cultures in explaining current problems in society;
- understand and appreciate cultural differences, not only at a distance, but in real life;
- live with different value systems in daily life, and reflect on their own value systems;
- demonstrate an international awareness and 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:

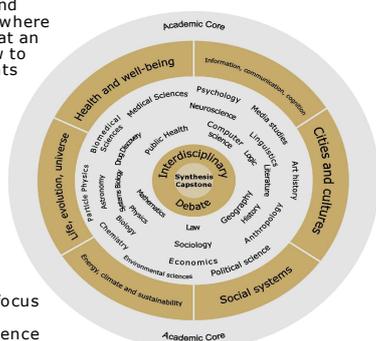
- profound respect for truth and intellectual integrity, and for the ethics of scholarship;
- intellectual curiosity and creativity, including understanding of the philosophical and methodological bases of research activity;
- an openness to new ideas and unconventional critiques of received wisdom;
- leadership skills, including a willingness to engage in constructive public discourse, to accept social and civic responsibilities and to speak out against prejudice, injustice and the abuse of power.

Appendix 4: Overview of the curriculum

The AUC curriculum combines breadth of experience with depth of knowledge. This interdisciplinary approach is motivated by the belief that an education that encompasses different disciplinary perspectives is the best foundation for a broad academic orientation and an independent and critical way of thinking. However, the interdisciplinary approach also requires a solid grounding in the separate disciplines, as a substantial depth of knowledge is required for successful interdisciplinary debate. This is conceptualized and depicted in the AUC Curriculum Circle.

AUC's Curriculum Circle

The curriculum is organised around broad themes, where students learn at an early stage how to integrate insights from various disciplines.



At the same time, students achieve depth of knowledge in their chosen major(s), allowing them to participate meaningfully in the interdisciplinary debate.

These themes focus on far-reaching questions in science and society.

Towards the end of their studies, they bring their knowledge and expertise together in a capstone project.

The general and specific degree requirements ensure that students graduate with academic skills, a grounding in (at least) one of the disciplines and a broad, interdisciplinary orientation. The curriculum will be experienced as follows:

Curriculum structure

Academic Core (60), major (90), minor (electives, 30)

	S2	M	M	Theme	Capstone	
Year 3	S1	AC	M	M	M	E
	S2	AC	M	M	M	E
Year 2	S1	AC	M	M	M	E
	S2	AC	AC	M/E BQ	Theme	M/E
Year 1	S1	AC	AC	BQ	AC	M/E

AC = Academic Core, BQs = Big Questions, M = major, E = elective

Student choice is guided by the following principles:

- The curriculum consists of 180 European Credits (EC) to be completed in six semesters.
- Students are required to complete Academic Core courses depending on their (intended) major, to be taken throughout the full (three-year) course of the programme.
- Students are required to fulfil their major requirements:
 - Students take a major in the Humanities, the Social Sciences or the Sciences.

- A major consists of nine or eleven major courses of 6 EC, two theme courses of 6 EC, and a capstone of 12 EC.
- The choice of major implies requirements for a certain set of Academic Core courses.
- Students are guided in choosing a disciplinary concentration within their major ensuring sufficient disciplinary depth and cohesion in their choice of courses.
- Students choose 30 EC as electives.
 - These can (but do not have to) be combined into a minor in a specific study area.
 - The choice of electives may be guided by matriculation requirements (i.e. admission criteria of particular graduate programmes).
 - A minor consists of five related courses in a field other than the major.
 - At least two of the courses included in the minor must be at 300 level.
- Students are required to take courses in the areas of the sciences, the social sciences and the humanities and one course in each area outside their major.
- Courses are offered at three different levels: 100 level (introductory), 200 level (intermediate) and 300 level (advanced).
- Students must complete at least one of the introductory theme courses in their first year and one of the advanced theme courses as part of their major.

Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

650 students started the academic year 2012-2013, including 268 students registering for the first time, i.e. Class of 2015. During the first semester of 2012-2013, 25 students from Class 2012 were finishing their degree, while 172 students from Class 2013 and 185 students from Class 2014 attended third and second-year courses, respectively.

Table 1: Retention after 1, 2 and 3 years based on students who have re-registered each year

Cohort	Class of 2012	Class of 2013	Class of 2014	Class of 2015
Drop-out after one year	17%	10%	11%	(2%)*
Drop-out after two years	2%	4%	(<1%)*	
Drop-out after three years	(<1%)	(<1%)*		

*Drop-out after semester 1 2012-13 (February 2013).

Figures exclude February intake.

Table 2: Study success – Bachelor obtained after three years (KUO cohort, excluding February intake)

Cohort	Class of 2012
Bachelor's degree obtained after three years of studies	132 students 75%

Table 3: Quality of Faculty

Degree	BA*	MA/MSc	PhD	BKO
Percentage	0.5%	14.36%	85.14%	15%

* Language teacher

Teacher-student ratio

Table 4: Teacher-student ratio achieved

Teacher-student ratio	1:14
Support staff – student ratio	1:60

Average amount of face-to-face instruction per stage of the study programme

Table 5: Contact hours

Study year	1	2	3
Contact hours	13h	12.5h	13h

NB: AUC teaches over a full 40 weeks per year (two semesters of 16 + 4 weeks)

Appendix 6: Programme of the site visit

13 May 2013

17:00 – 20:00 Preparatory committee meeting

14 May 2013

08:30 – 09:00 Arrival of the committee and guided tour of AUC building

09:00 – 10:45 Committee studies AUC documents and materials

10:45 – 11:45 Programme Management

- Prof. dr. Marijk van der Wende Dean, MT
- Dr. Ramon Puras Vice Dean, Director of Education, MT
- Dr. Belinda Stratton Managing Director, MT
- Deirdre Klein Bog, MA. Head of Studies Academic Core
- Dr. Jan Pieter van der Schaar Head of Studies Science
- Dr. Louise Vigeant Head of Studies Social Sciences
- Dr. Marco de Waard Head of Studies Humanities (interim)
- Dr. Diederik van Werven Senior Tutor

11:45 - 12:45 Students

- Hester Bartelsman Science
- Jules Coret Science
- Dico van Dissel Social Sciences/Sciences
- Flora Oudeboon Social Sciences; President AUCSA
- Mathijs Mul Humanities/Science
- John Paton Science
- Pilar Puig Cortada Humanities
- Ianthé Schepel Humanities/Science

12:45 – 13:30 Lunch

13:30 – 14:30 Faculty

- Dora Achourioti, MA, RMA. Teacher, Academic Core; Logic (AUC);
- Prof. dr. Jan Bouwe van den Berg Teacher, Academic Core; Mathematics (VU)
- Dr. Rafael Sanchez Teacher, Humanities/Social Sciences; (AUC)
- Prof. dr, Ronald Griessen Teacher; Science; Physics (AUC; VU emeritus)
- Dr. Sennay Ghebream Teacher; Science/Social Sciences; AI (UvA)
- Dr. Geert de Vries Teacher, Social Sciences (VU)
- Dr. Margriet van der Heijden Teacher Academic Core; Academic English; Physics (AUC); Coordinator Science Outreach

14:30 – 15:15 Board of Studies/ College Council

- Dr. Emma Cohen de Lara (chair) Teacher/Tutor Social Sciences (AUC)
- Janna Schoenberger, MPhil Teacher/Tutor Humanities (AUC)
- Dr. Cor Zonneveld Teacher/Tutor Sciences, Academic Core (AUC)
- Malte Werner (chair Student Council) Student
- Natalie Bakker Student

- Michiel van Staaij Student
- 15:15 – 16:00 Board of Examiners
- Prof. dr. Jan Hindrik Ravesloot (chair) Teacher Science (UvA-AMC)
 - Dr. Michiel van Drunen Teacher Science (VU)
 - Dr. Piet Mulder Teacher Social Sciences (VU)
 - Dr. Marco de Waard Teacher Humanities (AUC)
 - Dr. Johanna de Groot Advisory member (VU); Specialist in Assessment
 - Dr. Mariette Willemsen Teacher/tutor Academic Core (AUC),
Capstone coordinator
 - Prof. dr. Matthias Bickelhaupt Teacher Science (VU);
Capstone Assessment Committee (chair)

16:00 – 16:15 Break

16:15 – 17:00 Outreach Projects and Student Services

- Dr. Hilla Dayan Coordinator Diversity Outreach;
Teacher/tutor, Social Sciences (AUC);
- Dr. Ydwine Zanstra Coordinator Community Projects;
Teacher/tutor, Academic Core,
Statistics, Psychology (AUC);
- Dr. Maurits de Klepper Internship coordinator (AUC);
Teacher/Tutor Academic Core
- Marije Breukelman Coordinator Institutional Development/
Student Services (AUC)
- Karima Boutaka Diversity Outreach; Student Social Sciences
- Ruben Slot Community Projects; Student Sciences

17:00 – 17:45 Alumni

- Martijn Hagoort President AUCAA (alumni association)
- Saskia Hendriks Master Medicine (UvA-AMC); PhD
- Lotte Houwink ten Cate Master in Middle-East Studies, UvA
- Yayouk Willems Gap year
- Sanne Hettinga Master Energy Science, Utrecht University
- Imre Schene Summa programme, Utrecht University

17.45 – 18.30 Open consultation hour

15 May 2013

08:30 – 09:30 Institutional and Programme Management

- Prof. dr. Dymph van den Boom Rector UvA
- Louis Klamroth AUC Board (student)
- Prof. dr. Marijk van der Wende AUC Board, Dean, Management Team
- Dr. Ramon Puras Vice Dean, Director of Education,
Management Team
- Dr. Belinda Stratton Managing Director, Management Team
- Deirdre Klein Bog, MA. Head of Studies Academic Core, Curriculum
Manager

09:30 – 11:30 Internal committee meeting

11:30 – 12:00 Oral report of committee's findings (open session)

12:00 – 12:30 Farewell drink

Appendix 7: Theses and documents studied by the committee

Course selection

Academic Core

- 100 Academic English
- 200 Basic Research Methods and Statistics II
- 100 Big Books

Humanities

- 100 Introduction to Literary and Cultural Theory
- 200 Adaptation Studies
- 300 The photograph as socio-political document

Science

- 100 Introduction to Biology
- 200 Dynamical Systems
- 300 Theme course: Energy, Climate, Sustainability

Social Sciences

- 100 Theme Social Systems: Introduction to Social Policy
- 200 Human Rights and Human Security
- 300 Comparative Public Policy

Thesis selection

Humanities

- | | | |
|---------|---------|---------|
| 6181317 | 6176410 | 6154107 |
| 6181414 | 6154077 | 6181260 |

Sciences

- | | | | | |
|---------|---------|---------|---------|---------|
| 6155073 | 6103111 | 6081533 | 6180566 | 6129153 |
| 6180752 | 6181023 | 6047165 | 6155146 | 6034438 |

Social sciences

- | | | | | |
|---------|---------|---------|---------|---------|
| 6154069 | 6192343 | 6153720 | 6180809 | 6069339 |
| 6167640 | 6192378 | 6086179 | 6181651 | 6181600 |
| 6177352 | 6155189 | 6088279 | 6068960 | |

Documents and materials studied by the assessment committee

Amsterdam University College, Critical Self-Reflection, February 2013.
Appendices to the critical self-reflection

1. Quality Trends Overview 2009-2012
2. Overview Dublin Descriptors and AUC Learning Outcomes
3. Faculty Handbook 2012-13
4. Academic Standards and Procedures 2012-13
5. Course Manuals
6. Overviews Curriculum and Course Catalogue
7. Tutor Handbook
8. SERU Report 2012

9. Quality Report 2011-12
10. Overview AUC faculty 2012-13
11. Faculty Development Plan 2012-13
12. Graduate Survey 2012
13. Capstone Theses 2012
14. AUC Assessment Framework 2010 & Follow-up
15. Information Track Analysis 2012

Materials available for consultation on site

- Journals prepared by students
- Posters “Who’s in Town”
- Slides curriculum
- Promotion materials AUC
- HR information for accreditation
- BKO process for AUC 2013-2014
- AUC Faculty meetings
- UvA medewerkersmonitor 2011 & 2012
- AUC graduate survey
- AUCAA magazine
- Student Experience at AUC 2012 (January 2013)
- Course evaluations at AUC 2011 (February 2012)
- Peer reviews of selected courses
- AUC curriculum evaluations 2010-2011
- AUC course catalogue
- Annual Report Board of Examiners 2011-2013
- Sirius Evaluation Final Report 2012 International Audit Panel
- Resultaten Nationale Studenten Enquête NSE 2010 – 2011 – 2012 AUC
- Rules and Guidelines AUC BoE 2011-2012
- List of graduate destinations

Appendix 8: Declarations of independence



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Donwe D. BREIMER

HOME ADDRESS:

Wyttenbachweg 1
2341 VX Oegstgeest

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

CHAIRMAN

Amsterdam University College

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

UvA / VU A

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



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

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

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

PLACE: *Amsterdam*

DATE: *13 May 2013*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

LOU KAUFMAN

HOME ADDRESS:

315 SHERIDAN ROAD

HIGHLAND PARK, ILLINOIS 60035

USA

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

(AUC ASSESSMENT SITE VISIT)

QANU

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

AMSTERDAM UNIV. COLLEGE

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



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

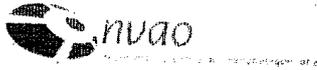
CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO:

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

PLACE: AMSTERDAM

DATE: 13 MAY 2013

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Samuel ABRAMAN

HOME ADDRESS:

Grösslingova 53

81109 BRATISLAVA

SLOVAKIA

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

Amsterdam University College

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

A.U.C.

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



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

Yes

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

Yes

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

Yes!

PLACE: *AMSTERDAM*

DATE: *13.V.2013*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Jean-Pierre DE GREVE

HOME ADDRESS:
Zwijgenstraat 25
2812 Mechele
Belgium

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

University College Amsterdam BA programme

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

University College Amsterdam

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



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

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

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

PLACE: *Amsterdam*

DATE: *13 May 2013*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

Remco Zwerstoot

HOME ADDRESS:

Jacob Roggeveenhof 95
4333 AZ, Meddiburg

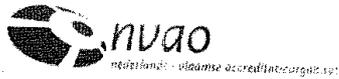
HAS BEEN ASKED TO ASSESS THE FOLLOWING PROGRAMME AS AN EXPERT / SECRETARY:

Amsterdam University College

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Amsterdam University College, VU/UvA

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



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

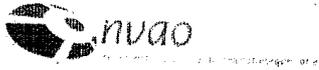
CERTIFIES TO OBSERVING STRICT CONFIDENTIALITY WITH REGARD TO ALL THAT HAS COME AND WILL COME TO HIS/HER NOTICE IN CONNECTION WITH THE ASSESSMENT, INSOFAR AS SUCH CONFIDENTIALITY CAN REASONABLY BE CLAIMED BY THE PROGRAMME, THE INSTITUTION OR NVAO:

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

PLACE: *Amsterdam*

DATE: *13-05-2013*

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

MARK DELMARTINO

HOME ADDRESS:

DIANAALAN 15

B-2600 ANTWERPEN

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

LIBERAL ARTS & SCIENCES

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

AMSTERDAM UNIVERSITY COLLEGE

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



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

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

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

PLACE: ANTWERPEN

DATE: 13.05.2013

SIGNATURE: