



B Liberal Arts and Sciences: Global Challenges
Leiden University College The Hague
Leiden University

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Summary

Intended learning outcomes, distinctive character and relevance

Standard 1, SSIE: Criterion A, Sustainability Criterion 1, 2.1 and 4

The 'Liberal Arts & Sciences: Global Challenges' programme is challenging, inspiring, and offered in a stimulating residential and small-scale and intensive learning environment. The panel found that the profile of the programme with four hallmark Global Challenges is relevant and unique, as is the programme's position in the city of The Hague that leads to contacts with a range of important societal organisations.

According to the panel, the profile and aims have been adequately translated into broad intended learning outcomes and sets of major-specific learning outcomes. The learning outcomes are well-designed and leave sufficient room for students to craft their own study path. They more than level up to the standards commonly set for an academic bachelor's programme in Liberal Arts and Sciences. The focus of the learning outcomes on cross-disciplinarity, cultivates an attitude of lifelong learning and allows for broadening and an above-average level on knowledge, personal attitudes and skills related to Global Citizenship, as is required for the special feature small scale and intensive education.

As for the special feature 'Sustainable higher education', the panel sees a clear and convincing motive for the request of this feature in both the evolution of the program in the past years and the commitment of the community towards sustainability. The panel shares the opinion of the programme that there is a visible relationship between the Global Challenges, the intended learning outcomes and the educational philosophy on the one hand, and the Sustainable Development Goals and 5 Principles on the other hand. The combination of a broad thematic globally conscious focus and a pedagogical focus on Global Challenges is a unique characteristic and provides sufficient ground to give a positive advice on the distinctiveness, relevance and anchoring of the learning outcomes in sustainability. The panel agrees that the special feature is relevant to the programme's focus on Global Challenges and Global Citizenship and the logical next step to take. Clarification of LUC's current profile to the outside world and its further development, will provide prospective students and the labour market with a sharper idea of LUC's specific focus as compared to other University Colleges in the Netherlands. The fact that the special feature will need reassessment upon every accreditation, creates a powerful incentive for the further development.

The panel would like to make three recommendations that will help the programme to further develop in the chosen direction. It considers the regular accreditation period a reasonable timeframe for this. First, it recommends that the programme make more explicit the exact connections between sustainability, the SDG's, Global Citizenship and LUC's Global Challenges. Second, it recommends the programme to benchmark the intended learning outcomes with one or more of the commonly accepted competency frameworks for Sustainable higher education beyond the SDG and 5P frameworks. Third, the panel would like to encourage LUC to continue discussions on the different perspectives of sustainability in the programme, and to further translate what this means for education and research. The panel would like to express that it sees a great potential in LAS LUC to explore sustainability from a more holistic point of view and the whole-institution approach, so that students do not only become experts in one or more aspects of sustainability but truly learn to understand the connections of its many dimensions. Crafting an even more explicit LUC vision in this direction, will also help LUC to live up to its ambition to further develop as an innovative and pioneering programme dedicated to sustainability in the broadest sense.

Teaching-learning environment

Standard 2, SSIE: Criterion B, C, D, E, F, Sustainability Criterion 2.2

The content of the curriculum ties in with the intended level and the broadening as formulated in the intended learning outcomes. The panel especially appreciates the large variety of courses for students to choose from, which truly enables students to develop their own learning paths. Academic skills are very well-presented and professional skills sufficiently addressed. The programme includes an impressive number of extracurricular activities, organized in collaboration between students and staff. They are inextricably bound to the programme and the residential learning environment of LUC, interconnecting formal and informal learning. The curricular and extracurricular activities enable students to develop themselves on a social, personal and academic level, but also to develop above-average critical and creative thinking skills on Global Citizenship. The Global Challenges and 5Ps are well-incorporated into the different Majors. The process of further embedding the SDG's is underway, with evidence of it in many places.

LUC's educational concept is appropriate for the ambitious goals of the programme and the concept of small-scale and intensive education. The emphasis on interactive, participation-driven teaching methods, combined with the extracurricular activities, is consistent with the concept of Education for Sustainable Development (ESD) and Small-scale and intensive education. The panel has seen many examples of research-led teaching. The small class sizes, and curriculum structure promote the challenging and intensive learning environment that LUC is aiming for. The combination of the curriculum and extra-curricular activities is feasible and successfully geared towards nominal study progress, as is demonstrated by quantitative data. The panel advises the programme to continue monitoring and evaluating the impact of the block system with a continuous assessment and no-resit policy on study progress. It also recommends further extending and intensifying the already present curricular and extracurricular societal engagements outside LUC, thereby encouraging students to connect even more to other perspectives. The panel agrees with the choice of the programme for an English language of instruction as it is in harmony with the vision and goals, curriculum and international student and staff community.

The admissions procedure of LUC is rigorous and well-developed. It is focused on selecting the most suitable and potentially talented students for the program, in terms of study background, motivation for small-scale and intensive education and enthusiasm for an interdisciplinary curriculum in global challenges. The programme is continuously working to further improve the diversity of the intake and is giving extensive attention to (further) improvements to the accessibility of education for students with physical impairments.

Both quantity and quality of the staff are on a par with the challenging, small-scale and intensive education at LUC. Staff are very passionate and involved in the academic development and well-being of the students. Staff training and professionalization are monitored and promoted. The panel recommends organising professionalisation on sustainable higher education for all LUC staff members. The system for support on an academic and personal level is impressive, with Residential Assistants paying specific attention to the wellbeing of students in the living areas. The facilities are outstanding and are continuously adapted to new needs of the community.

Student assessment

Standard 3, Sustainability Criterion 2.3

The panel concludes that the programme has an adequate system of student assessment in place. The assessment philosophy of the programme with continuous assessment is consistent with its student-centred educational concept and the idea of Education for Sustainable Development. Assessments are varied, transparent to students and in line with the learning objectives, which are clearly interconnected with the

SDGs and 5 Ps. The use of the four-eye principle in the construction of assessments is commendable. The assessment process of the Capstone is thorough and well-organized, whilst the assessment criteria are adequate and ensure that the intended learning outcomes of the programme are assessed, including the sustainability goals. Students receive comprehensive feedback on the Capstone assessment forms. The panel concludes that the BoE functions appropriately. Without detracting from the positive considerations on the quality of assessment at LUC, the panel has a number of advices that would make the assessment system even more robust and future-proof. The panel advises to resume reflections on continuous assessment and the no-resit policy and to further develop the assessment method of sustainability learning outcomes in the future (e.g. valid and reliable assessment of sustainability knowledge). The panel suggests that the programme considers these advices as a systematic and integral part of its planned curriculum revision.

Achieved learning outcomes

Standard 4, SSIE Criterion G, Sustainability 2.4

The Capstone theses display the above-average level and broadening as set out in the intended learning outcomes of the programme and demonstrate that students have developed the skills to critically engage with Global Challenges. The success rates of the programme are substantially higher than those of other relevant programmes without the special feature ‘Small scale and intensive education’ and more than on par with those of similar programmes with this feature. Graduates continue their studies in relevant prestigious master’s programmes all over the world and their career paths clearly reflect the Global Challenges focus of LUC.

Score table

The panel assesses the programme as follows:

Bachelor’s programme Liberal Arts and Sciences: Global Challenges

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

The panel assesses the Distinctive Feature Small-scale and Intensive Education of the bachelor’s programme Liberal Arts and Sciences: Global Challenges as follows:

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

The panel assesses the Distinctive Feature Sustainable Higher Education of the bachelor's programme Liberal Arts and Sciences: Global Challenges as follows:

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

General conclusion	positive
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Em. prof. dr. Laurent Boetsch, panel chair

Adrienne Wieldraaijer-Huijzer MA, panel secretary

Date: 4 September 2024

Introduction

Procedure

Assessment

On 16 and 17 May 2024, the bachelor's programme Liberal Arts and Sciences: Global Challenges of Leiden University College was assessed by an independent peer review panel as part of the cluster assessment Liberal Arts and Sciences. The assessment cluster consisted of 8 bachelor's programmes, offered by University College Twente (University of Twente), Leiden University College (Leiden University), Amsterdam University College (University of Amsterdam/Vrije University Amsterdam), University College Roosevelt, University College Utrecht and the School of Liberal Arts (Utrecht University), Erasmus University College (Erasmus University Rotterdam), University College Groningen (University of Groningen), University College Maastricht, University College Venlo and the Maastricht Science Programme (Maastricht University) and University College Tilburg (Tilburg University). The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (valid from 1 April 2024). It also applied the Criteria Pertaining to Distinctive Feature of Small-scale and Intensive Education (also published in the 2024 Uitvoeringsregels Accreditatiestelsel Hoger Onderwijs Nederland). In addition, upon request of Leiden University College the bachelor's programme was assessed on the Distinctive Feature Sustainable Higher Education (see appendix 1).

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

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 1 March 2024, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

Leiden University College composed a site visit schedule in consultation with the coordinator (see appendix 4). It also selected representative partners for the various interviews and determined that the development dialogue would be part of the site visit. A separate development report was made based on this dialogue.

The programme provided the secretary with a list of graduates over the period January 2022 – August 2023. In consultation with the secretary, the panel chair selected 15 theses of the programme. They took the diversity of final grades and examiners into account, as well as the various majors (see appendix 5). Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with a self-evaluation report and additional materials (see appendix 5).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment frameworks, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 4). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. One student requested a consultation. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

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

Panel

The following panel members were involved in the cluster assessment:

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

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

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

- Em. prof. dr. L. (Laurent) Boetsch, professor emeritus in Romance Languages at Washington and Lee University in Virginia (United States) and founding executive co-director and president emeritus of the European College of Liberal Arts (now ECLA/Berlin) [panel chair];
- Prof. dr. H. (Helen) Brookman, professor of Liberal Arts & Interdisciplinary Education at King's College London (United Kingdom);
- Dr. W.D.B.H.M. (Wim) Lambrechts, associate professor at the Faculty of Management of the Open University;
- Dr.-Ing. S. (Sabine) Sané, lecturer and major coordinator in Environmental and Sustainability Sciences at University College Freiburg (Germany);
- Prof. UAS. dr. J.I.A. (Irene) Visscher-Voerman, professor of applied sciences in Innovative and Effective Education at Saxion University of Applied Sciences;
- J.G. (Jamie) Wolvekamp, bachelor's student Liberal Arts and Sciences at University College Tilburg (Tilburg University) [student member].

Information on the programme

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Liberal Arts and Sciences: Global Challenges
CROHO number:	50429
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	- Earth, Energy and Sustainability (BSc) - Global Public Health (BSc) (applied for a new name: Global Health, Innovation & Society)

Location:

Mode(s) of study:

Language of instruction:

Submission date NVAO:

- Governance, Economics and Development (BSc)

- Culture, History and Society (BA)

- International Justice (BA)

- World Politics (BA)

The Hague

Fulltime

English

1 May 2025

Description of the assessment

Organisation

The bachelor's programme Liberal Arts & Sciences: Global Challenges (LAS LUC) is offered by Leiden University College (LUC). LUC is a selective honours college that attracts students from all over the world. Founded in 2010 as the international Honours College of Leiden University, LUC is now one of three institutes that make up the Faculty of Governance and Global Affairs (FGGA) of Leiden University (LU). LAS and FGGA have a shared mission to provide high-quality interdisciplinary education and research with a focus on societal and governance issues. As part of this shared mission, LUC pursues an interdisciplinary approach to global challenges, preparing students for careers in the public domain.

All FGGA institutes are located in the Hague. Here, LUC has its own custom-built premises, combining academic and residential facilities in one place. All first- and second-year students of LAS LUC (about 400) live here. The current total student population is 625. LUC is embedded in LU and FGGA governance structures. LU is headed by the Executive Board, with LU students and staff of LU being represented in a University Council. FGGA is one of the seven faculties of LU, and is managed by a Faculty Board, consisting of the FGGA Dean, Vice-Dean, Executive Director and the Assessor (student member). At the FGGA level, students and staff members are represented in a Faculty Council, including four elected student members. Both the University and the Faculty Council have advisory powers and right of approval on a wide range of matters.

LUC underwent governance restructuring as of the Academic Year 2023-2024. This included the adding of middle management through the creation of Major Team Leads. Key actors in the revised governance structure are also the LUC Dean; College Board; and the Programme Director. The Dean is charged with the overall responsibility of all LUC affairs. He is appointed by the Faculty Board of FGGA, in consultation with the Executive Board of Leiden University. Daily LUC affairs and staff development are dealt with by the College Board, chaired by the Dean. In addition to the Dean, this board includes an Operational Manager and Educational Director/Programme Director. The Operational Manager is responsible for HR, financial, administrative and campus affairs. She is also the supervisor of LUC's support staff. The Educational Director/Programme Director manages all educational affairs. This includes curriculum development and management, quality management, and educational policy development. She is also responsible for programmatic decisions; when necessary, these decisions are run through the designated decision-making and advisory councils. The College Board is supported by a Secretary and also functions as the Board of Admissions. Decisions on admission applications are made on advice from the Admissions Office and with the formal approval of the Faculty Board of the FGGA.

Participation, advice and/or consent of students, staff and external stakeholders are arranged through three councils: the External Advisory Council (EAC, Externe Adviesraad), the College Council (CC, Instituutsraad) and the Programme Council (PC, 'Opleidingscommissie). Finally, LUC has its own independent Board of Examiners. This board is an independent legal body within LUC, appointed by the Faculty Board of FGGA. It consists of six members of LUC's academic staff and an external member.

Previous accreditation panel's recommendations

The previous accreditation panel did not issue conditions. The general conclusion about the programme was positive. Below is an overview of the advice and recommendations that have been made and how these have been addressed by LUC.

The 2018 accreditation panel gave the following advice and recommendations.

Standard 2:

In the panel's view, LUC is ideally situated within LU to set up a specific teaching and learning centre for interdisciplinary teaching which may cater towards these demands

Follow-up: LUC has reflected on the suggestion to create such a centre. It understands where that suggestion comes from: there are a lot of teaching innovations happening at LUC. LUC's main goal however is to provide excellent education and it also does not want to interfere with structures such as the Leiden Learning and Innovation Centre (LLInC). Given the extent of teaching innovation happening at LUC, it has decided to make these initiatives more visible to the external world. With this goal in mind the 'Educational Innovation Hub' was created as a way to showcase some of the many examples of applied innovation that are going on at LUC.

Based on information received from alumni of the programme regarding job advice, the panel asks the programme to pay some further attention to advice to students who choose a professional career over enrolment in a master's programme, for example, as part of the newly appointed Alumni Officer's tasks or through other suitable means.

Follow-up: LUC's aim is to build and maintain a vibrant and active alumni network and to involve alumni in various activities at LUC. A good example of such involvement is the inclusion of alumni at events centering on the choice of the Majors, or career orientation events. As of AY 23-24 LUC has expanded the alumni coordination team by including a member of the academic staff to work together with the alumni coordinator. This team works closely together with the student-led Careers Committee and LUC's own alumni network (Evolucio) to organise events and build a clear and complete alumni contact database. The alumni coordination team also works with members of staff and their own individual networks of alumni.

It recommends exploring whether it would be feasible to also set up a LUC computer laboratory in the coming years at its premises.

Follow-up: This has been done, LUC has a DigiLab on the First Floor for staff and students to use to run programmes for GIS, for example. In addition, LUC is currently in the process of setting up an XR (alternative reality) lab in the framework of a project around instructional design.

The panel has some minor suggestions for further improvements of the curriculum contents in the coming years: these include the further scrutiny of the curriculum for linking points within the major and to bring global citizenship as a theme more to the front in LUC's course descriptions, preferably linked to clearly formulated learning outcomes per course.

Follow-up: This is an ongoing process and part of LUC's activities to reform the First Year Programme. See Standard 1 and 2 of this report.

Standard 4:

The panel advises the programme to abandon the name of ‘capstone’ for the bachelor thesis project to avoid any confusion regarding the nature of the work.

Follow-up: LUC has been reflecting on the advice from the last visitation panel regarding the term ‘Capstone’ and the suggestion to relabel it as ‘bachelor’s thesis’. Since LUC is currently still investigating which alternative formats could be suitable for the final project (beyond the more classical bachelor thesis) they have held off on fully implementing this change for now. These alternative formats could be, for example, a documentary film, an exhibition, or another artistic project. Offering students the chance to conduct and present their research in such innovative ways, however, also requires revising and innovating the (research) skills education that LUC provides to students. LUC believes that a multiplicity of forms for the Capstone aligns well with its Liberal Arts & Sciences philosophy, but given that this also entails looking more deeply at skills education it will require a carefully prepared, planned and coordinated approach in the coming years.

The panel strongly recommends paying additional attention to the job perspective for bachelor graduates in the (international) labour market.

Follow-up: Regarding career orientation and labour market preparation, improvements have been made both at LUC and at the level of the Faculty. FGGA has a dedicated website for Career Services, an interactive Career Workbook as well as a platform (TRAIL) designed to help connect FGGA’s students to organisations offering internships in The Hague and beyond. The efforts made in this regard also relate to the point that was mentioned earlier in this overview namely the further strengthening of our alumni relations.

The 2024 panel concludes that most recommendations have been taken up by the programme and have led to appropriate improvements. Some advice has yet to be followed. In these cases, LUC has made convincingly clear why they have not it yet. The panel looks back on a constructive assessment process, in which LUC shared fair assessments of strengths and weaknesses, paired with many internal evaluations and improvement measures. This provides the panel with confidence in the programme’s capacity for continuous self-improvement.

Standard 1. Intended learning outcomes

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

Findings

Profile and aims

The mission of the bachelor’s programme ‘Liberal Arts & Sciences: Global Challenges’ (LAS) is to build knowledge for a better world through excellent research-led interdisciplinary teaching on global challenges. The programme wants to foster critical, independent, and creative thinking in students, and to provide them with the knowledge and skills to become socially responsible and engaged citizens. Part of the profile and aims of the programme is LUC’s distinct educational philosophy. Students’ development at LUC is fostered through a residential, small scale and intensive teaching-learning environment, with four principles at its core: Student-Centred Learning Approach; Societal Engagement; Sustainability; and Social Justice. Taking

these four principles in mind, LUC aims to provide students with a rich interdisciplinary learning setting, with intensive monitoring and advice on the personal learning journey, strong student support systems, co-creation and student feedback. Also, the students are stimulated to actively engage with the local environment, encounter sustainability across a range of disciplines and pursue ethical responses to global challenges.

The Liberal Arts and Science programme at LUC distinguishes itself from other University Colleges with an explicit thematic focus on the four Global Challenges of Diversity, Sustainability, Peace and Justice and Prosperity. After their first year students choose one of six majors which build upon these Global Challenges and offer students a more focused lens through which these challenges can be assessed. In tandem with the Global Challenges, the programme deals with Global Citizenship as a way to critically reflect on, interact with and engage with their local environment. The integration of Global Citizenship reflects that Global Challenges cannot be solved by one nation, institution or organisation on its own. It requires interdisciplinary cooperation to understand them, and the combining and sharing of knowledge and skills to address them.

The thematic approach of the programme on Global Challenges and Global Citizenship is further reinforced in two specific ways. First, the student and staff community of LAS LUC is highly international, and the programme is English taught. This advances an 'international classroom' that exposes students to perspectives and experiences foreign to their own. This supports a global perspective, which is especially important when the focus is on global challenges. Second, the educational philosophy of the programme includes a distinctive pedagogical approach. This approach, which is inspired by the philosophy of Education for Sustainable Development (ESD), is explicitly action and transformation oriented. It aims not only to generate adequate knowledge to deal with problems that threaten sustainability but also to change attitudes and behaviour.

The panel studied the profile of LAS LUC and discussed it with the programme management during the site visit. According to the panel, the profile with four hallmark Global Challenges is clear and compelling. The combination of a broad thematic and pedagogical focus on Global Challenges is distinct from other University Colleges. Paired with the four core principles for a residential, small-scale and intensive teaching-learning environment, and the programme's position in The Hague, the programme's profile and aims are truly unique. This is also visible through the many contacts of the programme with organisations in the city of the Hague, such as the Red Cross, UNICEF, Cordaid, the municipality of the Hague, the Council of State, the World Bank and the Dutch Broadcasting Foundation. LAS LUC also has his own Advisory Council that advises on the profile, goals and curriculum. The panel found that this council consists of authoritative experts from a wide range of disciplines.

Relevance, distinct character and anchoring of sustainability in profile and vision

During the visit, the panel discussed the programme's ambitions regarding sustainable higher education. The programme management explained that these ambitions are the result of a natural evolution of the programme in the past years. The programme's already present focus on Global Challenges has strong connections with the SDGs and has seen the gradual and logical inclusion of sustainability in more and more parts of the curriculum. The request by the management for the special feature 'Sustainable higher education' is meant to recognize what the programme is already doing, as an impetus to further strengthen this aspect in the programme and to underline LUC's commitment to sustainability.

During the site visit, it became evident that the ambitions of the programme in sustainability are the result of a bottom-up movement, supported by a top-down response. There is a great desire in the student and

teacher community to give sustainability a core place in the programme. An example of this is the student-led extracurricular committee 'Act Aware', which organises events surrounding sustainable and green education. Another example is the 'Sustainability, climate change and Food' minor of the programme, which is open to all Leiden University students, as well as students from TU Delft and Erasmus University Rotterdam.

The panel agrees that the special feature is relevant to the programme's focus on Global Challenges and Global Citizenship and the logical next step to take. Society is facing many sustainability-related challenges that require multidisciplinary knowledge, skills and collaborations and lead to a changing labour market. Clarification of LUC's current profile to the outside world and its further development, will provide students with an interest in Liberal Arts & Sciences with a sharper idea of LUC's specific focus as compared to other University Colleges in the Netherlands. A more prominent focus on sustainability is also relevant for the labour market, especially in combination with LUC's unique location in The Hague. The fact that the special feature will need reassessment upon every accreditation, creates a powerful incentive for the further development of the programme in the chosen direction. The fact that the focus on sustainability is widely supported in the LUC community, is an important stimulus for further growth as well.

The panel looked into the distinct character of the special feature Sustainable higher education in comparison to other relevant programmes in Dutch Higher Education. As stated above, the combination of a broad thematic globally conscious focus and a pedagogical focus on Global Challenges is unique as compared to other University Colleges. However, this unique profile can also benefit greatly from taking an extra step. In the self-evaluation report and during the site visit, LUC argued that there is an intrinsic link between the 5 Ps (People, Prosperity, Planet, Peace and Partnership), the Sustainable Development Goals (SDG's) and LUC's four global challenges. There are clear parallels between People-Diversity, Sustainability-Planet, Peace and Justice-Peace and Prosperity-Prosperity. The fifth "P" (Partnership) is reflected in Global Citizenship. The panel agrees with this. However, the exact connections between sustainability, the SDGs, Global Citizenship and LUC's Global Challenges should be made more explicit. The panel recommends and encourages LUC to take advantage of the great potential that is there, and to craft its own very strong and truly unique LUC vision on sustainability. This requires a discussion on the different perspectives of sustainability within LUC, and a translation exercise of what this means for education and research. The panel sees great potential in LAS at LUC to explore sustainability holistically, so that students do not only become experts in one aspect of sustainability but truly learn to understand the connections of its many dimensions (social, economic, environmental, etcetera). Crafting an even more explicit LUC vision in this direction, will also help LUC to live up to its ambition to further develop as an innovative and pioneering programme dedicated to sustainability in the broadest sense.

Intended learning outcomes

The LAS LUC programme aims for students to gain a solid academic foundation, the ability to understand and cross boundaries between disciplines and develop strong skills for cross-cultural communication. Students are trained to use general and adaptive abilities that foster success in a variety of professional and scholarly settings. The programme translated its profile and aims into eight intended learning outcomes that focus on Knowledge in the Major, Knowledge in General Education, Academic Skills, Interdisciplinary Skills, Global Citizenship, Personal Skills, Communication Skills and Learning Skills. In addition, it developed more detailed learning outcomes per Major. For an overview of the eight intended learning outcomes, see Appendix 2.

Students follow a tailor-made programme. To ensure that the intended learning outcomes are the same for all students, the programme developed a matrix matching the general learning outcomes with the

programme, and detailed major-specific matrices doing the same. Students also develop a personal Study Plan. During the site visit, the panel learned that this plan is developed in consultation with the Study Advisor, who checks if the courses are of the right level.

The intended learning outcomes have been benchmarked with the Dublin descriptors for bachelor's programmes, the Domain specific Reference Framework for Liberal Arts & Sciences programmes in the Netherlands and the LEAP Essential Learning Outcomes. The programme aims to meet the minimal requirements of the mentioned frameworks. In some cases, it aims to surpass these requirements. First, the LUC curriculum aims higher than the average European or Dutch programme in the Dublin descriptors for bachelor programmes on the categories 'knowledge and understanding' as well as 'application of knowledge and understanding'. Second, the LUC educational model is designed around the development of knowledge and skills for Global Citizenship. Although students will not acquire the same depth of knowledge as students in a monodisciplinary programme, they will develop above-average critical and creative thinking skills on Global Citizenship (as reflected in Learning Outcome 5), as they have learned to analyse related topics from multiple perspectives. Leadership, added emphasis on teamwork in culturally and academically diverse teams, and open-mindedness are all also distinctive aspects of the intended learning outcomes and programme.

The panel studied the intended learning outcomes of the programme. It found that they are aligned with the educational philosophy of the programme, more than level up to the standards commonly accepted for a Liberal Arts and Sciences programme and are appropriate to the expectations and admission standards that most master's programmes set. It found that students will acquire above-average levels on Global Citizenship and some of the Dublin descriptors. The tailor-made programme, with focus on cross-disciplinarity, cultivates an attitude of lifelong learning and allows for broadening and an above-average level of knowledge, personal attitudes and skills related to Global Citizenship.

Anchoring of sustainability in the intended learning outcomes

In the self-evaluation report, the programme shows the link between the learning outcomes on the one hand, and the thematic and pedagogical focus on sustainability on the other. The programme also demonstrates how the global challenges relate to the SDGs/5 Ps, and what the connection is between the major-specific learning outcomes and the SDGs/5 Ps. Core elements of the ESD philosophy can be traced back to the intended learning outcomes of the programme, e.g. interdisciplinary skills, transferable skills, global citizenship and emphasis on reflection and taking responsibility to contribute to change.

The panel studied the anchoring of sustainability (in reference to the SDGs and 5 Ps) in the intended learning outcomes. It finds that the SDGs/5 Ps and the learning outcomes have many aspects in common and are clearly interconnected. The learning outcomes therefore match the chosen sustainability framework of SDGs and 5 Ps. At the same time, the panel believes that the programme should take an extra step to strengthen the anchoring of sustainability, moving beyond the current SDG framework in order to further enhance and deepen LUC's distinctive sustainable profile. For example, some elements from internationally recognized competency frameworks for sustainability in relation to the SDGs (e.g., GreenComp, the European Competency Framework for Sustainability, or UNESCO Sustainability Competencies), are not easily traced in the intended learning outcomes (e.g., critical systems thinking or future/anticipatory thinking). The panel therefore recommends looking into available competency frameworks for sustainability, choosing one that best fits LUC's vision, and to test, link and further develop LUC's intended learning outcomes to this.

Considerations

The 'Liberal Arts & Sciences: Global Challenges' programme is challenging and inspiring, offered in a stimulating residential and small-scale and intensive learning environment. The panel found that the profile of the programme with four hallmark Global Challenges is relevant and unique, as is the programme's position in the city of The Hague that leads to contacts with a range of important societal organisations.

According to the panel, the profile and aims have been adequately translated into a set of broad intended learning outcomes and sets of major-specific learning outcomes. The learning outcomes are well-designed and leave sufficient room for students to craft their own study path. They more than level up to the standards commonly set for an academic bachelor's programme in Liberal Arts and Sciences. The focus of the learning outcomes on cross-disciplinarity, cultivates an attitude of lifelong learning and allows for broadening and an above-average level of knowledge, personal attitudes and skills related to Global Citizenship, as is required for the special feature, small scale and intensive education.

As for the special feature 'Sustainable higher education', the panel sees a clear and convincing motive for the request in both the evolution of the program in the past years and the commitment of the community towards sustainability. The panel shares the opinion of the programme that there is a visible relationship between the Global Challenges, the intended learning outcomes and the educational philosophy on the one hand, and the Sustainable Development Goals and 5 Principles on the other. The combination of a broad thematic globally conscious focus and a pedagogical focus on Global Challenges is a unique characteristic and provides sufficient ground to give a positive advice on the distinctiveness, relevance and anchoring of the learning outcomes in sustainability. The panel agrees that the special feature is relevant to the programme's focus on Global Challenges and Global Citizenship and the logical next step to take. Clarification of LUC's current profile to the outside world would aid its further development and will provide prospective students and the labour market with a sharper idea of LUC's specific focus as compared to other University Colleges in the Netherlands. The fact that the special feature will need reassessment upon every accreditation, creates a powerful incentive for the further development.

The panel would like to make two recommendations that will help the programme to further develop in the chosen direction. It considers the regular accreditation period a reasonable timeframe for this. First, it recommends that the programme makes more explicit the exact connections between sustainability, the SDG's, Global Citizenship and LUC's Global Challenges. Second, it recommends that the programme benchmarks the intended learning outcomes with one or more of the commonly accepted competency frameworks for Sustainable higher education beyond the SDG and 5P frameworks.

Conclusion

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

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

The panel concludes that the programme meets criteria 1 (Distinct Character), 2.1 (Intended Learning Outcomes) and 3 (Relevance) of the framework for the Distinctive Feature "Sustainable Higher Education".

Standard 2. Teaching-learning environment

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

Findings

Curriculum content

The curriculum of Liberal Arts & Sciences consists of five components that run throughout the curriculum: General Education, Academic Skills, the Major, Global Citizenship and Elective space. General Education (30 EC) and Academic Skills (10 EC) are compulsory and fully covered in the first-year curriculum. They consist of four courses on Global Challenges from an interdisciplinary perspective (Diversity, Sustainability, Peace & Justice and Prosperity), and foundational courses in Mathematics, the History of Philosophy, Academic Writing and Statistics. In the first year, students also have Elective space (20 EC) to explore different majors. Students declare their Major at the end of year 1. Students receive a Binding Study Advice (BSA) at the end of year 1. The advice is positive if students have obtained 45 EC or more during their first-year studies, of which at least 5 EC for Academic Writing and 5 EC for Statistics. Students who receive a negative advice are excluded from the programme for a period of four years.

From year 2 onwards, students specialise into one of six Majors (80 EC): BA Culture, History and Society; BSc Earth Energy and Sustainability; BSc Governance, Economics and Development; BSc Global Public Health; BA International Justice; and BA World Politics. The programme is tailor-made, allowing students to select from an array of courses. This process is guided by a Study Advisor and recorded in a Personal Study Plan. Years 2 and 3 also include a semester-course in Global Citizenship (10 EC), a minor or electives (30 EC) and the possibility for students to study abroad. The Major is concluded by a final research project (Capstone, 10 EC). See appendix 3 for a curriculum overview.

The panel studied the content and structure of the curriculum. It provides a gradual build-up in knowledge and skills and consists of a large variety of courses for students to choose from, sufficiently enabling students to develop their own academic path. The programme also allows for cross-disciplinary learning, academic skills are well-represented and the professional skills from the intended learning outcomes (e.g., leadership skills, agency, teamwork) are sufficiently addressed.

The programme also includes many extracurricular activities, as was demonstrated to the panel during a Tour of the Facilities and a Student Committee Fair. These committees are run by students, together with staff. The committees are financially supported by LUC and get the facilities they need within the residential setting of LUC. New ideas are actively supported and encouraged. The panel is very impressed by the large number of relevant extracurricular activities that are possible and offered. These include social learning activities, such as a student association (Fortuna), 'Coasters' (student bar), 'Community Kitchen', 'Pantomime' (theatre committee), the 'Analog Committee' (photography), 'Music Committee' and a 'Radio Station'. But the extracurricular programme also includes committees and activities that are closely connected to the curriculum, such as the 'Diversity and Inclusion' Committee, the 'Career Committee', the 'Grey Zone' (debate on political opinions and current topics in the news) and 'Act Aware' (events on sustainable and green education). The panel establishes that extracurricular activities are actively linked to the content of courses. The panel also finds that the extracurricular activities are inextricably bound to the programme and the residential learning environment of LUC. They offer students many opportunities to broaden themselves in social and personal skills, but also to get into contact with other perspectives and to

develop above-average critical and creative thinking skills on Global Citizenship (as aimed for in Learning Outcome 5).

The panel also studied the integration of the SDGs and 5Ps in the programme. It concludes that the Global Challenges and 5Ps are well-incorporated in the different Majors. The panel came across many projects and courses that link with the SDGs, although this link could be made even more explicit and expanded. A few examples are: Global Challenges, Wasted Cities, Sustainability, Climate change and Food, Alternative Energy Strategies, and International Environmental Law. The panel concludes that the process of further embedding the SDGs is underway, with evidence of it in many places.

The same holds for societal engagement. Through societal engagement and contact to non-university college instructors and guest speakers, students are given insights in professional life. LUC has provided the panel with a lively overview of societal engagements in courses of the programme. Students confirmed that although the options and examples are there, it is very well possible to go through the first years without doing curricular or extracurricular activities outside the LUC-building. The panel advises the programme to continue extending and intensifying social engagements in the city of The Hague in number and intensity. More encouragement to 'leave the residential bubble' in years 1 and 2 may also be helpful in preparing students for year 3 when they are expected to be more independent and to leave the LUC building. As mentioned in Standard 1, the panel recommends uniting Global Challenges, Global Citizenship and Sustainability in one characteristic LUC vision. As a suggestion, such a vision could then also be translated into learning line. This would encourage students to get a truly holistic understanding of sustainability in all its dimensions throughout their three years.

During the site visit, the programme explained that it is planning a curriculum reform, which will start with the revision of year 1. For the content of the programme, the first-year reform consists of the implementation of a new compact and overarching course, to which the follow-up courses on global challenges can be linked in a coherent way. The courses in semester 2 of year 1 will include philosophy and statistics in a more integrated way. The panel and programme discussed the scope of the renewal. It is clear that the year 1 renewal cannot be done in a silo and will eventually lead to more changes in the programme. LUC has many current ambitions that should make the programme even more future proof. These ambitions include the refining of the Global Challenges and the first-year programme, refining the Capstone, exploring some alternative formats of teaching and assessment, further increasing the focus on sustainability and societal engagement and a stronger embedding of the Global Citizenship component throughout the programme. The panel endorses the proposed ideas and recognizes that some of them correspond to suggestions and recommendations from the previous panel. For the panel, this shows that the programme has self-reflective capacity and is on the right track. It invites the programme to formulate a shared overarching vision on where it wants to end up (achieved learning outcomes and capstone). With this idea in mind, it will be much easier to prioritise and move on effectively with the Year 1 renewal. The panel also advises the programme to make assessment a more systematic part of the curriculum reform (see Standard 3).

Curriculum learning environment and facilities

LUC's educational concept is organised according to four principles: Small-Scale and Intensive Education, Continuous Assessment, Research-led Teaching and the Learning Community. As for Small-scale and Intensive Education, the programme is rooted in the belief that human development is socially situated and that learners construct knowledge through interaction and active engagement with fellow students, teachers and course materials. This results in a student-centred curriculum, with small class sizes and interactive participation-oriented teaching methods. The curricular activities include 12-14 compulsory contact hours a week. Course enrolment is 19 on average, with an upper limit of 22. Instructors are

encouraged to use a variety of didactical methods aimed at active engagement of the student, which is coordinated and overseen at the level of the major. Group work is used to stimulate the development of intercultural academic communication skills.

In the view of the panel, the teaching methods of the programme are appropriate for its ambitious goals and the concept of small-scale and intensive education. The emphasis on interactive, participation-driven teaching methods, combined with the extracurricular activities, is consistent with the concept of Education for Sustainable Development (ESD), which asks for pedagogies that support self-directed learning, participation and collaboration, problem-orientation, interdisciplinarity and the linking of formal and informal learning. The panel was pleased to note that quite a few staff members are Leiden Teacher Academy Fellows, who do research on, and experiment with, teaching innovations. Much of these innovations are student-centred, focusing on the learning patterns and needs of the students. Students actively contribute to education events and conferences and publish research outcomes in academic journals. In line with recommendations from the previous panel, LUC has created an 'Educational Innovation Hub' to showcase projects and build a community of staff working on teaching innovations.

The academic year at LUC follows the academic calendar of Leiden University with two semesters of two blocks each. A block consists of seven weeks of classes followed by a 'reading week' in which students complete their final assignments and exams. The programme also works with a continuous assessment system, in which students are offered a mix of formative evaluations and summative tests. Each course contains at least three evaluations and/or tests (for more information on Continuous Assessment, see Standard 3). The panel observed that the combination of the block system and continuous assessment on the one hand leads to a programme which meets the need of many LUC students to be challenged and inspired. On the other hand, it can sometimes lead to high work pressure for both staff and students. In addition, the work pressure can lead to students selecting to focus on passing the assessments rather than doing all necessary regular coursework preparation. The panel discussed this issue with the management and staff and found that the issue is known and closely monitored through course evaluations. The program is experimenting with options to make adjustments within the continuous assessment system (see Standard 3). Although the programme is tied to the block system, LUC is also considering developing some larger modules e.g., as part of the year 1 reform, which would give students more space for reflection and deeper learning. The panel highly supports this idea. This may also be a great way to familiarise students with the sustainability umbrella of the course, and support continuous reflection on it during their bachelor studies.

Another principle of LUC's learning environment is research-led teaching. LUC provided the panel with an impressive list of Capstones or Research Clinics that have resulted in staff publications with student involvement. Equally impressive was the testimony of many staff members who recounted how their research flows back into the classroom and vice-versa - their teaching often inspires their research programmes.

According to the panel, the last principle – the learning community of LUC – is also very strong. Learning continues outside the classroom, as students live in the building and participate in many extracurricular activities where formal and informal learning are interconnected. The panel observed that the program has exceptional facilities in the building where students study and live. The academic and residential facilities are more than sufficient and appropriate for the small-scale and intensive education provided by the programme. The panel was pleased to note that the programme actively evaluates and adapts facilities when needed. For students and teachers who took the initiative to set up and run a community kitchen, a kitchen has been built where they have all necessary equipment at hand. In 2024, the study area will get more facilities for group work, the teachers' workplaces are being modernised, the functionality of floors 1, 2

and 4 will be improved and LUC will develop an Alternative Reality (XR) lab. During the site visit, these adjustments to the building were in full swing and explained to the panel.

The panel concludes that the learning environment at LUC is self-directed, research-led, participation-driven, small-scale and intensive. Curricular and extracurricular activities are inextricably linked and student participation in both is high. The programme is actively exploring innovative pedagogies and teaching-learning methods. The teaching methods are participation-oriented and stimulate the development of societal engagement. As said above, the panel highly recommends further extending the already present curricular and extracurricular societal engagements outside LUC's outstanding residential learning and living environment and to ensure that all students, independent of their learning trajectory, will undertake opportunities to be involved societal projects in real-life.

Language of instruction

'Liberal Arts and Sciences: Global Challenges' has an English name, and the language of instruction and communication is English. The programme considers this a valid choice because of its focus on Global Challenges and Global Citizenship. This focus requires an interdisciplinary and international approach, which is fostered through an 'international classroom'. The highly international student and staff body of the programme feeds directly into the discussions in the classroom and confronts students with perspectives and experiences foreign to their own. This experience arms students with open but critical minds and intercultural competences, preparing them for a successful career. Due to the international orientation of the programme, proficiency in English is one of the selection criterion for admission. It also plays an important role in teacher hiring policies and course evaluations.

The panel agrees with the choice of English language as the language of instruction. Addressing important global topics and sustainability requires collaboration across disciplines and national borders and this is the essence of the LUC educational programme. In the view of the panel, the international classroom and the use of English language are justified, based on the vision and goals, the curriculum and the international student and staff community of the programme.

Admissions

Each year, LUC admits 200 students to the programme. Admissions can be done at two moments. There is an 'early bird' application deadline in December and a 'regular' application deadline in March. An early bird application is required if students want to qualify for financial support or if they need their housing contract before the end of May. Admission requirements are clearly communicated on LUC's website and set out in the Education and Exam Regulations. They include academic strength across multiple academic subjects and domains of activity; English and mathematics proficiency; suitability and commitment to study in an international and academically demanding environment; demonstrated interest in working on sustainable solutions for global challenges; and suitability and commitment to contribute to the residential campus environment at LUC.

The panel found that the admission requirements are in line with the vision and intended learning outcomes of the programme. They include a substantiation of the motivation for studying in the residential, small-scale and challenging learning environment of LUC. The admissions procedure is rigorous and holistic, and includes the College Board, admissions officers and a selection of academic staff members. The admissions process can also be considered effective in terms of drop-outs rates. These were between 5 and 12 % in the last five cohorts, and significantly lower than those of Leiden University.

The panel asserts that the diversity of the student population poses several challenges: Dutch students remain difficult to reach, there is an imbalance in the female:male ratio (approximately 75%:25%) and socio-economic diversity could be further improved. The panel discussed this issue and concluded that LUC takes it seriously. The admissions procedure is evaluated annually, using experiences and data from the previous years. Various measures have been taken to tackle the root causes of the challenges and target underrepresented groups. These include personal contact before application by a recruitment officer, more explicit information on the value of a Liberal Arts degree, the use of role models from underrepresented groups, and special recruitment activities catering to Dutch students. In Academic Year 2022-2023, the associate professor with a diversity portfolio produced a report with more recommendations to improve diversity and inclusion, such as the use of alumni ambassadors to guide prospective LUC students from underprivileged backgrounds. LUC is currently working on following up on these recommendations. The panel supports these efforts by LUC to improve diversity and inclusion in the College.

Teaching staff

In order to facilitate its tailor-made curriculum in an optimal way, LUC has its own dedicated academic staff, but also collaborates with other UL institutes. LUC staff teaches approximately 60% of the courses in the programme, with affiliate staff from other institutes teaching the other 40%. In total, LUC employs 43,9 fte for teaching activities, leading up to a student- teaching staff ratio of 1:14. LUC also employs 15,5 fte support staff.

Nearly all course instructors have a PhD and have obtained the University Teaching Qualification (BKO). In addition, 9 LUC teachers have been awarded a Senior Teaching Qualification (SKO). This qualification was introduced at Leiden University after the previous accreditation procedure and has a limited number of places. The panel established that the programme followed up on the advice of the previous accreditation panel to increase the number of Associate Professors; it has promoted four LUC assistant professors to Associate professors. New staff members are recruited carefully, taking into account their academic profiles and track records, their level of English, interdisciplinary backgrounds and their ability to connect LUC's identity and aims to their own area of expertise. During the site visit, the panel learned that new staff is thoroughly trained through a New Teacher Workshop and a buddy system. New staff members usually work in pairs with staff members with more experience and learn on the job.

The prime focus of LUC is teaching. However, LUC also adheres to the Leiden University policy of research-led teaching. Staff is supported in doing research through the allocation of research time and annual research funds. The college also encourages applications for external funding. Most of LUC's teaching staff are Assistant Professor with 0.2 fte research time or Associate Professor with 0.3 fte research time (on a full-time basis respectively). Research projects of LUC's staff are organised under the Global Challenges theme. The panel has seen that research time is valuable for education and also flows back into it, because of the close connection between the research expertise of teachers and the focus and aims of the programme. Staff members actively inform students about current research in their courses and bring their research into their teaching, for example in projects and the Research Design course. As said before, research also includes research on innovations in teaching and education.

The panel found that LUC's staff is highly qualified and carefully selected in relation to the small-scale, intensive and international learning environment. Instructors have the right expertise. They are highly motivated and committed to the mission of Liberal Arts and Sciences and the student-centred approach. Affiliate staff is hired with care, and the programme often brings in guest lecturers. Alumni are actively invited back to the academy to share their experiences and expertise. The panel also established that management monitors professionalisation and encourages staff to further develop themselves

professionally. Given the programme's ambitions regarding sustainability, the panel recommends organising professionalisation on this subject for all LUC staff members.

Guidance and support

LUC has a comprehensive system for support on an academic and personal level. The academic advice system includes first year advisors; peer advisors for students choosing their majors; Major Team Leads for second- and third-year students; and Study Advisors who monitor progress and provide advice on rules and regulations. Support on a personal level is provided by Student Life Counsellors who offer individual support for students who suffer from home sickness, stress, culture shock or have concerns about their mental wellbeing. Personal support is also arranged through the LUC Residential Assistant (RA) System. The 17 RAs are senior students who provide support on the residential floors and promote an inclusive and respectful student community. During the site visit, the panel learned that the RAs receive financial compensation for their work and are extensively trained in different areas, ranging from first aid and health and safety, to suicide prevention and boundary setting. A Student Life Officer oversees the RA team and deals with more complex situations and individual students needing more support.

The panel established that students are generally very satisfied with LUC's extensive support system. They describe LUC as a protected bubble. This is especially true in the first and second years, when students also live at LUC. After that, students move off campus and are expected to be more independent (e.g. in arranging their own housing), there continues to be study guidance by Study Advisors and Student Life Counsellors available. In the Capstone phase, this guidance is supplemented by a dedicated Capstone Advisor, who is an academic staff member from within the College with expertise on the chosen subject and/or methodology. To ensure that all students receive the same quality of guidance, they are not allowed to request an external supervisor from other institutes of Leiden University, or other universities. The Capstone process, guidance and assessment are clearly described in a Capstone Handbook. Complementing LUC's already very extensive support system, many extracurricular committees (e.g. the LGBTQIA+ branch of the Diversity and Inclusion Committee) organise extra workshops and peer support sessions, which is another expression of the close-knit and supportive community at LUC.

Since the Covid-19 pandemic, LUC has seen an increasing need for mental support among students. From next year, Student Councillors will receive an extra day per week for this purpose. In addition, LUC actively consults with the municipality about the need for more psychologists and specialists to whom referrals can be made.

Diversity and accessibility of education are also encouraged in other ways. An associate professor with a diversity portfolio monitors how LUC is progressing and advises the management on what further improvements can be made. To support socio-economic diversity, LUC also has a financial support programme. Currently, 40 students make use of it for the full duration of their studies. Examples of extracurricular activities on inclusion are the 'Diversity and Inclusion Committee' and 'Money Matters', dedicated to helping students who do not feel socio-economically included. The panel established that initiatives and advice on this subject are taken very seriously by the management.

A subject that has very recently been put on the agenda by LUC students and staff, is the accessibility of education and the building for students with physical impairments. A list of further improvement opportunities has been presented to the management. The panel conducted further research into this during the site visit. It established that LUC management welcomes the opportunities that have been brought to its attention. It is very keen on getting all facilities in place on very short notice, also because it is expecting new students who will need them. In addition, the FGGA has taken the initiative to have all buildings audited for

further improvement opportunities. The panel is satisfied with the extensive attention this subject is receiving and urges the programme management to continue working on this with full dedication.

The previous review panel recommended that more attention be paid to the orientation and preparation of students for the (international) labour market. The panel determines that the programme has adequately followed these recommendations. The Faculty now has a dedicated website for Career Services, an interactive Career Workbook as well as a platform (TRAIL) designed to help connect FGGA's students to organisations offering internships. LUC also offers 5 ECTS to students who wish to take part in an internship. LUC alumni are often invited to talk to prospective Major students about possible career pathways. In addition, there is an extracurricular Career Committee where students and staff collaborate on additional activities on career perspectives.

Feasibility and success rates

Between 2018-2022, graduation rates in 3 years gradually increased from 71% in 2018-2019 to 77% in 2021-2022. Drop-out rates fluctuated between 5% and 7%, and in most cases were limited to the first year. Graduation rates beyond 3 years respectively fluctuated between 80-90% after 3,5 years and 90-92% after 4 years. The panel concludes that the success rates are significantly higher than the Leiden University average, as is to be expected from a programme with a carefully selected student community, and that they are also good compared to other University Colleges. So far, drop out and success rates seem not to have been impacted greatly by the COVID-19 pandemic, possibly because of the residential, small-scale nature of the programme with a strong student community and support system.

The panel found that the programme's educational concept, with student-centred learning, promotes nominal study progress. The panel discussed two issues with the programme that may hinder study success: the aforementioned combination of the block system and continuous assessment, and the no-resit policy (see Standard 3). The panel advises the program to keep a close eye on both, but also concludes that the current success figures and discussions during the site visit do not indicate problems with study feasibility. The programme is feasible, yet highly demanding, as is appropriate for the student population.

Considerations

The content of the curriculum ties in with the intended level and the broadening as formulated in the intended learning outcomes. The panel especially appreciates the large variety of courses for students to choose from, which truly enables students to develop their own learning paths. Academic skills are very well presented and professional skills sufficiently addressed. The programme includes an impressive number of extracurricular activities, organised in collaboration between students and staff. They are inextricably bound to the programme and the residential learning environment of LUC, interconnecting formal and informal learning. The curricular and extracurricular activities enable students to develop themselves on a social, personal and academic level, but also to develop above-average critical and creative thinking skills on Global Citizenship. The Global Challenges and 5Ps are well-incorporated into the different Majors. The process of further embedding the SDG's is underway, with evidence of it in many places.

LUC's educational concept is appropriate for the ambitious goals of the programme and the concept of small-scale and intensive education. The emphasis on interactive, participation-driven teaching methods, combined with the extracurricular activities, is consistent with the concept of Education for Sustainable Development (ESD) and Small-scale and intensive education. The panel has seen many examples of research-led teaching. The small class sizes and curriculum structure promote the challenging and intensive learning environment that LUC is aiming for. The programme is feasible and successfully geared towards nominal study progress, as is demonstrated by quantitative data. The panel advises the programme to

continue monitoring and evaluating the impact of the block system with a continuous assessment and no-resit policy on study progress. It also recommends further extending the already present curricular and extracurricular societal engagements outside LUC, thereby encouraging students to connect even more to other perspectives. The panel agrees with the choice of the programme for English as the language of instruction as it is in harmony with the vision and goals, curriculum and international student and staff community.

The admissions procedure of LUC is rigorous and well-developed. It is focused on selecting the most suitable and potentially talented students for the program, in terms of study background, motivation for small-scale and intensive education and enthusiasm for an interdisciplinary curriculum in global challenges. The programme is continuously working to further improve the diversity of the intake and is giving extensive attention to (further) improvements to the accessibility of education for students with physical impairments.

Both quantity and quality of the staff are on a par with the challenging, small-scale and intensive education at LUC. Staff are passionate and involved in the academic development and well-being of the students. Staff training and professionalisation are monitored and promoted. The system for support on an academic and personal level is impressive, with Residential Assistants paying specific attention to the wellbeing of students in the living areas. The facilities are outstanding and are continuously adapted to new needs of the community.

Conclusion

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

The panel concludes that the programme meets standard B (Curriculum: content), C (Curriculum: Learning environment), D (Intake), E (Staff) and F (Facilities) of the framework for the Distinctive Feature “Small-scale and Intensive Education”.

The panel concludes that the programme meets criterion 2.2 (Teaching-learning environment) of the framework for the Distinctive Feature “Sustainable Higher Education”.

Standard 3. Student assessment

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

Findings

System of assessment

The programme’s assessment policy starts from the idea that assessment guides student learning, provides insight into the student's learning and can be used to determine whether the learning objectives of the course have been achieved. Assessments of the programme follow the rhythm of the block system. Each block consists of several courses. During the block continuous and formative assessments are used: assessment is aimed at testing students’ progress and giving them feedback on how to improve their learning. No single assessment item can count for more than 45% of the final grade, which means that there are at least three different moments of assessment in an eight-week period. At least one assessment has to count for 20% or more. Assessment types are varied and are monitored by the Major coordinator. They include: essays, tests, quizzes, presentations, scrapbooks, debates, group assignments etcetera. In the ‘continuous assessment system’ students are graded with the letter grading system (A-F), which has a corresponding grade point on a four-point scale and is used for calculating the Grade Point Average (GPA).

The panel observed that the programme promotes assessment quality in many ways. These include following the four-eye principle in the construction of an assessment; working with assessment matrices for every course; clear assessment guidelines for instructors in the Faculty Handbook; and a New Teacher Workshop. Students know when and how they will be evaluated and tested. They receive information on this through the Student Handbook, Course and Exam Regulations, and extensive online course information.

In Standard 2, the panel established that the combination of the block system and the continuous assessment system can sometimes lead to a relatively high workload for students and staff, and that the management is exploring how it can improve this by including some larger modules. In addition to this, the programme management has taken some measures in the continuous assessment system to relieve pressure through assessment. For example, it has allowed the final product of the Research Design course to count for 60% of the grade rather than the maximum of 45%. The panel supports initiatives to relieve assessment pressure as it may allow for deeper learning by the students and better preparation for class.

The programme has a no re-sit policy. This means that students are not allowed resits of examinations. If the grade is unsatisfactory, the entire course must be taken again. Because of the Binding Study Advice (BSA), there is an exception for Academic Writing and Statistics: students who failed the class in semester 1 can take it again in semester 2. Students can also request an exception in case of personal circumstances. The panel found that the no-resit policy encourages participation and study progress. It is, however, not applied in the same strict way in every course and exceptions do not always follow an official guideline. The panel understands this, because in some situations taking the entire course again is not in proportion with the student's situation. However, not following a standard working method can also be detrimental to students. In addition, a no-resit policy might also have its drawbacks, e.g. an increase in work pressure and mental health issues. The panel therefore advises LUC to take a closer look at the current no-resit policy.

The panel found that the assessments are varied and in line with the learning objectives, which are clearly interconnected with the SDGs and 5 Ps. The panel found many concrete examples of assessments that are linked to one or more SDGs, although assessments could benefit from a more holistic focus on sustainability. Continuous assessment matches with the programme's educational concept and the philosophy of Education for Sustainable Development. Following the advice in Standard 1 to benchmark the intended learning outcomes against a sustainability competency framework, the panel also recommends that the assessment method of sustainability learning outcomes be further developed in the future (e.g. valid and reliable assessment of sustainability knowledge).

Assessment of the Capstone project

The programme concludes with a Research Design Course for every Major and an individual Capstone thesis (10EC) in the final semester. Students are guided by an academic staff member from within LUC (Capstone supervisor). Before students can start their research, they must have a positive assessment of their Capstone Proposal. The panel found that the assessment process of the Capstone is thorough and well-organised. Each Capstone is assessed separately by the Capstone supervisor and an independent Capstone reader, appointed by the Capstone Coordinator. The assessment criteria are adequate and ensure that the intended learning outcomes of the programme are assessed. Both assessors use a grading form that has been tailored to the specific type of Capstone (BA or BSc, literature review, original research etcetera). All Capstones are checked for plagiarism and students are informed in advance about procedures, deadlines and assessment criteria in place. The panel noticed that students receive comprehensive and complete feedback on the Capstone assessment forms. It advises LUC to continue to ensure that narrative feedback on assessment forms is in line with the given grade.

In the Capstones, students write a paragraph in which they reflect on their motivation for choosing their topic. This is where they also link the Capstone to Global Challenges, although this is sometimes somewhat artificially done. LUC is considering including an explicit criterion regarding this link in the assessment form. The panel supports this idea, which allows for assessing the quality of this connection and the relevance of the Capstone theme for the programme's sustainability focus.

The previous assessment panel advised the programme to abandon the name 'Capstone' to avoid any confusion regarding the nature of the work. The programme has decided to keep the name Capstone for now and to (re)consider it as an integral part of the curriculum renewal. In the renewal, the programme will carefully consider alternative assessment forms (other than a written thesis) for the final project. These alternative formats could be, for example, a documentary film, an exhibition, or another artistic project. The decision to keep the name Capstone for now makes sense to the panel. To feed into the plans, the panel would like to express the idea of an optional interdisciplinary capstone beyond the Major, building onto the idea of a holistic understanding of sustainability in all its dimensions.

Board of Examiners

The Board of Examiners consists of seven members, including one external member, and is supported by a secretary. It performs several tasks including the appointment of examiners, handling student requests and complaints, course assessment review and a Capstone assessment review. There is a calendar for course assessment reviews to ensure that each major is represented, and the entire program is reviewed cyclically. The course assessment reviews consist of a check on constructive alignment with the intended learning outcomes, validity, reliability and transparency of assessment. The Capstone assessment review entails a review of formalities, and review of the assessment process by the instructor and the second reader. Both assessment reviews result in a report with recommendations that is sent to the College Board and Educational Director. All activities of the BoE are set in the Rules and Regulations and reported in a yearly report. The panel concludes that the BoE properly carries out its statutory tasks and responsibilities appropriately and has a good overview of the quality of the final level. Members are properly prepared for their work through a course for BoE-members on university-level and by training on the job and work independent from the College Board.

Considerations

The panel concludes that the programme has an adequate system of student assessment in place. The assessment philosophy of the programme with continuous assessment is consistent with its student-centred educational concept and the idea of Education for Sustainable Development Assessments are varied, transparent to students and in line with the learning objectives, which are clearly interconnected with the SDGs and 5 Ps. The use of the four-eye principle in the construction of assessments is commendable. The assessment process of the Capstone is thorough and well-organised, whilst the assessment criteria are adequate and ensure that the intended learning outcomes of the programme are assessed, including the sustainability goals. Students receive comprehensive feedback on the Capstone assessment forms. The panel concludes that the BoE functions appropriately. The programme meets this standard.

Without detracting from the positive considerations on the quality of assessment at LUC, the panel has a number of advices that would make the assessment system even more robust and future-proof. The panel advises the programme to consider these advices as a systematic and integral part of its planned curriculum revision. First, the panel suggests that the programme resumes its reflections on continuous assessment and the no-resit policy, addressing work pressure, mental health and fairness. Following the advice in Standard 1 to benchmark the intended learning outcomes against a sustainability competency framework, the panel

also advises that the assessment method of sustainability learning outcomes be further developed in the future (e.g. valid and reliable assessment of sustainability knowledge).

Conclusion

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

The panel concludes that the programme meets criterion 2.3 (Student Assessment) of the framework for the Distinctive Feature “Sustainable Higher Education”.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Quality of Capstone projects

Prior to the assessment, the panel studied a sample of 15 Capstone projects. The panel established that the theses are very well-written and presented. They reflect a high level of academic research and cross-disciplinary critical thinking skills. This is an important asset in addressing global challenges and sustainable development. The research questions cover a range of cross-disciplinary topics, connected to Global Challenges and the SDGs / 5Ps. At the beginning of each capstone, students are asked to substantiate their interest and personal motivation for their chosen topic and to demonstrate a specific connection between their proposal, the Global Challenges and the SDGs/5Ps. As mentioned under Standard 3, LUC is considering including an explicit assessment criterion on this link of the Capstone to Global Challenges. The panel supports this idea.

Performance of graduates

LUC maintains contact with alumni in various ways to see how they develop further after their graduation. For example, through alumni association Evolucio; the recruitment and alumni liaison; and surveys. The latest alumni survey of 2023 shows that most alumni continue with a master's degree at prestigious universities around the world, pursuing many disciplines. Subsequently, most of them pursue a wide range of careers in public and non-public sectors. From the data provided, the panel concludes that graduates are admitted to demanding postgraduate programmes and, subsequently, jobs. Postgraduate programmes and jobs are often related to global challenges and thereby to the SDG's and at least one of the 5Ps.

Considerations

The Capstone theses display the above-average level and broadening as set out in the intended learning outcomes of the programme and demonstrate that students have developed the skills to critically engage with Global Challenges. The success rates of the programme, as described in Standard 2, are substantially higher than those of other relevant programmes without the special feature ‘Small scale and intensive education’ and more than on par with those of similar programmes with this feature. Graduates continue their studies in relevant prestigious master's programmes all over the world and their career paths clearly reflect the Global Challenges focus of LUC.

Conclusion

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

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

The panel concludes that the programme meets criterion 2.4 (Achieved Learning Outcomes) of the framework for the Distinctive Feature “Sustainable Higher Education”.

Distinctive Feature Small-Scale Intensive Education

The bachelor’s programme ‘Liberal Arts and Sciences: Global Challenges’ obtained the distinctive feature Small-Scale and Intensive Education in 2012. Six years later, the panel performing the practice-based assessment considered that further progress had been made, both in terms of the evaluation criteria and with regard to the points of attention raised by the initial review team. Another six years later, in 2024, the bachelor’s programme and its distinctive feature are up for re-accreditation. The current assessment panel has looked at whether the programme still meets the conditions for granting the distinctive feature. In line with the NVAO Guidelines, the panel checked whether small-scale and intensive education has evolved into a quintessential feature of the bachelor programme. In the core part of this report, the panel has taken into account the criteria of the distinctive feature when assessing the quality of the bachelor’s programme. In this section, the panel brings together its specific findings and considerations on these criteria and argues that an extension of the ‘Small-scale and intensive education’ distinctive feature is justified.

A. Intended learning outcomes

The intended learning outcomes of ‘LAS: Global Challenges’ clearly focus on the achievement of an above-average level in academics. The focus on Interdisciplinarity (learning outcome 4) and Global Citizenship (learning outcome 5) fosters the development of above-average critical and creative thinking skills, cultivates an attitude of lifelong learning and allows for broadening and an above-average level on knowledge, personal attitudes and skills related to Global Citizenship.

B. Curriculum: contents

The content of the curriculum ties in with the intended level and the broadening as formulated in the intended learning outcomes. The panel especially appreciates the large variety of courses for students to choose from, thereby truly enabling students to develop their own learning path. The amount of social and academic extracurricular activities, organised in collaboration between students and staff, is impressive. They are inextricably bound to the content of the curriculum and residential learning environment, thereby interconnecting formal and informal learning.

C. Curriculum: learning environment

LUC’s educational concept is appropriate for the ambitious goals of the programme. The emphasis on interactive, participation-driven teaching methods, combined with the extracurricular activities, is consistent with the concept of small-scale and intensive education. The small class sizes, attendance obligations and curriculum structure promote the challenging and intensive learning environment that LUC is going for. The combination of curricular and extracurricular activities is feasible and successfully geared towards nominal study progress, as is demonstrated by quantitative data.

D. Intake

The admissions procedure of LUC is rigorous and well-developed. It focuses on selecting the most suitable and potentially talented students for the program, in terms of study background, motivation for small-scale and intensive education and enthusiasm for an interdisciplinary curriculum in global challenges. The admissions procedure is evaluated on a regular basis and adjusted if necessary.

E. Staff

The quantity of staff allows for the small class sizes necessary for student-centred and participation-driven education. The teaching staff is well-qualified in terms of academic background and teaching qualifications. Management monitors and encourages professionalisation that is appropriate to the above-average ambitions of the programme. Staff and students form a close-knit learning community. Staff members are very passionate and involved in the academic development and well-being of the students. The system for support on an academic and personal level is impressive and adequate for the residential learning environment at LUC.

F. Facilities

The academic and residential facilities at LUC are more than appropriate for the small-scale and intensive education provided by the programme. The programme actively evaluates and adapts facilities when needed for curricular or extracurricular activities.

G. Achieved learning outcomes

The Capstone theses display the above-average level and broadening as set out intended learning outcomes of the programme. The success rates of the programme are substantially higher than those of other relevant programmes without the special feature 'Small scale and intensive education' and more than on par with those of similar programmes with this feature. Graduates continue their studies in relevant prestigious master's programmes all over the world and their career paths clearly reflect the Global Challenges focus of LUC.

Distinctive Feature Sustainable Higher Education

The bachelor's programme 'Liberal Arts and Sciences: Global Challenges' has applied for the distinctive feature Sustainable Higher Education. The current assessment panel has looked at whether the programme meets the conditions for granting the distinctive feature. In the core part of this report, the panel has taken into account the criteria of the distinctive feature when assessing the quality of the bachelor's programme. In this section, the panel brings together its specific findings and considerations on these criteria and indicates whether it is justified to award the 'Sustainable Higher Education' distinctive feature.

Criterion 1: Distinct character

The feature to be assessed is distinctive in relation to relevant other programmes in Dutch higher education.

Explanation: The training demonstrates that the feature to be assessed has a distinctive, but not necessarily unique, character compared to relevant and comparable training courses in Dutch higher education.

The panel found that the combination of a broad thematic focus on four hallmark challenges (Diversity, Sustainability, Peace and Justice and Prosperity) and an Education for Sustainable Development (ESD) inspired pedagogical focus is distinct from other University Colleges in the Netherlands. Paired with a residential, small scale and intensive teaching-learning environment; an 'international' classroom; and the programme's position in The Hague (City of Peace and Justice), the programme's profile and aims are truly unique.

According to the panel, this already distinctive character of the programme on sustainability can benefit greatly from taking an extra step. The intrinsic links between the 5Ps (People, Prosperity, Planet, Peace and Partnership), the Sustainable Development Goals (SDGs) and LUC's four global challenges are already present in the aims and contents of the programme. However, the exact connections between sustainability, the SDGs, Global Citizenship and Global Challenges could be made more explicit. The panel recommends and encourages LUC to take this step and to craft its own truly unique LUC vision on sustainability. This will

also help LUC to live up to its ambition to further develop as an innovative and pioneering programme dedicated to sustainability in the broadest sense.

Criterion 2: Concretization

2.1. Standard 1 (Intended learning outcomes): Sustainability defined in reference to the SDGs and the 5Ps is anchored into the programme's profile, vision, and intended learning outcomes

The programme's mission is to build knowledge for a better world through excellent research-led interdisciplinary teaching on global challenges. The integration of Global Citizenship reflects that Global Challenges cannot be solved by one nation, institution or organisation on its own. The panel established that there is a clear inherent link between the 5Ps and the SDGs on the one hand, and the profile, mission and intended learning outcomes on the other hand. The programme has convincingly shown how the global challenges it takes as its point of departure relate to the 5Ps/SDGs, and what the connection is between the major-specific learning outcomes and the SDGs/5 Ps. Core elements of the ESD philosophy can be traced back in the intended learning outcomes of the programme, e.g. interdisciplinary skills, transferable skills, global citizenship and emphasis on reflection and taking responsibility to contribute to change.

The panel advises the programme to take the next step to further strengthen the anchoring of sustainability in the intended learning outcomes. Some elements that are present in internationally recognized competency frameworks for sustainability in relation to the SDGs (e.g., GreenComp, the European Competency Framework for Sustainability, or UNESCO Sustainability Competencies), are not easily traced in the intended learning outcomes (e.g., critical systems thinking or future/anticipatory thinking). The panel therefore recommends looking into available competency frameworks for sustainability, choosing one that best fits LUC's vision, and testing, linking and further developing LUC's intended learning outcomes to this.

2.2. Standard 2 (Teaching-learning environment): Issues relating to the SDGs and the 5Ps are coherently embedded throughout the curriculum. The teaching methods are participation-orientated and stimulate the development of societal engagement.

The teaching methods of the programme are interactive, participation-driven, and student-centred. LUC has provided the panel with a lively overview of societal engagements in courses of the programme. According to the panel, this is consistent with the concept of Education for Sustainable Development (ESD), which asks for pedagogies that support self-directed learning, participation and collaboration, problem-orientation, interdisciplinarity and the linking of formal and informal learning.

The panel observed that the Global Challenges and 5Ps are well-incorporated in the different Majors. The panel has also come across many significant bottom-up examples of projects and courses that link with the SDGs, although this link could be made even more explicit and expanded. The panel concludes that the 5Ps and SDGs are already represented in the curriculum and that the process of further embedding the SDGs is underway. The panel advises the programme to continue on the chosen path and to also extend the number and intensity of societal engagements. As mentioned under Criterion 1, the panel recommends taking the next step and unifying Global Challenges, Global Citizenship and Sustainability in one truly unique LUC vision. As a suggestion, such a vision could then also be developed into a separate learning line. This would allow students to gain a genuinely holistic understanding of sustainability in all its dimensions throughout their three years. Given the programme's ambitions regarding sustainability, the panel also recommends aligning the vision with the whole-institution approach and organising specific professionalisation on sustainable higher education for all LUC staff members.

Standard 3 (Student assessment): Student assessment includes the assessment of learning outcomes related to the SDGs and the 5Ps.

The panel established that the assessments are varied and in line with ESD and the learning objectives, which are clearly interconnected with the SDGs and 5Ps. The panel discovered many concrete examples of assessments that are linked to one or more SDGs. The Capstone projects cover a large range of topics that also show a link with one or more SDGs. To feed into the plans, the panel would like to suggest the implementation of an optional interdisciplinary capstone beyond the Major, building onto the idea of a holistic understanding of sustainability in all its dimensions. Following the advice in Criterion 2.1 to benchmark the intended learning outcomes against a sustainability competency framework, the panel recommends that the assessment of sustainability learning outcomes be further developed in the future (e.g. valid and reliable assessment of sustainability knowledge).

Standard 4 (Achieved learning outcomes): Graduates demonstrate the knowledge and transferable skills needed to address global challenges related to the SDGs and the 5Ps in a professional context. The programme will make this more explicit in the assessment criteria in the near future.

The Capstone theses demonstrate a high level of academic research and cross-disciplinary critical thinking skills. This is an important asset in addressing global challenges and sustainable development. The research questions cover a range of topics, connected to Global Challenges and the SDGs / 5Ps. At the beginning of each capstone, students are asked to substantiate their interest and personal motivation for their chosen topic and to demonstrate a specific connection between their proposal, the Global Challenges and the SDGs/5Ps. LUC is considering including an explicit assessment criterion on the link of the Capstone to Global Challenges. The panel supports this idea. It suggests supplementing this with an additional assignment at the end of the studies that captures the holistic learning of sustainability. Postgraduate programmes and jobs are often related to global challenges and thereby to the SDGs and at least one of the 5Ps.

Criterion 3: Relevance

The feature to be assessed is essential for the nature/profile of the programme. Explanation: The characteristic to be assessed is sufficiently recognizable within the program and makes a relevant contribution to increasing and tightening the options for students and the labor market.

The panel found a clear and convincing motive for the request of the special feature 'Sustainable higher education' by LUC. First, there is an inherent connection between the nature and profile of the programme on Global Challenges and Global Citizenship on the one hand, and the 5Ps/SDGs on the other hand. The application for the special feature recognizes the development that the programme has undergone, and recognition is the logical next step to take. There is a great desire in the student and teacher community to give sustainability a core place in the programme, which is a powerful impetus for further development. Second, there is a clear demand for training of LAS students in sustainability, as is demonstrated by the career development of LUC graduates. Many of them hold jobs related to one of the four Global Challenges of the programme. Third, the relevance of the feature to the programme is visible through its many contacts with organisations working on one or more SDGs such as the Red Cross, UNICEF, Cordaid, the municipality of the Hague, the Council of State and the World Bank.

General conclusion NVAO Framework

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

As a result, the panel's overall assessment of the quality of the bachelor programme Liberal Arts and Sciences: Global Challenges is positive.

General conclusion Distinctive Feature Small-scale and Intensive Education

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

As a result, the panel's overall assessment of the distinctive feature Small-Scale and Intensive Education in the bachelor programme Liberal Arts and Sciences: Global Challenges is positive.

General conclusion Distinctive Feature Sustainable Higher Education

The panel has established that the bachelor's programme Liberal Arts and Sciences: Global Challenges meets the three criteria of distinct character, concretization and relevance as laid down in the NVAO document 'Bijzondere Kenmerken: Nadere uitwerking' (July 2017), including the further definition of concretization of LUC for the feature 'Sustainable Higher Education'.

As a result, the panel's overall assessment of the distinctive feature 'Sustainable Higher Education' in the bachelor programme Liberal Arts and Sciences: Global Challenges is positive. It advises the NVAO to award the programme the distinctive feature 'Sustainable Higher Education'. The panel endorses the chosen direction by LUC in the programme. As an incentive for further development of sustainability in the program, the panel has formulated various development points that can be examined by the next assessment panel. The panel considers the regular accreditation period of six years to be a reasonable and necessary timeframe for the follow-up on these recommendations.

Development points

1. Make even more explicit how sustainability, the SDG's, Global Citizenship and Global Challenges relate to one another. Consider integrating sustainability even more holistically and aligning the vision with the whole-institution approach across majors
2. Look into available competency frameworks for sustainable higher education and choose one that best fits LUC's vision. Compare and link LUC's intended learning outcomes to this framework.
3. As a follow-up on 2, further develop assessment methods of sustainability learning outcomes in the future. Also continue reflections on the continuous assessment system and resit policy as part of the curriculum revision plans.
4. Extend the amount and intensity of societal engagement beyond the residential learning environment of LUC from the start of the programme.
5. Organise professionalisation on sustainable higher education for all LUC staff members.

Appendix 1. Framework Distinctive Feature Sustainable Higher Education

The framework that was used to assess the Distinctive Feature Sustainable Higher Education is based on the NVAO document 'Bijzondere Kenmerken: Nadere uitwerking' (July 2017). The process and the set-up of the framework was discussed with and confirmed by the NVAO (d.d. 15 November 2023).

Please note that sustainability is defined in reference to the Sustainable Development Goals (SDGs) and more specifically the five dimensions of People, Planet, Peace, Prosperity and Partnership (5Ps) used for their operationalization (see <https://www.un.org/development/desa/jpo/wp-content/uploads/sites/55/2017/02/2030-Agenda-for-Sustainable-Development-KCSD-Primer-new.pdf>).

The following criteria were used in the assessment of the programme:

Criterion 1: Distinct character

The special feature to be assessed is distinctive for the programme in comparison to other relevant programmes in Dutch Higher Education.

Criterion 2: Concretization

Sustainability is operationalized within the programme. This has been further defined in reference to the four standards of the limited framework used for the assessment of existing programmes:

2.1. Standard 1 (Intended learning outcomes)

Sustainability defined in reference to the SDGs and the 5Ps is anchored into the programme's profile, vision, and intended learning outcomes.

2.2. Standard 2 (Teaching-learning environment)

Issues relating to the SDGs and the 5Ps are coherently embedded throughout the curriculum.

The teaching methods are participation-orientated and stimulate the development of societal engagement.

2.3. Standard 3 (Student assessment)

Student assessment includes the assessment of learning outcomes related to the SDGs and the 5Ps.

2.4 Standard 4 (Achieved learning outcomes)

Graduates demonstrate the knowledge and transferable skills needed to address global challenges related to the SDGs and the 5Ps in a professional context.

The programme will make this more explicit in the assessment criteria in the near future.

Criterion 3: Relevance

The special feature to be assessed is of significant importance for the programme.

Appendix 2. Intended learning outcomes

1. Knowledge in Major

LUC graduates:

- (a) Have an overview of the knowledge base in the domain of their chosen Major. This includes knowledge of the most important theories, models, concepts, and discourse of the area of study.
- (b) Demonstrate deep knowledge by not just learning facts but by applying concepts and models with reference to real world cases.
- (c) Are able to analyse real world cases, choosing the most appropriate research methods for the case at hand.

2. Knowledge in General Education

LUC graduates:

- (a) Have insight in the origins and interaction of humans with each other and the planet they inhabit, based in the natural sciences, law, social sciences, and humanities.
- (b) Have a broad knowledge base that enables them to place global challenges in multiple perspectives.

3. Academic skills

LUC graduates:

- (a) Demonstrate the ability to rationally analyse and evaluate cases, arguments and lines of reasoning, distinguishing between facts and opinions.
- (b) Can research, individually or in a group, a case, problem or issue and integrate knowledge, analytical, problem solving and communication skills to come to a solution, recommendation, or advice.
- (c) Demonstrate mathematical competencies as required.

4. Interdisciplinary skills

LUC graduates:

- (a) Have an understanding of the various fields of study, their subject matter, epistemology, ontology, methodology, and research methods.
- (b) Can analyse a complex case and determine which disciplines and research methods are needed to come to a solution.
- (c) Can combine knowledge and methods from various disciplines to come to an integrated approach for the case at hand.
- (d) Are able to create new ideas and contribute to solutions by bringing together or reapplying existing knowledge.
- (e) Can argue a well-considered stance, making use of the relevant disciplines.

5. Global Citizenship

LUC graduates:

- (a) Accept and act upon their social and civic responsibilities; they aim to be the best they can be and inspire and help others to reach their goals.
- (b) Make a positive contribution to world peace, security, and sustainability, at local, national or global level.
- (c) Have an open mind towards the world they live in, acknowledging that they will have to continue to reflect upon their own values and beliefs while coming into contact with others.
- (d) Are able to work and live in different cultural environments.

6. Personal Skills

LUC graduates:

- (a) Are able to reflect upon their own opinions and ideas and are open to changing their mind when new insights or knowledge are presented.
- (b) Have leadership skills, take responsibility to contribute to change, and to protest against injustice, intolerance, and unethical behaviour.

7. Communication Skills

LUC graduates:

- (a) Have excellent written and oral presentation skills and are able to select the proper format and register for either a lay or specialized audience.
- (b) Are able to present their ideas and analyses in an unambiguous and coherent way, using the appropriate methods of communication for the situation.
- (c) Have learned to work in a team, both organizing and contributing to the group process, with respect for all who are in the group.
- (c) Appreciate, value and use diversity in academic disciplines, cultural backgrounds, and personal styles

8. Learning Skills

LUC graduates:

- (a) Have developed a way of life that is aimed at continuous learning, regardless of the stage of life they are in. They will continue to develop and pursue their academic curiosity throughout their careers and life and are able to organize their own learning.
- (b) Have acquired the skills to detect deficiencies in their own knowledge and have the tools to obtain, evaluate, and absorb new information quickly.
- (c) Demonstrate profound respect for academic integrity and ethical scholarship.

Appendix 3. Programme curriculum

Semester 1		Semester 2	
Block 1	Block 2	Block 3	Block 4
Year 1			
Global Challenges: Diversity (5EC)	Global Challenges: Sustainability (5EC)	Global Challenges: Peace and Justice (5EC)	Global Challenges: Prosperity (5EC)
Academic Writing (5EC)		Elective (5EC)	Mathematics (5EC)
History of Philosophy (5EC)			
Statistics (5EC)	Elective (5EC)	Elective (5EC)	Elective (5EC)
Year 2			
Major (5EC)	Major (5EC)	Major (5EC)	Major (5EC)
Major (5EC)	Major (5EC)	Major (5EC)	Major (5EC)
Global Citizenship (10EC)		Elective/Minor (10EC)	
Year 3*			
Major (5EC)	Major (5EC)	Major (5EC)	Major (5EC)
Elective (5EC)	Elective (5EC)	Major (5EC)	Major (5EC)
Elective (5EC)	Elective (5EC)	Capstone Bachelor Thesis (10EC)	

*Semester 1: Option to Study Abroad (30EC)

Majors at LUC

The following Majors are offered at LUC:

- Culture, History & Society (BA)
- Earth, Energy, and Sustainability (BSc)
- Global Public Health (BSc)
- Governance, Economics, and Development (BSc)
- International Justice (BA)
- World Politics (BA)

NB: a detailed description of all of our courses can be found on the [e-prospectus](#)

(<https://studiegids.universiteitleiden.nl/studies/9870/liberal-arts-and-sciences-global-challenges#tab-1>)

Major Earth, Energy and Sustainability (BSc)

Major: Earth, Energy & Sustainability, 2023-2024					
400-level	Capstone thesis				
300-level	Ecosystem Services	Water Resource and River Management Earth System Modeling	Decision Analysis for Environmental Management Equity and Justice in Food System Transformations	Environment and Development Applied Natural Resource Management	Health & Environment
Methodology courses 200-level / 300-level	300 Advanced Quantitative Research Methods 300 Advanced Geographic Information Systems 200 Quantitative Research Methods (compulsory) 200 Research Design in EES (compulsory) 200 Qualitative Research Methods 200 Geographic Information Systems 200 Field Methods: Ecosystem Health and Biodiversity 200 Field Methods: Land & Water Management				
200-level	Conservation Biology	Climate Change	Alternative Energy Strategies Social and Gender Analysis for Sustainability	Extended Introduction to Life Cycle Analyses Environmental Governance	The One Health Approach: Humans and the Environment
Elective courses 100-level not part of any track	Biology Calculus				
100-level	Environmental Science (compulsory)	Earth System Science (compulsory)	Energy & Resource Management (compulsory)	Sharing Scarcity: The Commons Sharing Scarcity: Water	Health, Society, and History
Tracks	Ecosystem Health	Earth System Science	Energy & Resource Management	Environmental Governance	Health and Environment
Major tracks			Co-convened tracks (shared with other Majors)		

Major Global Public Health (BSc)

Major: Global Public Health, 2023-2024					
Capstone thesis					
400-level					
300-level	Health Promotion and Disease Prevention Maternal and Child Health	Ethical, Legal and Social Responsibilities of Artificial Intelligence in Health	Health and Development OR Aging and Society* Vulnerability, Gender and the Ethics of Care	Ethics, Health and Society: Emerging Responsibilities	Health and Environment
Methodology courses 200-level / 300-level	Research Design in Global Public Health (200) (compulsory) Advanced Quantitative Research Methods (300) Advanced Geographical Information Systems (300) Geographical Information Systems Qualitative Research Methods Introduction to Epidemiology * Quantitative Research Methods (compulsory)				
200-level	Nutrition and Health Non-Communicable Diseases * Infectious Diseases	Data Science in Healthcare	Medical Anthropology	Global Health Policy * OR Politics of the Policy Process: Comparative Social Policy*	The One Health Approach: Humans and the Environment
100-level Electives	Biology				
100-level CORE COURSES (COMPULSORY 3 of 4)	Social Determinants of Health Global Histories of Health, Medicine and Disease Healthcare Innovation and Artificial Intelligence Health Systems and Management				
Tracks	Health Sciences	Health Data Science	Health and Development	Health Policy & Politics	Health and Environment
	Major tracks				
	Co-convened tracks (shared with other Majors)				

Major Governance, Economics and Development (BSc)

Major Governance, Economics & Development, 2023-2024						
	Capstone thesis					
400 level						
300 level	Introduction to Time (compulsory)	Public Policy Analysis	The Recurrent Mind	Human Security	Midst level Governance Advanced Political Economy	Behavioural Economics (Economics of the Commons, Union Real World Economics)
Methodology courses 200 level / 300 level	Foundations of Research Design (compulsory) Quantitative Research Methods (compulsory) Calculus Biometric Information Systems Extended Introduction to Life Cycle Assessment Qualitative Research Methods Advanced Geographic Information Systems Advanced Quantitative Research Methods					
200 level	Decision Making Processes (compulsory)	Politics of the Policy Process	Foundational Debates in Governance, Economics & Development Politics Through Literature	Politics & Development	Comparative Party Systems Political Economy	Microeconomics Microeconomics International Economics
100 level	Institutions of Governance & Development (compulsory)					
Trails	Institutional Analysis	Policy Science	Philosophy, Politics & Economics	International Development	Introduction to Comparative Politics (compulsory)	Principles of Economics (compulsory)
					Sharing Scarcity	Comparative Politics Systems
					With EES	With U
	Major tracks					
	Concentrated tracks					

Major Culture, History and Society (BA)

MAJOR: CULTURE, HISTORY & SOCIETY, 2023-2024					
400-level	Capstone thesis				
300-level	Black British Literature: From Windrush to Brexit Politics of Cultural Memory Political Iconology: Art & Diversity 1600-1800	Asia In Global History: From Colonialism to the Post-cold War Faking the Past: Forgery, History and Propaganda History & Politics of Revolutions	Case-studies in Diversity: Public Spaces The Political: Theories & Practices History of Family & Marriage Patterns Political Ecology: Crisis, Resistance & Radical Ecologies	Feminist Philosophy Vulnerability, Gender & the Politics of Care	Feminist Philosophy Topics in Philosophy: Philosophy of Technology
Methodology courses 200-level (take three)	Child on a Hill: Research Design for the Arts (compulsory) Cultural & Visual Analysis Historical Research Methods Qualitative Research Methods				
200-level	Infrastructure, Art & Culture Cultural Translation	Historical Approaches: Environmentalisms Rich & Poor Empire & Post-Empire: Anti-colonialism and Decolonization	Anthropology of Difference World Regional Geography	Anthropology of Gender & Sexuality Gender & Development Intersectionality, Media and Conflict	Advanced History of Philosophy Thinking about Politics: From Machiavelli to Marx
100-level	What is Culture? (compulsory)	Birth of the Modern World (compulsory)	Social Theory in Everyday Life Sociolinguistics (one of the two is compulsory)	Introduction to Gender Studies Women, Human Rights and World Religions	Philosophies of the World
Tracks	Cultural Expressions	Historical Processes	Social Forms	Gender (CHS+U+WP)	Philosophy
	Major tracks		Elective courses		

Major International Justice (BA)

Major: International Justice, 2023-2024					
400-level	Capstone thesis				
300-level	Law of the Sea International Criminal Law Digital Technology and International Law Global Security and Collective Action	Refugee and Migration Law Making Human Rights Work Transitional Justice	Comparative Legal & Economic Integration Foreign Relations Law	Managing Natural Resources in Law and Practice Law, Governance & Development	Vulnerability, Gender and the Politics of Care Feminist Philosophy
200-level	International Dispute Settlement International Environmental Law International Humanitarian Law	International & Regional Human Rights Law, Culture and Society	Structure and Functioning of the EU Constitutions and Constitutionalism	Political & Economic Foundations of Law	Intersectionality, Media and Conflict Gender and Development Anthropology of Gender and Sexuality
200-level Cross-track course	Ways of Seeing International Law				
200-level Methodology courses	Legal Methods Lab Advocacy and Litigation Qualitative Research Methods Research Design in International Justice (compulsory)				
100-level	Principles of Public International Law (compulsory)	Introduction to Socio-legal Studies (compulsory)	Sovereignty & Statehood (compulsory)	Comparative Justice Systems	Introduction to Gender Studies Women, Human Rights, and World Religions
Tracks	International Law	Human Rights and Society	Statehood and Integration	GED/IJ	Gender Studies
	Major tracks				
	Co-convened tracks (shared with other Majors)				

Major World Politics (BA)

Major World Politics, 2023-2024				
400-level	Capstone thesis			
300-level	Diplomacy of International Conflict Regional Trends: Russia in World Politics The International Politics of Climate Change Regional Trends: The Rise of China	Researching Terrorism and Counterterrorism Regional Trends: The EU in World Politics Religion in World Politics	Designing Policy Interventions: Peace-building, Development and Public Health The Lusophone South Atlantic	History & Politics of Revolutions Totalitarianism Feminist Philosophy Violence, Gender and the Ethics of Care
Methodology courses 200 and 300-level	Political Research Methods (compulsory) Quantitative Research Methods Advanced Quantitative Methods (300-level) Qualitative Research Methods Cultural Visual Analysis Historical Methods Thinking about Politics			
200-level	Leadership in Politics and Diplomacy: Practitioners' Perspectives Nations and Nationalism	Regionality in World Politics: Political Islam in the Middle East European Integration (not offered in 2023-2024) International and Regional Organisations in World Politics	Ethics of Contemporary War Conflict and Democracy	Studies in War: From the Crimea to the Second World War Studies in Conflict: From Algeria to Iraq An American Century? The United States in the World since 1898 Intersectionality, Media and Conflict Gender & Development Anthropology of Gender and Sexuality
General knowledge courses 200-level	Struggles for Decolonisation: Past and Present Power in World Politics			
100-level	Introduction to IR and Diplomacy	Introduction Globalisation and Transnational Politics	Introduction to Peace and Conflict Studies	Introduction to Gender Studies Women, Human Rights and World Religions
Tracks	Core Track I: IR and Diplomacy	Core Track II: Global and Transnational Politics	Core Track III: Peace and Conflict Studies	Core Track IV: International History Co-Correspond: Gender Studies
Major tracks				

Appendix 4. Programme of the site visit

Site visit LUC - programme

Location: Leiden University College the Hague (Anna van Buerenplein 301, 2595 DG Den Haag)

Day 1: 16 May 2024

09.00-09.30	Welcome
09.30-11:30	Panel preparation
11.30-12.15	Interview programme management
12.15-13.15	Lunch break
13.15-14.00	Interview Board of Examiners
14.00-14.45	Interview teaching staff
14.45-15.15	Extra break
15:15-16:00	Internal panel session
16.00-16.45	Interview students (incl. alumni and members programme committee)

Day 2: 17 May 2024

09.00-09.30	Panel preparation
09.30-10.15	Interview Special Feature Small and Intensive Education
10.15-11.00	Interview Special Feature Sustainable Higher Education
11:00-11:30	Extra break
11.30-12.30	Tour of the facilities
12.30-13:15	Lunch + break
13:15-13.45	Internal panel session
13.45-14.30	Concluding session programme management (+vice dean education FGGA)
14.30-15.45	Concluding panel session (including break)
15.45-16.30	Development dialogue
16.30-17.00	Oral feedback panel

The Tour of the facilities included a Student Committee Fair, presenting the panel with an overview of extracurricular activities.

The Interview Special Feature Small Scale and Intensive included teaching staff, a study advisor, the associate professor with a diversity portfolio, the admissions officer, the recruitment and alumni officer, the student life officer and the head residential assistant.

Appendix 5. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme Liberal Arts and Sciences: Global Challenges. Information on the theses is available from Academion upon request. The selected theses were distributed over major specializations as follows:

Major	Number of theses
Earth, Energy and Sustainability (BSc)	3
Global Public Health (BSc)	2
Governance, Economics and Development (BSc)	4
Culture, History and Society (BA)	1
International Justice (BA)	2
World Politics (BA)	3

The panel also studied other materials, which included:

- Self Evaluation Report 2024
- Additional Self Evaluation Report 2024: Special feature sustainable higher education
- LUC Letter to NVAO 'Request special feature Sustainable Higher Education' (23 October 2023)
- NVAO Positive response letter to LUC on 'Request special feature Sustainable Higher Education' (15 November 2023)
- Leiden University College. Mission, Vision and Strategy 2019-2025 (May 21, 2019)
- LUC OER 2023-2024
- Student Handbook 2023-2024
- Faculty Handbook 2023-2024
- Annual Reports Programme Board (2018-2029, 2019-2020, 2020-2021, 2022-2023)
- Annual Reports Board of Examiners (2018-2029, 2019-2020, 2020-2021, 2022-2023)
- Annual Reports Admissions (2018-2029, 2019-2020, 2020-2021)
- Board of Examiners. Rules and regulations (25 August 2023)
- LUC's Intended Learning Outcomes (Overall and per Major) and Benchmarks
- LUC Educational Concept
- LUC Curriculum Components and Majors
- Overview of Small-Scale Intensive Education Feature
- Student Support Navigator – Find Your Way
- Overview of LUC Teaching Staff
- Overview of LUC Awards, Grants and Qualifications Won by LUC Staff
- LUC Booklet For the reaccreditation 2024 (incl. overview participants Student Committee Fair and map of LUC building)
- Examples of Societal Engagement
- List with examples of staff publications with student involvement
- Composition LUC Advisory Council and Meeting Minutes (22-04-2022, 19-04-2021, 25-11-2020, 12-04-2019, 29-10-2018)