



**BSc Political Science
Leiden University**

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Project code P2206

Contents

- Summary 4
 - Score table 5
- Introduction..... 6
 - Procedure..... 6
 - Panel 7
 - Information on the programme 7
- Description of the assessment..... 9
 - Standard 1. Intended learning outcomes 9
 - Standard 2. Teaching-learning environment..... 10
 - Standard 3. Student assessment 18
 - Standard 4. Achieved learning outcomes 20
 - General conclusion 20
 - Recommendations 20
- Appendix 1. Intended learning outcomes 22
- Appendix 2. Programme curriculum..... 24
- Appendix 3. Programme of the site visit..... 27
- Appendix 4. Materials 28

Summary

Standard 1. Intended learning outcomes

The BSc Political Science offered at Leiden University's Faculty of Social and Behavioural Sciences trains its students to specialize in recognizing and analysing conflict and collective decision-making processes in groups and organisations/institutions, as well as the processes that influence these conflicts and decision-making. Due to this expertise, graduates from the programme are able to recognise and analyse (causes and effects of) contemporary social developments. The BSc is characterized by the interaction between teaching and research in a challenging and international educational environment, and by its breadth as well as its specialization options, including three tracks. One of these (IRO) is English-taught and based in The Hague, the other two are Dutch-language and taught in Leiden. The panel is positive about this profile. It encourages the programme to maintain both the breadth and the specialization options if and when the two Dutch-language tracks are merged in future.

The programme translated this profile into a set of five intended learning outcomes valid for all three tracks that correspond with the domain-specific framework of reference and reflect the Dublin descriptors for bachelor's programmes, meeting the field-specific professional and academic requirements at a national and international level. An Advisory Council annually advises the programme on the formulation of its goals and links to the labour market. The panel therefore concludes that the exit qualifications are well-chosen and in line with the expectations of the academic and professional field.

Standard 2. Teaching-learning environment

According to the panel, the BSc's curriculum is well-designed and logically built up. Its three tracks provide a broad substantive basis followed by elective and specialization options. Teaching methods are sufficiently varied and the BSc has succeeded in maintaining enough small-scale teaching methods while dealing with significant growth in student numbers over the past years. The attention paid to research methods and academic skills has improved greatly since the last assessment and is built up carefully and gradually throughout the programme. The programme also pays attention to transferrable skills that prepare for the labour market, and offers the option of an internship. The use of R in statistics is a best practice, since this is a transferrable skill that is sought after both in the academic and the working fields most closely connected to political science.

Guidance and support structures are well-designed and include tutoring, peer mentoring, and individual support. Students at each location (Leiden or The Hague) can go to their study adviser, who then points them in the right direction. Social cohesion and extracurricular activities are boosted by the general study association SPIL and the IRO-specific CIROS. Students experience the programme as feasible and consider their teachers to be open and helpful, especially in the smaller-scale courses. The bachelor thesis project courses help structure their thesis writing and avoids delays. Teaching staff numbers and diversity have increased since the previous accreditation and so has the number of permanent contracts among staff members. Since then, the professionalization of staff members has received much attention in the BSc, both through promoting the UTQ and through providing professionalization options as well as teaching-free periods. The panel applauds all these measures and the steps taken to improve and boost staff quality and quantity. It concludes these are now clearly sufficient.

The BSc's two locations provide the programme with an added coordination burden that is dealt with well but that requires constant attention and efforts. The panel recommends formalizing the construction where staff members teaching equivalent courses in both locations (one smaller-scale, one larger-scale) swap regularly, in order to avoid having this relief system depend fully on the willingness of individual staff

members. It advises the programme to invest further in bringing the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchange.

Standard 3. Student assessment

The panel found that the assessment system and practices within the programme are clearly up to standard. Assessment is varied and fitting, and its quality is monitored by the programme management and Board of Examiners. Even in exceptional cases when a course is assessed only through a multiple-choice exam due to the large student numbers in the IRO track, the variation in assessment types is still sufficient, although the panel recommends not making such exceptions to the rule. The assessment of courses, internships and theses is done well and much attention is paid to calibration and harmonization of (thesis) assessment among staff members. The Board of Examiners is in control and proactively guarantees assessment quality in the BSc.

Standard 4. Achieved learning outcomes

Based on the quality of the theses it looked at and the success of alumni in relevant master's programmes, the panel concludes that the BSc's graduates achieve the intended learning outcomes of the programme.

Score table

The panel assesses the programme as follows:

BSc Politicologie / Political Science

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

Prof. dr. Petra Meier
Chair

Dr. Fiona Schouten
Secretary

Date: 22 September 2023

Introduction

Procedure

Assessment

On 22 and 23 May 2023, the Political Science programmes of Leiden University were assessed by an independent peer review panel as part of the cluster assessment Political Science. The assessment cluster consisted of 9 programmes, offered by Radboud University, Vrije Universiteit Amsterdam, University of Amsterdam and Leiden University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Political Science. Fiona Schouten acted both as coordinator and secretary in the cluster assessment. She has been certified and registered by the NVAO.

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 2 April 2022, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

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

The bachelor's programme provided the coordinator with a list of graduates over the period September 2020 - August 2022. In consultation with the coordinator, the panel chair selected 15 theses. She took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the 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 framework, 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 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to a colleague for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this

feedback, the secretary sent the draft report to the programme 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 the Faculty of Social and Behavioural Sciences at Leiden University.

Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Petra Meier, Professor in Politics at the University of Antwerp, Belgium (chair);
- Dr. Chris van der Borgh, Associate Professor at the Centre for Conflict Studies Utrecht University;
- Prof. dr. Stefan Rummens, Professor in Philosophy at KU Leuven, Belgium;
- Prof. dr. Marijke Breuning, Professor of Political Science at the University of North Texas, USA;
- Prof. dr. Peter Bursens, Professor in Political Science at the University of Antwerp, Belgium;
- Prof. dr. Maarten Vink, Professor in Citizenship Studies and chair of the Global Citizenship research programme of the Robert Schuman Centre at the European University Institute, Italy;
- Prof. dr. Sofie Marien, Associate Professor in Comparative and Historical Political Science at the University of Leuven, Belgium;
- Prof. dr. Amy Verdun, Professor of Political Science and founding Director of the European Studies Program at the University of Victoria, Canada;
- Dr. Laura Horn, Associate Professor in Political Economy at Roskilde University, Denmark;
- Fee A'mema MSc, Political Science graduate at Leiden University (student member);
- Elsbeth de Vries, MSc student in Political Theory at Radboud University;
- Mark Dzoljic BSc, MSc student in Political Science at the University of Amsterdam.

The panel assessing the BSc Political Science at Leiden University consisted of the following members:

- Prof. dr. Petra Meier, Professor in Politics at the University of Antwerp, Belgium (chair);
- Prof. dr. Peter Bursens, Professor in Political Science at the University of Antwerp, Belgium;
- Prof. dr. Marijke Breuning, Professor of Political Science at the University of North Texas, USA;
- Prof. dr. Maarten Vink, Professor in Citizenship Studies and chair of the Global Citizenship research programme of the Robert Schuman Centre at the European University Institute, Italy;
- Mark Dzoljic BSc, MSc student in Political Science at the University of Amsterdam (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:	BSc Politicologie (Political Science)
CROHO number:	56606
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	Politicologie Internationale Politiek

Location:	International Relations and Organisations
Educational minor:	Leiden and The Hague
Mode(s) of study:	Not applicable
Language of instruction:	Fulltime
Submission date NVAO:	Dutch and English
	1 November 2023

Description of the assessment

Standard 1. Intended learning outcomes

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

Findings

The BSc Politicologie (henceforth: Political Science) offered at Leiden University's Faculty of Social and Behavioural Sciences aims to provide students with broad qualifications in political science. It aims to supply them with strong academic and research skills in order to be able to understand, conduct and communicate on research, thus preparing and inspiring a new generation of political scientists to tackle contemporary societal problems. The Leiden-trained political scientist specializes in recognizing and analysing conflict and collective decision-making processes in groups and organisations/institutions, as well as the processes that influence these conflicts and decision-making. Due to this expertise, graduates from the programme are able to recognize and analyse (causes and effects of) contemporary social developments, such as globalization and regionalization, migration and environmental crises, the transition towards a knowledge society, and the role of cultural and ethnic diversity.

The BSc is characterized by connecting teaching to research in a challenging and international educational environment. It is connected to research through the seven research clusters of the Institute of Political Science, which focus on different research domains but are united by the institute's general focus on the interaction between political institutions, individual decision-making, and collective behaviour. Within this broad substantive framework, inquisitive learning is stimulated by giving students choices in the focus of their research projects, papers, and final thesis, where they reflect on scientifically and societally relevant questions.

The programme has three specializations or tracks, in two locations:

- The Dutch-language Politicologie track (Leiden);
- The Dutch-language Internationale Politiek (IP) track (Leiden);
- The English-language International Relations and Organisations (IRO) track (The Hague).

Students choose one of these tracks before starting the programme. The tracks partly overlap content-wise, but have specific foci on Dutch or international politics, or international relations.

The panel is positive on the broad setup of the bachelor's programme, which matches the domain-specific reference framework's requirements for Political Science bachelor's programmes. Within this broad outline, the panel appreciates the specialization options offered to students. The three tracks have clear substantive profiles. The location of the International Relations and Organizations in The Hague ties in with the many international organizations there, such as NGOs, think tanks, embassies, the International Criminal Court, etc. The international student population is an asset within this track due to the many perspectives they bring into class.

From the self-evaluation, the panel learnt that the programme is considering merging the two Dutch-language tracks due to their limited student numbers and a desire to create more equivalence between

these two tracks and the larger IRO track (see also standard 2). The new track would be called Nationale en Internationale Politiek. The panel agrees with this change as long as the programme makes sure to maintain its current strengths: its breadth (going beyond national and international politics to include political theory and comparative politics) and its specialization options in national or international politics, which should be retained or expanded.

The programme translated this profile into a set of five intended learning outcomes valid for all three tracks (cf. appendix 1). These outcomes correspond with the domain-specific framework of reference and are based on the Dublin descriptors for bachelor's programmes, meeting the field-specific professional requirements at a national and international level. In order to strengthen its link to the professional field, an Advisory Council annually advises the programme on the formulation of its goals and links to the labour market. As a consequence of these matters, the panel considers the exit qualifications to be well-chosen and in line with the expectations of the academic and professional field.

Considerations

The BSc Political Science offered at Leiden University's Faculty of Social and Behavioural Sciences trains its students to specialize in recognizing and analysing conflict and collective decision-making processes in groups and organisations/institutions, as well as the processes that influence these conflicts and decision-making. Due to this expertise, graduates from the programme are able to recognise and analyse (causes and effects of) contemporary social developments. The BSc is characterized by the interaction between teaching and research in a challenging and international educational environment, and by its breadth as well as its specialization options, including three tracks. One of these (IRO) is English-taught and based in The Hague, the other two are Dutch-language and taught in Leiden. The panel is positive about this profile. It encourages the programme to maintain both the breadth and the specialization options if and when the two Dutch-language tracks are merged in future.

The programme translated this profile into a set of five intended learning outcomes valid for all three tracks that correspond with the domain-specific framework of reference and reflect the Dublin descriptors for bachelor's programmes, meeting the field-specific professional and academic requirements at a national and international level. An Advisory Council annually advises the programme on the formulation of its goals and links to the labour market. The panel therefore concludes that the exit qualifications are well-chosen and in line with the expectations of the academic and professional field.

Conclusion

The panel concludes that the programme meets standard 1.

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: structure

As mentioned in standard 1, the BSc offers three tracks: Politicologie, IP, and IRO. These are composed of compulsory (150 EC) and elective components (30 EC). The guiding principle for the curriculum design is the cumulation of knowledge and skills. See appendix 2 for curriculum overviews for the three tracks.

In Year 1, students acquire basic knowledge and understanding of political science (theories, epistemologies and methods) and related disciplines (economics, history and law) in introductory courses. The tracks partly overlap content-wise (the same course is then taught separately in Leiden and The Hague), but also offer students specific content according to the selected track. The courses also provide students with comprehensive skills training. This is offered throughout the programme in small working groups, capped at 15-20, that are connected to a substantive lecture course. Here, students learn how to effectively interpret academic texts, how to build clear argumentation into their own written texts and how to critically review academic texts. Finally, in courses such as Research Methods for Political Science (5 EC) and Statistics I (5 EC), students receive specific training in research skills as they are introduced to a variety of research epistemologies and quantitative as well as qualitative methodologies.

This foundation is built upon in more advanced and specialized courses in Year 2, so that the core curriculum in the first two years supplies all students in the programme with general training in the basics of political science. In semester 1, academic and research skills training continue in skills courses in which students learn how to draw up a literature review, develop a research question, and build a theoretical framework. In semester 2, they develop and conduct two individual research projects, applying qualitative methods in one and quantitative methods in the other. Students present their research in work-in-progress presentations, and receive peer feedback. Year 2 also offers students flexibility in designing their own learning trajectory. Students choose between the courses Rational Choice Theory and Contemporary Political Philosophy (each 5 EC) and they have the freedom to pick a topic in their research projects.

The Year 3 curriculum offers students an elective space of 30 EC where they opt for either a minor (30 EC) at Leiden or another Dutch university; a semester-long study abroad; a research internship; or a selection of individual elective courses, offered by Leiden University or other Dutch universities. They further complete a 10 EC bachelor seminar of their own choice on a topical issue. They also choose a bachelor project (BAP) course, which starts with a substantive part (8 EC) and then leads to the thesis (12 EC). As a part of the bachelor seminar and the BAP, students take advanced research-focused classes that allow them to deepen their knowledge in two programme fields of their choice.

The panel studied the curriculum design and discussed it with staff, students and management of the programme. It finds that the programme follows a logical and clear build-up which is appreciated by students. The research and academic skills components have been improved since, and due to, the previous assessment: the panel then recommended strengthening these components especially in the last part of the curriculum. The reorganisation of the methodological and skills trajectories has led to a more gradual build-up. While previously, students were confronted with statistics at the start of the programme, they are now first introduced to methods and techniques and encouraged to think about their use before embarking on their application. The panel applauds the improvements made here by the BSc.

A positive development in skills education has been the recent introduction of R in the statistics courses, as an addition to and replacement of SPSS. This meant the BSc had to invest in teaching students coding and thinking logically when applying statistics methodology. The panel finds that this investment is clearly worth it, since it teaches students a highly relevant skill that is of use in both the academic and the professional fields linked to the BSc. The programme distinguishes itself from similar Political Science bachelor's programmes by introducing its students to this transferrable skill from the start of their academic education. The panel considers this a best practice in the field.

Students in IRO have more choice in Year 3 electives than students in the Leiden tracks. This is due to the difference in student numbers: IRO has over 400 students coming in each year, versus a total of around 40

students in the Leiden track. This unbalance was addressed to some extent in 2022-2023 by enabling Politicologie-track students to register for Year 3 IP courses, and vice versa, so that students in Leiden now have more choices. Students in the site visit still mentioned they would prefer a wider choice. The panel understands that the smaller tracks experience more limitations here. It considers the options available to students in the IP and Politicologie tracks to suffice.

Curriculum: didactic approach and teaching methods

In order to realize its learning outcomes, the programme uses a wide range of teaching methods, including lectures, individual tutoring, workgroups, supervised individual and group study, and research, under the direct supervision of a researcher. The didactic approach to the choice of teaching methods is that instructors should be allowed some flexibility in choosing these methods for their courses, while at the same time these should be coordinated with the study director to ensure they are suited to achieve the specific intended course objectives.

The programme uses various blended learning methods, for instance in the International Political Economy course, where students listen to podcasts and/or watch movies and video clips in preparation for class. In-person education remains central in the BSc. Hybrid and online education were boosted during the Covid pandemic and are now used when there are didactical advantages compared to in-person education. For instance, lecturers have developed interactive teaching methods to monitor the students' learning progress, collect students' opinions and answers online, and apply peer-to-peer tools in their seminars.

The programme saw a significant overall increase in student numbers following the high enrolment of 675 students in 2018-2019 after the English-language IRO track in The Hague was introduced. Although since then, the numbers went down somewhat, this student increase created the need of adapting teaching methods to keep classes manageable. IRO now has a number of large lecture classes in Years 1 and 2. A programme-wide *numerus fixus* of 600 incoming students was introduced in 2019-2020 to preserve the quality and manageability of the programme and to allow for sufficiently small-scale teaching. The programme maintains small-scale education in the Skills and Statistics workgroups in Years 1 and 2 (capped at 15-20) as well as in all courses in Year 3 (capped at 20-24) across all the BSc tracks, including IRO. This allows for close interaction among students and between students and instructors in skills- and research-intensive classes.

The BSc aims for comparability among its tracks. The teaching and assessment types of equivalent courses are mirrored between tracks, so that IRO, IP and Politicologie students have relatively similar experiences where possible. This requires much coordination. Coherence between tracks and locations is ensured through a coordination structure that involves frequent meetings between the programme board and support staff (including study advisers), rotating between the two locations. Similar coordination meetings take place between (teams of) instructors offering courses that build on each other or are taught in parallel across tracks. For instance, regular coordination meetings are held between the academic and research skills coordinators and working group instructors to ensure the coherence and quality of the skills training in Years 1 and 2 across the BSc tracks. Meetings between the bachelor project coordinator and instructors as well as a regularly updated handbook promote the coherence and quality across all bachelor project courses in Year 3. Coordination meetings between instructors of equivalent substantive courses across the programme tracks, ensuring that the content and manner of teaching are comparable, are actively encouraged by the Programme Board.

According to the panel, the BSc has succeeded in maintaining enough small-scale teaching methods while dealing with the challenges of the growth in student numbers. It learnt from students and alumni it

interviewed that they consider the skills training accompanying the larger lectures to be activating and instructive, allowing them to discuss and practice what they had learned. Although Leiden students benefit from the smaller scale of their courses, the IRO students consider their track to offer sufficiently activating education, particularly after the first year. Coordination between tracks receives ample attention and takes much time and effort of all those involved. The panel appreciates the fact that avoiding qualitative differences between the tracks and locations is at the top of the programme management's agenda and that it is consistently monitored. This also goes for managing, monitoring and compensating the burden that such intense coordination places on staff members. It applauds the efforts made by the programme in this regard.

Guidance and feasibility

The BSc programme aims to keep the programme feasible for students and is aided here by the fact that it is selective and capped at an intake of 600 students per year through its *numerus fixus*. The selection criteria used by the programme take into account factors that are predictive of study success. They currently include grades earned in pre-university education, a motivation letter, and the results of an online assessment. In order to reduce subjectivity, the Programme Board recently revised the selection criteria following the advice of the Programme Committee. As of 2024-2025, the reliance on motivation letters will be discontinued and the weight of secondary education grades reduced, while the weight of the online assessment will be increased through the addition of extra tests to assess writing skills (seen as a good predictor of success in the programme).

The BSc aims to guide students through the curriculum by making sure the study load is evenly spread across the three years and semesters, and as much as possible also within semesters. The Programme Board screens the curriculum for components that may cause study delay and receives input on this from the BSc Programme Committee, which was strengthened and professionalized after the previous site visit and gained a more formalized role in the programme's quality assurance system. Its elected student members represent all of the tracks. Students that the panel interviewed remarked that study load distribution could sometimes still be improved, but they feel their advice is taken into consideration and that changes are made based on their input.

Students are guided through the programme in various ways. All students are coupled with a study adviser from the start. Study advisers support study success by stimulating students to set goals and make informed choices. They offer information about the options for extra challenges (such as the Honours programme) or extra support in case of personal circumstances or study delay. They further provide support to students in cooperation with the internship coordinator and internationalization officer by organizing information sessions focused on study planning and choices for the elective space in the third year (minor, exchange, research internship or package of electives). In Year 3, the study advisers guide students towards preparation for the next step in their (study) career.

In their first year, students are also supported by peer mentors (higher year BSc students). Peer mentoring was first introduced in 2018 in IRO to offer support to its diverse student population of over 60 different nationalities. The peer mentoring system has been so successful that it served as a blueprint for the University-wide peer mentoring programme in fall 2020. Peer mentors play a role in helping incoming students settle into the university environment and living in Leiden, The Hague, and, for international students, the Netherlands in general. Moreover, to support the students in their early university experience, the working group instructors of the Academic Skills course in Year 1 serve as tutors in the first semester. In addition to holding two individual meetings with each student, they see them weekly in their working groups and can notice early on if students need extra support and, if necessary, refer them to their study adviser.

The study advisers coordinate the mentoring and tutoring programmes and organise plenary meetings during the first year. From the second semester onwards, the study advisers fully take on the mentoring functions.

In their third year, the students receive thesis supervision while writing their bachelor's theses. This trajectory has been shaped as a course with clear deadlines and peer exchange to facilitate thesis completion. Students write their thesis in the context of a specific bachelor project course (BAP). The substantive topics of BAPs vary, but the selection of BAPs each year includes a variety of subdisciplines taught within the programme and assures that various methodological approaches are represented. Each BAP begins with group instruction on a substantive theme. This is followed by a research part, where students analyse a political science research question of scientific and societal relevance, linked to the substantive topic of the BAP. They design and execute their research and write their thesis independently under the supervision of the BAP instructor.

The Political Science study association SPIL is active for all tracks. It promotes community building, offers its members administrative experience, and organizes social events, workshops, and excursions. The IRO track also has its own student association, CIROS, which caters more specifically to the need of international students in this track and provides them with social and networking opportunities as well as help and advice to get used to studying in the Netherlands. Student services for IRO students have been adapted and are now offered on Campus The Hague. While each student has an assigned study adviser on location, the study advisers across the two locations work closely together as one team and coordinate in bi-weekly joint meetings (one of the study advisers is structurally present in both locations to facilitate this). The faculty's Popcorner offers students workshops and courses to stimulate professional skills development, inclusiveness, and well-being, and to help students find their way through the faculty and their programme.

Aside from these arrangements, the programme also aims to maintain a low threshold between students and their teachers. The study directors themselves are present in each location for at least one day a week to ensure access to students and staff. As of 2018-2019, instructors are encouraged to hold weekly office hours during teaching blocks to facilitate more contact between students and instructors. Students in all tracks are positive on the availability of staff members.

The panel is positive on the large, well-structured and proactive set of guidance and supervision measures and services available in the programme. It agrees with the planned adaptation of the selection criteria and finds the added focus on testing writing skills a good choice in a Political Science bachelor's programme. The students and alumni that the panel met with are enthusiastic about the guidance and supervision they receive, including the peer mentoring system and the structured thesis trajectory. The active study associations are mentioned as a clear positive. Students usually turn to the study adviser for help if they need guidance, who then redirects them. They also feel supported by their teaching staff, especially in the smaller-scale courses.

The panel concludes that the BSc is clearly feasible. This is supported by the programme's results. Overall, the latest figures show that the average duration of programme completion is 3.2 years, below the average of 3.4 years across BSc programmes in the country. In 2021-2022, 88% of students received a positive non-binding study advice after their first study year in the programme, enabling them to proceed to the second year. Among the students who re-register for the programme at the end of Year 1, 82% graduate within 4 years of starting the programme. This is above the country average of 79% and shows a clear upward trend compared to 3 years ago, when it was 70%. The panel applauds this improvement.

Students in the BSc feel part of a community, due to in-class cooperation, approachable staff, and the many activities organized by the study associations. Students in the various tracks do point out that the two locations of the programme create a separation between Leiden and The Hague student communities, in spite of the shared study association SPIL. They don't consider this problematic but suggest that it would be good to initiate more contact between the two groups so that they can learn with and from each other and exchange their experiences in the programme. The panel understands that this split between communities is difficult to remedy, also due to financial constraints among students (international IRO students don't have the free public transport options that Dutch students have). It recommends investigating if more regular contact between the two groups can be further promoted so that all students can benefit from the exchange.

Language

The language of instruction in the programme varies per track. The Leiden-based tracks Politicologie and IP are both Dutch-language tracks. The IP track starts in Dutch but builds up the use of English. Courses in this track are taught in Dutch in Year 1, when students also learn about the Dutch political system and policies. In Year 2, some courses are offered in English. In Year 3, this goes for most courses. This gradual build-up of English is motivated by the international focus and orientation of this track. It was implemented following the recommendation of the previous assessment panel, so that the curriculum enables students to practice their English and prepare themselves for the learning environment of an English-taught master's programme.

IRO's language of instruction is English. The IRO track offers specialization in international relations and therefore has an inherently international orientation. The career trajectories that many of its graduates are likely to pursue, such as working in international organizations, diplomatic missions, a foreign ministry, etc., require the use of English, and the academic field and related master's programmes make use of English.

The panel discussed the use of English in IRO and (to a lesser extent) in IP with the programme representatives and students. It considers this highly relevant for the academic field and labour market connected to the tracks. It also considers the use of English unavoidable given the international substantive focus of both tracks. The panel appreciates the gradual introduction of English in the IP track and noted that students are pleased with the way in which this is built up in the programme.

Teaching staff

The BSc's teaching staff has rapidly grown over the past six years from 8.8 fte at lecturer level and 26.3 fte at assistant, associate and full professor level in 2017 to 25.8 fte and 39.6 fte, respectively, in 2022. A recent transition to predominantly permanent teaching staff, linked to changes in the Collective Labour Agreement, has further increased the pool of long-term specialised teachers, enhancing the continuity and diversity in the course offering. As of January 2023, 96.2% of assistant professors (or 25.6 out of 26.6 fte) and 85.6% of the lecturers (or 16.0 out of 18.7 fte) at the institute are employed on a permanent contract, and so are all the associate professors (7.5 fte) and full professors (6.0 fte).

The reduced staff turnover leads to an increase in the percentage of instructors with a formal teacher training and certification. This was a point of attention in the previous accreditation and has since been remedied. At present, 77% of the teaching staff (51 out of 66) has completed the University Teaching Qualification (UTQ) or is about to do so. A reform of the faculty UTQ certification procedure forthcoming in 2023-2024, specifically aimed at facilitating the certification of early career teaching staff, is expected to further increase these numbers. Additionally, the institute stimulates teachers to develop and update their didactical skills via courses on blended learning provided by the university's educational centre LLINC (Leiden Learning and Innovation Centre) as well as language training (Dutch or English). Recently, in the

Spring of 2022, two teams of teachers won faculty stimulation grants to develop innovative teaching methods and promote students' writing skills (Grassroots) and innovative training in the statistical package R through video materials (Grass shoots). Programme teachers have also won placement in the prestigious and exclusive Leiden Teachers' Academy (LTA), the FSW Casimirprijs which honours excellence in teaching, and nominations for the university-wide students teaching award (LUS).

New instructors are introduced to the programme's organization and vision in welcome sessions and via tailored introductory materials (presentations, Vademecum, Assessment Handbook, etc.), organized by the Teaching Coordinator. The programme also stimulates teamwork and coordination among teachers. Working group instructors and BAP teachers have regular coordination meetings with the Academic Skills course coordinators and the BAP coordinator, respectively. Teachers are kept informed through regular updates by the study directors and supported through peer support sessions within the institute. Since 2018, the institute also offers all instructors, including those on teaching only contract, a research funding allowance to promote research-driven education. Over the past three years all teaching staff have been granted teaching relief of one course a year, creating more room for instructors to follow training and develop their courses.

The discrepancies in student numbers across the two programme locations have led to higher workload linked to delivering courses in the larger IRO track in The Hague. The Programme Board has taken several measures to address this issue. First, it encourages the rotation of teachers delivering equivalent courses across the two programme locations to the extent possible given the language requirements of the different tracks and staff language knowledge. Second, teachers of big IRO courses are given grading assistance, which was further increased in 2022. Third, the coordination of working groups in The Hague is recognized as a bigger teaching task and reflected in the overall work package of teachers. The panel believes that these measures are currently sufficient to spread and reduce workload for staff.

The panel discussed staff quality and quantity, especially in view of the increase in IRO students, with all programme representatives. Students from all tracks are positive about the openness, expertise, and availability of staff members. The panel found that staff expertise and diversity have increased and that this is beneficial to the programme and its contents as well as elective offerings. The steep increase in permanent contracts provides stability, and staff professionalization has improved greatly. The panel appreciates everything that has been done to boost staff quality and quantity and concludes that these are up to standard. The work pressure, while high, is doable according to staff members the panel interviewed. The thorough training and introduction provided to new staff members is a clear positive.

The panel agrees with the programme that the greatest challenge for the BSc is the coordination burden that is caused, on the one hand, by the programme's two locations and, on the other, by the imbalance between the Leiden and The Hague locations. The panel understands that this is difficult to solve and appreciates the attention paid to, and compensation granted for, coordination tasks. It learnt from staff members in larger The Hague courses that the grading assistance provided by junior staff members is helpful and necessary. Currently, staff members teaching equivalent courses in both locations take the initiative to swap regularly, so that they alternate the heavier burden of the IRO student population with the smaller-scale classes of the Leiden courses. The panel recommends formalizing this arrangement so that this relief system does not depend on the willingness of individual staff members.

The panel understood during the site visit that the community of teaching staff members is impacted by the two locations of the BSc. Although many staff members feel at home in both locations, others feel that they belong more closely to either The Hague or Leiden. The panel recommends bringing this more or less split

community closer together, since staff collaboration across locations promotes coordination in the BSc programme, can lead to valuable exchange between staff members, and may provide them with a stronger sense of belonging to the same department. The panel appreciates that this is not an easy task. It advises the programme to address this theme and the benefits of a shared community explicitly among its staff members, and to investigate structural ways to improve the ties between both locations.

Programme-specific facilities

The BSc is taught in Leiden's Pieter de la Court Building (for IP and Politicologie) and in the Wijnhaven Building on Leiden University's The Hague campus. The panel visited both locations, which are conveniently close to train stations so that staff members (and students) can commute easily. It learned that the Wijnhaven Building is able to accommodate students as long as the maximum cohort size is 600, which is currently the case (a capacity which the infrastructure in Leiden does not have). In both locations, students and staff are placed closely together, which facilitates contact. The panel appreciates the modern and well-equipped facilities.

Considerations

According to the panel, the BSc's curriculum is well-designed and logically built up. Its three tracks provide a broad substantive basis followed by elective and specialization options. Teaching methods are sufficiently varied and the BSc has succeeded in maintaining enough small-scale teaching methods while dealing with significant growth in student numbers over the past years. The attention paid to research methods and academic skills has improved greatly since the last assessment and is built up carefully and gradually throughout the programme. The programme also pays attention to transferrable skills that prepare for the labour market, and offers the option of an internship. The use of R in statistics is a best practice, since this is a transferrable skill that is sought after both in the academic and the working fields most closely connected to political science.

Guidance and support structures are well-designed and include tutoring, peer mentoring, and individual support. Students at each location (Leiden or The Hague) can go to their study adviser, who then points them in the right direction. Social cohesion and extracurricular activities are boosted by the general study association SPIL and the IRO-specific CIROS. Students experience the programme as feasible and consider their teachers to be open and helpful, especially in the smaller-scale courses. The bachelor thesis project courses help structure their thesis writing and avoids delays. Teaching staff numbers and diversity have increased since the previous accreditation and so has the number of permanent contracts among staff members. Since then, the professionalization of staff members has received much attention in the BSc, both through promoting the UTQ and through providing professionalization options as well as teaching-free periods. The panel applauds all these measures and the steps taken to improve and boost staff quality and quantity. It concludes these are now clearly sufficient.

The BSc's two locations provide the programme with an added coordination burden that is dealt with well but that requires constant attention and efforts. The panel recommends formalizing the construction where staff members teaching equivalent courses in both locations (one smaller-scale, one larger-scale) swap regularly, in order to avoid having this relief system depend fully on the willingness of individual staff members. It advises the programme to invest further in bringing the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchange.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Assessment system and practice

Assessment in the BSc Political Science follows faculty- and university-wide policies to ensure that all students can achieve the intended learning outcomes through valid and reliable student assessment. Following the 2017 site visit and based on the panel recommendations, the programme designed a curriculum-wide assessment plan to strengthen the consistency of the BSc and to ensure a clear link between the course learning objectives and assessment. The programme uses various methods of summative and formative assessment, which include written exams (consisting of open questions, essays, and multiple-choice questions), papers, book reviews, group projects and oral presentations. The assessment plan outlines the specific kinds of assessment suitable and necessary for each course and course level, given its specific goals and learning objectives. The plan further specifies the weight of the different assessments per course and the link between the individual courses and the programme's overall intended learning outcomes. Exam types are varied as the institute encourages the use of multiple assessment moments and reliance on multiple types of assessment in a course. The programme and the Board of Examiners are proactive in monitoring the suitability and variation of assessment types throughout the three tracks.

Regarding assessment in the three tracks, the programme strives for consistency between tracks. In equivalent courses taught in The Hague and Leiden, examination is done in an equivalent manner as well. Due to the size of the IRO track and the wish to provide all students with comparable experiences, multiple choice examination has become more prominent in the three tracks, particularly in Year 1. In order to promote sufficient variation, written exams consist of at least 30% open-ended questions. In the academic skills courses and working groups, students are also tested in other ways, through in-class participation, writing papers, presenting, drafting a research proposal, etc. The four-eyes principle is applied to assure the quality of examination: final exams are first checked by a colleague before the exam is taken. Yearly teacher calibration sessions take place to support all teachers and exchange best practices in different forms of teaching and assessment.

The assessment of internships is done according to the detailed Handbook on Research Internships for students and teachers, which describes the research internship requirements and assessment. The internship is assessed based on the internship report written by the student, making use of a standardized assessment form. The daily supervisor at the internship organization fills out a separate form that is used as input for the assessment by the academic supervisor.

The panel considers the assessment system and practices to be well-designed, carefully implemented and clearly up to standard. Calibration between examiners is an established practice, which the panel applauds. The panel discussed the use of multiple-choice exams in Year 1, particularly in the large IRO track, with students, teaching staff, and programme management. It learnt that in exceptional cases, a course can be assessed through a multiple choice exam only, going against the rule that this should constitute a maximum of 70% of the final grade. Such an exception is conceded when it cannot be avoided due to large student numbers or staffing issues, and only when the learning outcomes of the specific course admit it. The panel learnt that this has so far been done in three cases in large Year 1 courses in IRO. The panel finds that the variety of assessment within the BSc remains large enough in all cases, but urges the programme to keep on

treating multiple-choice only assessment of a course as exceptional, particularly since this reduces equivalence in assessment between tracks.

Thesis assessment

Thesis assessment is done independently by two examiners, making sure that the final grade for a BSc thesis reflects their combined assessment. It is substantiated with written commentary on the assessment form. In order to strengthen the independence of the second examiner, they are selected by the study director, who takes their subject-specific expertise into consideration when doing so. Each of the two examiners independently fills out an assessment form in which they provide justification across the different criteria. The two examiners then meet to discuss their assessments and determine the final grade. The joint assessment form with the final grade for the thesis and justification per assessed criterion resulting from this meeting is shared with the student.

The thesis assessment form and its use are subject to regular review and discussion between the Programme Board, Bachelor Project (BAP) coordinator and the Board of Examiners. Revised forms were implemented as of spring 2021-2022 to include a requirement for written justification by both examiners for the assessment of each criterion. In order to guide instructors in filling out the thesis assessment form correctly, the BAP coordinator organizes yearly meetings with all BAP instructors and maintains and shares an up-to-date detailed BAP Handbook.

The panel concludes that thesis assessment is done well in the programme and that the procedure has been finetuned and improved over time. The frequent coordination and calibration sessions help supervisors in their assessment and ensure shared interpretations and practices. The panel studied 15 theses and their assessment forms, and concluded the grades given generally match its expectations. Still, in some cases the supervisors had provided more feedback than in others. The programme is currently working on the further improvement of harmonization through a new digital thesis assessment tool that ensures more standardized input by the supervisors. The panel applauds this move and encourages the programme to continue working on this.

Board of Examiners

Assessment quality in the programme is guaranteed by a Board of Examiners that was strengthened following the 2017 assessment. Its membership has been increased from 3 to 5 members (in addition to the two external members), including one full professor. An increase in time allocation for the Board of Examiners as well as two dedicated secretaries enable its improved oversight.

The Board of Examiners has implemented systematic procedures to monitor that examinations are in line with taught materials and learning outcomes of courses. The Board offers support to teaching staff, for instance by drawing up detailed instructions for grading assistants and course coordinators and by instructing teaching staff on multiple choice assessment. It plays a central role in appointing examiners and monitoring the final thesis assessments. It also audits the assessments used in selected courses each year given their learning objectives. The Board also reviews syllabi to ensure that assessment methods are in accordance with the Assessment Plan and that they are equivalent for parallel courses in Leiden and The Hague. Also, the Board organizes a structural review of final theses by the external members under its supervision.

The panel interviewed the Board of Examiners and concluded that its members are well aware of their tasks in assuring the quality of assessment in the BSc. The Board is proactive in promoting assessment quality. The panel appreciates the check on the final theses that is performed by the two external members, as well as the

continuous dialogue between the Board, the programme management, teaching staff and students when it comes to maintaining and improving assessment quality.

Considerations

The panel found that the assessment system and practices within the programme are clearly up to standard. Assessment is varied and fitting, and its quality is monitored by the programme management and Board of Examiners. Even in exceptional cases when a course is assessed only through a multiple-choice exam due to the large student numbers in the IRO track, the variation in assessment types is still sufficient, although the panel recommends not making such exceptions the rule. The assessment of courses, internships and theses is done well and much attention is paid to calibration and harmonization of (thesis) assessment among staff members. The Board of Examiners is in control and proactively guarantees assessment quality in the BSc.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 15 final theses of the BSc, including 10 IRO, 3 IP and 2 Politicologie theses. It considers these clearly up to standard. The theses demonstrate variety in topics and research methodologies, reflecting the close attention paid to these methodologies throughout the programme.

In 2021-2022, 43% of the bachelor's alumni continued in a master's programme at Leiden University. Others have pursued master's programmes at internationally top-ranked universities, such as London School of Economics, Sciences Po, KU Leuven, Trinity College Dublin, etc. The panel interviewed alumni who had moved to a master's programme in Leiden and learnt that they were very positive about their studies and felt well-equipped for the future. Recent graduates specifically mentioned that the attention paid to R is a clear asset.

Considerations

Based on the quality of the theses it looked at and the success of alumni in relevant master's programmes, the panel concludes that the BSc's graduates achieve the intended learning outcomes of the programme.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the BSc Political Science is positive.

Recommendations

1. Formalize the construction where staff members teaching equivalent courses in Leiden and The Hague swap regularly, so that they alternate the heavier burden of the IRO student population with the smaller-scale classes of the Leiden course, in order to avoid having this relief system depend fully on the willingness of individual staff members.
2. Keep coordination between tracks, courses, and locations at the top of the agenda (as is currently done).

3. Invest further in bringing the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchange. Raise the theme explicitly among students and staff to increase awareness of the potential benefits.

Appendix 1. Intended learning outcomes

a. Knowledge and understanding of the subject matter

The student possesses demonstrable knowledge and understanding of the discipline of Political Science at a level that builds on the foundation of pre-university education (VWO), and has been supported in this by advanced textbooks and an introduction to original research and the frontiers of the discipline, concerning in particular:

- The key concepts and concept structures in the study of political phenomena such as politics, the state, political systems, democracy, power, influence, policy, political culture, political behaviour, international regimes, international organisations, political conflict, and conflict resolution;
- Theories, models, and approaches in the analysis of political phenomena at national and international levels;
- Methodology and techniques of political science research, computer programmes for statistical analysis and ethical aspects of scholarship.

With regard to the object of study, the programme covers the following fields (material learning outcomes):

- a. The institutions and workings of political systems in a comparative perspective;
- b. Political orientations and the political behaviour of the public and elites;
- c. Political philosophy;
- d. The institutions and workings of the Dutch political system (Politologie and IP);
- e. International relations and international organisations;
- f. European collaboration, integration and the European Union;
- g. Research methods;
- h. Basic knowledge of the auxiliary disciplines of Law, Economics and History.

b. Applying knowledge and understanding

- The student is able to apply concepts and theories of Political Science to research or a literature study of limited scope, to design and conduct a (simple) study of political phenomena and to select an appropriate research method.
- The student possesses an understanding of the relevance and application of concepts and theories of Political Science within the societal context.

c. Judgement

- The student is able to analyse and assess political phenomena by collecting and interpreting relevant data and explaining and considering ethical and normative aspects of Political Science research.
- The student is able to evaluate Political Science literature and theoretical and empirical research independently, critically, logically, and substantively.

d. Communication

The student is able to:

- Write a satisfactory research report for an audience of specialists and non-specialists; this includes the consistent use of an accepted citation style.
- Deliver a clear and structured oral presentation reporting information, ideas, and research to an audience of specialists and non-specialists.

e. Learning skills

- The student possesses the learning skills required for further studies at the master's level that require a greater degree of autonomy. In particular, the student is able to analyse academic texts,

distinguish between the main idea and the details, and to identify the key concepts, key arguments, and potential problem areas.

- The student is able to find academic and journalistic sources in a traditional or digital library.

Appendix 2. Programme curriculum

Political Science/Comparative Politics/Public Policy/Political Psychology
 International Relations
 Dutch Politics
 Research Methods
 Related disciplines (political economy, history, law, political philosophy, etc.)

BSc Political Science : Politicologie

Course	EC	Level	
Year 1 (Propaedeutische) of BSc Political Science: Politicologie			
Mentoraat			
Nationale Politiek I: Het Nederlandse Politiek Bestel	5	100	
Inleiding Internationale Politiek & Acad. Vaardigheden 1	8	100	practicum: werkgroep
Recht	5	100	
Politiek en Beleid	5	200	
Inleiding Politieke Wetenschap & Acad. Vaardigheden 2	7	200	practicum: werkgroep
Economie voor Politicologen	5	100	
Methoden en Technieken van Politicologisch onderzoek	5	200	
Inleiding Vergelijkende Politicologie & Acad. Vaardigheden 3	7	200	practicum: werkgroep
Statistiek I: Beschrijven en Presenteren	5	200	practicum: werkgroep
Politiek van de Europese Unie & Acad. Vaardigheden 4	8	200	practicum: werkgroep
Year 2 of BSc Political Science: Politicologie			
Europese Geschiedenis	5	200	
Statistiek II: Analyse en Onderzoek	5	300	practicum: werkgroep
Kwalitatieve Onderzoeksmethoden	5	200	
Vergelijkende Analyse van Politieke Stelsels	5	200	
Politieke Psychologie	5	300	
Academische Vaardigheden: Onderzoeksontwerp	5	300	practicum: werkgroep
Analyse van de Internationale Politiek	5	200	
Geschiedenis van de Politieke Filosofie	5	300	
Nationale Politiek II: Nederlandse Politieke Geschiedenis	5	200	
Contemporaine Politieke Filosofie	5	300	
Rationele Keuzetheorie	5	300	
Acad. Vaardigheden: Kwalitatieve & Kwantitatieve Data-analyse	5	300	practicum: werkgroep
Year 3 of BSc Political Science: Politicologie			
One Bachelor seminar ¹	10	400	
Bachelor project ¹	20	400	
Elective Space ²	30	100 to 400	

BSc Political Science: Internationale Politiek (IP)

Course	EC	Level
Year 1 (Propaedeuse) of BSc Political Science: IP		
Mentoraat		
Nationale Politiek I: Het Nederlandse Politiek Bestel	5	100
Inleiding Internationale Politiek & Acad. Vaardigheden 1	8	100 practicum: werkgroep
Inleiding Internationale Organisaties	5	100
Politiek en Beleid	5	200
Inleiding Politieke Wetenschap & Acad. Vaardigheden 27	200	practicum: werkgroep
Economie voor Politicologen	5	100
Methoden en Technieken van Politicologisch onderzoek	5	200
Inleiding Vergelijkende Politicologie & Acad. Vaardigheden 3	7	200 practicum: werkgroep
Statistiek I: Beschrijven en Presenteren	5	200 practicum: werkgroep
Politiek van de Europese Unie & Acad. Vaardigheden 4	8	200 practicum: werkgroep
Year 2 of BSc Political Science: IP		
Europese Geschiedenis	5	200
Statistiek II: Analyse en Onderzoek	5	300 practicum: werkgroep
Kwalitatieve Onderzoeksmethoden	5	200
Vergelijkende Analyse van Politieke Stelsels	5	200
Introduction to International Political Economy	5	300
Academische Vaardigheden: Onderzoeksontwerp	5	300 practicum: werkgroep
Analyse van de Internationale Politiek	5	200
International Security	5	200
Ontwikkelingsvraagstukken in de Internationale Politiek	5	300
Contemporaine Politieke Filosofie*	5	300
Rationele Keuzetheorie*	5	300
International Law	5	200
Acad. Vaardigheden: Kwalitatieve & Kwantitatieve Data-analyse	5	300 practicum: werkgroep
*The students should choose between one of these two courses.		
Year 3 of BSc Political Science: IP		
One Bachelor seminar ¹	10	400
Bachelor project ¹	20	400
Elective Space ²	30	100 to 400

BSc Political Science: International Relations and Organisations (IRO)

Course	EC	Level
Year 1 (Propaedeuse) of BSc Political Science: IRO		
Mentoring Sessions		
Introduction to International Organisations	5	100
Introduction to International Relations and <i>Acad. Skills 1</i>	8	100 practice: workgroup
Actors in World Politics	5	200
Introduction to Political Science and Acad. Skills 2	7	200 practice: workgroup
Economics for Political Scientists	5	100
Global History	5	100
Introduction to Comparative Politics and Acad. Skills 3	7	200 practice: workgroup
Research Methods in Political Science	5	200
Statistics I: Description and Inference	5	200 practices: workgroup
Politics of the European Union and <i>Acad. Skills 4</i>	8	200 practice: workgroup
Year 2 of BSc Political Science: IRO		
Statistics II: Applied Quantitative Analysis	5	300 practice: workgroup
Comparative Analysis of Political Systems	5	200
Analysing International Relations	5	200
International Political Economy	5	300
Qualitative Research Methods	5	200
Academic Skills: Research Design	5	300 practice: workgroup
Global Security	5	300
International Development	5	300
Contemporary Political Philosophy*	5	300
Rational Choice Theory*	5	300
International Law & Human Rights	5	200
Environmental Politics	5	200
Academic Skills: Qualitative & Quantitative Data Analysis	5	300 practice: workgroup
*The students should choose between one of these two courses		
Year 3 of BSc Political Science: IRO		
One Bachelor seminar ¹	10	400
Bachelor project ¹	20	400
Elective Space ²	30	100 to 400

¹ The Programme Board determines yearly and announces in the Prospectus the offer of Bachelor Seminars and Bachelor Projects based on the advice of the Programme Committee.

² All elements of the Elective Space (30 EC in total) must be pre-approved by the Board of Examiners. These can be elective courses that are not part of the curriculum of the BSc Political Science (within the student's own BSc track or the other tracks) or of the minor Politiek: Conflict & Consensus; (individual courses from) a minor offered by Leiden University, any other Dutch university, an accredited non-Dutch university; or a pre-approved research internship (max 15 EC).

Appendix 3. Programme of the site visit

22 May 2023: The Hague

15.30	16.00	Welcome and a short tour of the facilities
16.00	17.00	Preliminary discussion of panel & consultation hour
17.00	17.45	Programme Management Interview
17.45		Dinner/transport to Leiden for panel members

23 May 2023: Leiden*

09.00	09.30	Board of Examiners Interview
09.30	10.15	MSc Students' Interview (incl. alumni)
10.15	11.15	Break (extended due to fire alarm)
11.15	12.00	MSc Teaching Staff Interview
12.00	13.00	Break (moving to another location due to a fire alarm)
13.00	14.00	Lunch, combined with BSc Teaching Staff Interview
14.00	14.45	BSc Students' interview
14.45	16.00	Preparation of preliminary findings and oral report
16.00	16.45	Final interview with programme and faculty management
16.45	17.15	Development Dialogue
17.15	17.30	Oral Report: Preliminary Findings

* The schedule had to be adapted due to a fire alarm. All interviews were conducted.

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- Self-evaluation report and appendices, BSc Political Science
- Domain-specific Reference Framework
- BSc Political Science yearly programme report 2021-2022
- BSc Political Science Programme Card 2021-2022
- Board of Examiners Yearly Report 2021-2022
- BSc Programme Committee (formal letter exchanges with the Board)
- BSc Assessment Plan
- Handbook on Research Internships
- Materials of selected courses:
 - Introduction to International relations
 - Comparative Analysis of Political Systems & Vergelijkende Analyse van Politieke Systemen
 - Academic Skills: Research Design & Academic Skills: Data Analysis / Data-analyse
 - BAP Global Migration: Trends, Drivers and Dynamics
- Bachelor Project (BAP) Handbook for instructors
- Reaccreditation decision for the BSc Political Science: NVAO
- Assessment Report 2017
- Programme Board of the Institute of Political Science (25 January 2018) Action Plan BSc MSc
- Midterm Review Report 2020
- Programme Board of the Institute of Political Science (22 March 2021) Action Plan in response to Midterm Review Report
- Report of taskforce on research methods training in the programme
- Memo February and September intakes
- Information Thesis Assessment Tool May 2023