

Implementation Plan for Quality Agreements Leiden University

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1. Background and development of the Implementation Plan for Quality Agreements

1.1 Background: the Sector Agreement

The Minister of Education, Culture and Science (OCW) and the universities set down their agreements about the quality of higher education in the Research Universities Sector Agreement 2018.¹

The Sector Agreement relates to all publicly funded research universities and runs from 2019 to 2022; and to the extent that it relates to quality agreements, it runs from 2019 to 2024.

The coalition agreement states that the revenues from the student loan system will be invested in improving the quality of university education. The Minister therefore asked the universities to produce a plan for the period from 2019 to 2024, which describes precisely how they intend to achieve this objective and also what ‘quality agreements’ they will make with the Minister about this. These quality agreements must be consistent with the goals of the Higher Education Strategic Agenda.

The Sector Agreement prescribes that the plan should be drawn up in close dialogue with the university’s education community, its participation bodies and, where relevant, also with external stakeholders. The plan will be assessed by the Accreditation Organisation of the Netherlands and Flanders (NVAO) on the basis of a protocol drawn up for this purpose.

The aim of the quality agreements is to improve the quality of university education in terms of the following six themes, which will be discussed in more detail later in this document:

1. More intensive and small-scale education (see chapter 3);
2. Educational differentiation (see chapter 4);
3. More and better guidance of students (see chapter 5);
4. Improving the professional qualities of teachers (see chapter 6);
5. Student success rates (see chapter 7);
6. Appropriate and good-quality educational facilities (see chapter 8).

¹ <https://www.rijksoverheid.nl/documenten/convenanten/2018/04/09/sectorakkoord-wetenschappelijk-onderwijs-2018>

1.2 The Sector Agreement and Leiden University

Leiden University regards the Sector Agreement as a good opportunity to further clarify and refine its existing ambitions to improve its education. This will be done in close collaboration with the seven faculties and the Leiden University Graduate School of Teaching (ICLON), hereafter referred to as the ‘faculties’. These ambitions are described in the 2015-2020 Institutional Plan *Freedom to Excel*² and in the recently revised Vision on Teaching and Learning: Learning@Leiden-University.³ The ambitions formulated in the Vision on Teaching and Learning have been discussed widely within Leiden University and have received extensive support. The Executive Board sees the instrument of the Quality Agreements and the funding linked with them as an important impetus for further implementing the Vision on Teaching and Learning, which is already shared by all the faculties within the University, and improving the preconditions needed to achieve this. The investments made by the University over the past two years based on the revenues from the student loan system also contribute to the implementation of the Vision on Teaching and Learning.

1.3 Approach

The Executive Board has deliberately opted for a bottom-up process by making maximum use of input from the faculties in its planning process. The faculties in turn have further extended this bottom-up process by asking their study programmes⁴ to develop their own plans within the themes of the Sector Agreement. The faculties can thus ensure that the plans are fully in line with their own priorities, as drawn up in consultation with the faculty participation bodies. This approach means that the measures make the greatest

² <https://www.universiteitleiden.nl/binaries/content/assets/algemeen/over-ons/instellingsplan-publieksversie.pdf>

³ https://www.universiteitleiden.nl/binaries/content/assets/ul2staff/onderwijs/beleid-aanbod-en-visie/Onderwijsvisie-learning-at-leidenuniversity_nl_sept2018.pdf

⁴ At Leiden University, the faculties are subdivided into research institutes, which – either individually or jointly – organise the education in the form of ‘study programmes’ (opleidingen): bachelor’s programmes and master’s programmes.

possible contribution to improving the quality of the education within the study programmes, and directly benefit the students.

To make it possible to implement the plans, the Executive Board has allocated all the revenues from the student loan system and quality-improvement funding until the end of 2020 to the faculties (based on the number of EEA students enrolled). For 2021 and the years thereafter, the allocation of funds will be reviewed in 2020, taking account of the interim results that have been achieved at that time. This review offers the opportunity to adjust the University plan, and the underlying faculty plans, in consultation with the faculty and University participation bodies.

In order to formulate the faculty plans, a University framework document was drawn up, following advance discussions with the Faculty Boards and a number of bodies, including the Official Teaching Consultation (*Onderwijsberaad*), and a delegation from the University Council. In the framework document, the Sector Agreement themes are linked to the context of existing ambitions, priorities and administrative agreements. The document also sets out the requirements to be met by the faculty plans.

The faculties were tasked with developing a plan for the entire 2019-2024 period. The plan must define concrete measures and policies relating to the six themes of the Sector Agreement, taking account of the (continuation of) existing policies, the relevant administrative agreements between the Executive Board and the faculties, and the priorities set by the University Council. The University Council has already proposed these priorities in the discussion of the investments made in anticipation of the revenues from the student loan system, namely the themes 'More intensive and small-scale education' and 'Improving the professional qualities of teachers'. The faculties were also asked to discuss the plans with the faculty participation bodies and, where relevant, also with external stakeholders.

An overall University plan has been drawn up on the basis of the faculty plans and in close consultation with the faculties. The first step was to organise a broad-based meeting to which a delegation from the University Council, the chairs of the Faculty Councils, all the members of the Official Teaching Consultation and the assessors were invited. The Vice-Rector explained the process, the substantive choices and the

framework. The outcomes of this meeting provided important input for specifying the objectives set out in the University plan, which are ambitious, achievable and feasible. During the period when the plans were under development, interim bilateral discussions were held with the faculties. A repeat of the first meeting took place when the draft University plan was nearing completion. The discussions indicated that the University plan was well supported by the faculties and the consensus was that the faculty plans were incorporated well in the University plan. As a result of this meeting, the document was amended to take account of a number of comments. During the implementation of the Plan, a meeting with the same parties will be organised every six months to discuss progress with the main stakeholders.

The University is using the quality-improvement funding to give extra impetus to active participation by students in how teaching is organised in the future, and is strongly committed to supporting their learning process. It is important that students play an active role in their education, and show initiative and take responsibility for their own learning process.

1.4 Support within the University

The faculty plans were formulated on the basis of input from relevant internal stakeholders within the faculty. The Programme Committees,⁵ assessors and Faculty Councils were involved in the planning process. While the University plan was being drawn up, the Official Teaching Consultation, the assessors, the chairs of the Faculty Councils and the chair and secretary of the University Council had the opportunity to learn from one another's plans and to make suggestions for improvements to the draft versions of the University plan. This approach resulted in close involvement of the study programmes, students and participation bodies, at the same time garnering broad support for the plan.

All the Faculty Councils approved the underlying faculty plans. The University Council approved the University plan on 10 December 2018. After this, the Executive Board submitted the University plan for the use of the quality-improvement funding to the Board of Governors for their approval. The Board

⁵ Each study programme (opleiding; see footnote 4) or group of study programmes has a Programme Committee, comprising representatives of the teaching staff and the students.

of Governors approved the plan in its entirety on 17 December 2018.

1.5 Support of external stakeholders

The Faculty of Archaeology and Leiden Law School have already presented the faculty plan to their advisory councils, in which they consult with alumni and representatives from the professional field. Other faculties and/or study programmes have not yet had the opportunity to present the plan to their advisory councils, and there are also faculties that do not yet have an advisory council. All of the faculties will discuss the implementation of the plan on an annual basis in a separate meeting with their most important stakeholders, represented in an advisory council (which in some cases has yet to be set up). The Executive Board also discussed the University plan with the University of Applied Sciences Leiden and The Hague University of Applied Sciences at their regular meeting in November 2018. Agreement was reached with both institutions that the implementation of the quality agreements would continue to be a fixed item on the agenda in the coming years so that knowledge and good practices can be exchanged.

1.6 Outline

For each theme, the University plan describes the objectives that will be pursued across *the University as a whole*. The University plan for the use of quality-improvement funding covers all the themes at University level, with the exception of ‘Appropriate and good-quality educational facilities’. The University is actively addressing this theme, but is not using the quality-improvement funding to pay for it. This will be explained in detail in chapter 8.

The University plan sets out per theme the faculty measures and University-level ancillary measures that are planned. The *faculty* measures will be financed from the quality-improvement funding. The *University-level* ancillary measures will not be financed from the quality-improvement funding but from the central University funding, at least until the end of 2020. It should also be noted that the faculties are investing their own money in quality improvements, on top of the available quality-improvement funding. Furthermore, some faculties have already made large investments in recent years in specific measures, which consequently do not need to be mentioned in this plan.

A number of examples are described in separate text boxes.

Indicators have been developed for each objective so that progress and success can be properly monitored. These same indicators will be used by the Executive Board in preparing for new administrative agreements with the Faculty Boards from 2020.

In this document Leiden University describes how, in line with its ambitions for teaching and learning, it intends to comply with the Minister’s request to produce a plan for its expenditure of the quality-improvement funding.

First, chapter 2 addresses the way in which the Sector Agreement themes will be integrated into the University’s Vision on Teaching and Learning. This constitutes the framework for implementing University policy for each theme.

Chapters 3 to 8 each address one of the six Sector Agreement themes. For each theme, the current situation will first be outlined, followed by the objectives, the intended results, the planned measures and the implementation plan, at both faculty and University level. An explanation will be given of how the implementation of the plans will be monitored. The faculties themselves will each monitor the extent to which their own implementation plan is implemented (at study programme level), and will incorporate this in regular progress reports. A number of measures will also be monitored centrally. Where this is the case, the monitoring will be described in the relevant chapter under the heading ‘Management and measuring’. Chapter 9 gives a more detailed description of the method of ‘Management and monitoring’ and how this relates to the planning and control cycle. Appendix 1 contains the multi-annual budget for all the expenditures that will be financed with the quality-improvement funding. Appendix 2 shows the activities of the faculties per theme, and Appendix 3 offers an overview of the intended results, the management methods and the measurements for each theme.

2. Leiden University's Vision on Teaching and Learning

The plans in the context of the Quality Agreements largely build on initiatives arising from the Vision on Teaching and Learning that are already being implemented. At the same time, they also include new initiatives that are closely related to or support the Vision on Teaching and Learning.

2.1 The Leiden University Vision on Teaching and Learning: both academic and personal development

Our University's Vision on Teaching and Learning, Learning@LeidenUniversity (see text box), embodies the educational ambitions from the 2015-2020 Institutional Plan, *Freedom to Excel*. This Vision offers a long-term perspective for the development of our teaching. The publication of Learning@LeidenUniversity in 2017 marked the start of a long-term implementation process in which the University intends to achieve the ambitions set out in that document, and to ensure that they are clearly visible in the curricula, as far as possible.

Vision on Teaching and Learning: Learning@LeidenUniversity

Leiden University trains students to become academic professionals and engaged citizens who can operate nationally and internationally, who are competent in intercultural environments, and who can make a contribution to resolving the challenges facing our society. This calls for teaching that is strongly research driven, that promotes active learning, stimulates the development of academic and professional skills and offers flexibility for individual learning paths. In addition, Leiden University's ideal learning environment is characterised by international and intercultural diversity and openness to society. Our teaching is continuously inspired and fed by both academic and societal challenges and problems.

Learning@LeidenUniversity embodies eight ambitions that shape innovations in our teaching (see text box). The first four ambitions relate to the academic development of students and their learning environment, while the last four relate to their orientation towards society. Plans have been developed for implementing these ambitions at both faculty and study programme level, supported by a number of University-wide projects and activities. The University is aiming to achieve these ambitions by 2024. Our Vision on Teaching and Learning implementation plan will be adjusted and expanded every two years according to the progress made. The present implementation plan runs until the end of 2020.

Ambitions in the Vision on Teaching and Learning: Learning@LeidenUniversity

1. Introducing 'curiosity-driven learning' as a didactic concept in all programmes (integration of research and teaching).
2. Organising and facilitating small-scale learning communities, in which students are active participants (active learning).
3. More differentiation in learning pathways so that students have the flexibility to adapt their study career to their own individual goals (flexible learning pathways).
4. More focus on transferable skills within the curriculum, preferably integrated and in a gradual and continuous learning pathway throughout the curriculum. The concept of 'curiosity-driven learning' creates new opportunities for achieving this (skills).
5. Strengthening the orientation towards the job market (orientation to the job market).
6. Strengthening of the orientation towards society (engagement with society).
7. Strengthening the technological orientation in teaching and in the range of programmes (technology education).
8. Strengthening the international orientation and the orientation towards diversity (internationalisation and diversity).

2.2 Aims of the Quality Agreements: more teachers, activating talent and preparing for the job market

All of the faculties will together implement fifteen improvements measures. These are taken from the Sector Agreement themes and also relate to one or more ambitions from the University's Vision on Teaching and Learning (see the table). The faculty ambitions in the area of the theme 'Student success rate' refer to the University policy of continuing to promote study success and encouraging students to choose the right programme. The measures to be taken within the theme 'Appropriate and good-quality educational facilities' will not be financed with quality-improvement funding, and therefore do not feature in the table below (see chapter 8).

The largest proportion of the funding will be used to bring about more intensive education and more educational differentiation. This includes three key aims: (i) more deployment of teachers (for smaller teaching groups and more guidance), (ii) activating students' talents, and (iii) better preparation for the job market.

More teachers and activating talent

The ambitions from the theme 'More intensive and small-scale teaching' largely correspond with the ambitions from the Leiden University Vision on Teaching and Learning 'Integrating research and teaching' (Learning@LeidenUniversity, ambition 1) and 'Active learning' (Learning@LeidenUniversity, ambition 2). Teaching and research have always been closely interrelated within Leiden University, and have a positive influence on one another. The core of these

Theme	Measures	Ambitions from Vision on Teaching and Learning
More intensive and small-scale education	Smaller or extra teaching groups	Integration of research and teaching Active learning
	Individual guidance	Integration of research and teaching Active learning
	Community building	Engagement with society
	Flipping the classroom/blended learning	Active learning Technology in education
	Active learning assignments	Active learning
Educational differentiation	Opportunities for work experience and orientation	Job market orientation Engagement with society
	Broadening skills	Skills
	Internationalisation	Internationalisation and diversity
	More flexible learning pathways	Flexible learning pathways
More and better guidance of students	More professionally trained study counsellors	Flexible learning pathways All ambitions
		All ambitions
Scope for improving the professional qualities of teachers	Training courses for teachers	All ambitions
	Scope for educational innovation	All ambitions
	Peer review for teachers	All ambitions
Study success, including progression to other courses, access and equality of opportunity	Online student experience activities and/or matching activities	Supports all ambitions
	Other measures to improve student success rate	Supports all ambitions

ambitions is the didactic concept of ‘curiosity-driven learning’: students themselves ask the right questions, conduct research, interpret their findings, develop arguments and communicate the results.

Curiosity-driven learning means by definition *active learning* (see section 2.1). This means that students are encouraged to take an active approach to learning, working together in groups, and seeking answers to questions themselves; all these activities are facilitated, supported and motivated by the teacher. The faculties want to use the quality-improvement funding to appoint more teachers so that small teaching groups can be created (or maintained), active learning methods can be introduced and/or more individual guidance and feedback can be given. The faculties and study programmes will themselves decide how, and in what proportion, they will fulfil these objectives in practice.

Strengthening orientation to the job market

In the plans for the theme ‘Educational differentiation’, the emphasis is on strengthening the following ambitions from the Vision on Teaching and Learning: ‘Orientation to the job market’, ‘Engagement with society’ and ‘Skills’. These ambitions are aimed at improving the connection between education and the job market. The job market today largely wants professionals who have a broad-based education and can be deployed in a wide range of positions. Faculties want to offer their students new opportunities and more intensive guidance in their preparation for the rapidly changing job market. The faculties intend to achieve this by embedding job market orientation in the education, improving job market information and strengthening contacts and interaction with employers. They also aim to offer students more opportunities to gain practical experience, for example in the form of internships (in the Netherlands and abroad) and taking part in social projects. Finally, the faculties will focus more attention on skills training.

Other measures

Further measures are also planned, including a number relating to the other Sector Agreement themes. Several faculties have developed plans to offer their teaching staff opportunities for further professionalisation. The ‘Improving the professional qualities of teachers’ theme is also an important aspect of the Vision on Teaching and Learning. It offers them the chance to practise and develop skills in applying the Vision on Teaching and

Learning ambitions in their own teaching and to use new didactic methods and IT resources.

In addition, the faculties are also working to improve study support (guidance of students), for instance by providing more study advisers. The ambition to achieve more educational differentiation also calls for better study support. Each individual student needs to have the opportunity – with the guidance of teaching staff and educational support – to determine as far as possible the study path that best fits with his or her ambitions.

A few faculties are focusing on expanding excellence education, although it is not a focal area for most faculties because they have already made large investments over the last few years. This kind of education is offered by the Honours Academy, which has proven very successful in recent years. The Honours Academy has now been fully incorporated into the University’s multi-annual budget. It offers students the opportunity to follow extracurricular education, but also functions as a testing ground for technological and didactic innovations that, if they are found to be successful, can then be applied more widely in programmes throughout the University.

3. More intensive and small-scale education

The common denominator of the core ambitions of the Vision on Teaching and Learning is that the University wants to offer *more active learning*. Active learning plays an important role in curiosity-driven learning and brings greater depth to the learning process, so that the knowledge and insights gained become more firmly embedded. To achieve this, the University intends to organise its education in such a way that students participate both more actively and more effectively in their studies. Our education will be made more intensive not only by reducing the size of teaching groups, but also by applying other (active) learning methods.

3.1 Current situation

The University has already taken a number of measures to advance active learning, funded partly with the revenues from the student loan system. Faculties have, for instance, invested in extra staff and in blended learning, more contact hours, reducing the size of tutorials and introducing teaching methods that promote more intensive education. Since 2015, pilots have been conducted within the University's ICT & Education programme to examine and develop IT methods aimed at promoting active learning. Methods that prove successful are then applied more widely.

Faculty of Humanities: blended learning

The Faculty of Humanities has already used the revenues from the student loan system to introduce blended learning. The following are two quotes from teachers in its evaluation:

“Blended learning is a good addition to education, but it certainly doesn't replace lectures, where I meet with the students. Blended learning gives us the opportunity to do more outside the lectures and to make teaching during contact hours more intensive.”

“Students have also discovered that this is a good way for them to give one another feedback. Something that didn't work in the classroom environment turned out to be possible in a digital environment.”

Making education more active will continue to be an important goal in the coming years. We intend to achieve this by: (i) implementing systematic feedback methods more widely, (ii) offering active learning assignments, and (iii) reducing the relative proportion of lectures in the curriculum and reducing the size of tutorials. These measures are designed to promote the interaction between teaching staff and students.

3.2 Objectives and intended results

Leiden University aims to further encourage intensive education and active learning in all its study programmes. The University intends to achieve the following concrete results:

- The chosen teaching methods within the courses are in line with what the students are required to have mastered by the end of the course.
- Students are satisfied with how feedback is organised and provided within the education, and they can make good use of the type of feedback given by teachers.
- The number of teaching staff will be commensurate with the number of students.

3.3 Management and measuring

Progress towards achieving the intended results will be monitored in the following ways:

- All students will be invited in the course evaluations to assess the extent to which the teaching methods and assignments match the substantive objectives of the course. They will give their opinion on the statement: ‘The teaching methods correspond well with what I am expected to have mastered by the end of the course’. The baseline measurement will be derived from the course evaluations for the 2018-2019 academic year. The target values for 2021 and 2024 will be determined once the baseline measurement is known.
- In panel discussions with students they will be asked how they rate the frequency and quality of the feedback in their education.
- The relative number of teaching staff and students (the student-staff ratio) will be monitored each year, as it was last year. When the quality-improvement plan is reviewed, consideration will be given to

whether a normative indicator can be included for this element.

3.4 Measures

Faculty measures

In the faculty implementation plans, much of the available budget will be spent on intensifying the contact between students and teachers, and on promoting intensive education and active learning. The faculties will implement a range of measures to achieve these aims:

- Creating (or maintaining) small teaching groups where this is desirable. This applies particularly for faculties where a large proportion of the education takes the form of lectures. For a small number of faculties, the starting position is different: the education in these faculties is already highly intensive and the group size is relatively small. The Faculty of Humanities will be providing extra funding to specific study programmes so that they can continue to offer the present intensive education and reduce the teachers' workload to an acceptable level. The LUMC already works with smaller groups and will focus on active learning assignments and active didactic methods, such as flipping the classroom and blended learning.
- Providing more individual subject-related feedback from teachers to students. This will be achieved through more personal contact between teachers and students and more individual guidance. In addition, use will be made of assessment software, which facilitates and greatly improves the reporting of assessment results to students (at Leiden Law School, for example). Faculties will also focus on further intensifying thesis supervision.
- Working on more community building, taking diversity into account. Two of the faculties (the Faculty of Governance and Global Affairs and the

ICLON: World Teacher Program (WTP)

ICLON (Leiden University Graduate School of Teaching) has devoted considerable attention in recent years to the integration of research and teaching. An example of this is the World Teachers Programme (WTP), where students are trained as teachers in bilingual and international secondary education. WTP students carry out action research themselves with their pupils and involve them actively in the choice of both the subject and the conducting of the research. The results of this action research are compiled by the student teachers into academic articles on the nature and effectiveness of student participation in research. For students in this programme, action research is an academic way of learning to ask good and relevant research questions, search for theory and apply it in practice themselves, and also develop insights that can help them improve their teaching.

Faculty of Social and Behavioural Sciences) will concentrate on strengthening the students' sense of belonging within their study programme, and thus encouraging contact between teachers and students and promoting opportunities for students to work together.

- Offering active learning assignments more often and using more active didactic methods, such as flipping the classroom and blended learning within the education.

The table below shows the types of more intensive and small-scale education on which the various faculties are focusing to promote active learning.

Measures by faculty

	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON
Small(er) teaching groups	■		■		■	■		
Individual guidance	■	■		■	■	■		
Community building	■				■			
Flipping the classroom/ blended learning	■					■	■	
Active learning assignments	■	■		■	■		■	

University-wide measures

Besides the measures taken by the faculties to make the education more intensive and small-scale, there are also a number of steps that are being taken across the University as a whole. These are measures that the University anticipates will be preconditions for successful implementation of the faculties' quality-improvement plans or will support these plans. These measures are therefore not financed from the quality-improvement funding but from other University funding.

- The e-Prospectus sets out the teaching methods for all courses in the bachelor's and master's programmes.
- The e-Prospectus sets out how feedback is organised for all courses in the bachelor's and master's programmes.
- Teachers will have the opportunity to take training courses to learn about the different ways of giving feedback to students.

The University also uses funding from other budgets to improve its education, as in the ICT & Education programme. In addition, as part of the implementation of the Vision on Teaching and Learning, in 2019 a start will be made on a Community of Expertise with the theme 'Integration of research and teaching (curiosity-driven learning)'. This initiative will give teachers the opportunity to learn about educational innovations and to experiment with them in their own teaching.

3.5 Overview of funding

More intensive and small-scale education					
2019 (k€)	2020 (k€)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
2,436	2,738	41%	42%	42%	43%

4. Educational differentiation, including talent development within and outside the study programme

What we mean by educational differentiation is all forms of education that make it possible to respond to the different learning needs of students. The use of quality-improvement funding for this theme in the University plan focuses particularly on skills training and specific activities to prepare for the job market. This is an important priority for all faculties.

4.1 Current situation

Since 2012 the University has been working structurally on improving the links between its education and the job market. Investments have been made – using the revenues from the student loan system, among other sources – in building up a University-wide ‘ecosystem’, in which study programmes, support services, alumni and employers prepare students for the transition to the job market from the very start of their studies. An important driver for this is the Job Market Orientation project, which was launched in 2016 and will run until 2020. Various study programmes are taking part in this. Parallel to this project, the activities of the faculties’ Career Services have also been substantially improved in recent years. They offer easily accessible support to students who are orienting themselves to the job market or who are applying for jobs. The Career Services departments also provide advice to the faculties.

Over recent years, in line with the Vision on Teaching and Learning, more attention has been paid to skills development. In the period from 2016 to 2018, many faculties have used the revenues from the student loan system to improve skills training. These are skills in the broad sense of the word, both generic skills (such as critical thinking, self-reflection, communication skills) and subject-related skills.

The University has also made major investments in the education of students who want and are able to do more, and it will continue to do so. The Honours Academy, for example, offers excellence education in which students can choose from both deepening and broadening tracks, according to what best fits with their ambitions.

Faculty of Archaeology: restructuring the bachelor’s programme

The Faculty has completely revised its bachelor’s programme, with the new programme placing greater emphasis on active learning methods. The number of contact hours in the first year has been increased considerably. The Faculty has added a new course, ‘Past and Future’, aimed at introducing students to archaeological applications, both academic and commercial: in the field, in museums and in national and international heritage organisations. Designing and implementing projects gives students the opportunity to acquire academic and practical skills.

4.2 Objectives and intended results

Within the theme of ‘Educational differentiation’, the University is focusing on improving the link between the study programmes and the job market. Students prepare themselves for a wide range of career opportunities in a sometimes international, but always competitive job market. The skills teaching aims to strengthen the profile of students as alumni of Leiden University. By making both the regular learning pathways and the Honours Academy more extensive and more flexible, the University is broadening the opportunities to respond to different learning needs.

Results

There are a number of concrete results the University wishes to achieve:

- We want students to be satisfied with the intra- and extra-curricular options for orienting themselves to the job market.
- We want to give students enough opportunities to develop generic and subject-related skills and also want them to be satisfied with the quality of the skills training.

Leiden Law School: academic skills training in bachelor's programmes in Law

Leiden Law School has made the courses and the different phases in the curriculum more coherent, and has developed a new teaching method and new feedback system (e-portfolio). This affords students better insight into their own learning process and gives them a clearer picture of the standard they have reached in these skills. This new approach brings consistency to the skills training in the area of law and legal practice.

Progress will be discussed in the form of alumni surveys and/or an extra panel discussion with alumni and representatives from the job market.

4.4 Measures

Faculty measures

Many of the faculties are focusing on opportunities within the programmes for gaining work experience and work orientation, and for improving skills. They are also aiming to make the learning pathways more flexible. Leiden Law School is expanding its Honours education. Other faculties are concentrating on expanding and innovating their curricula and making them more flexible. The Faculty of Humanities has opted for a more transparent range of programmes as an overall improvement measure.

Finally, a number of faculties are focusing on internationalisation from the perspective of the Vision on Teaching and Learning as a means of preparing students for an international job market and an international society. The measures taken under this theme relate to facilitating and supporting the international classroom, and encouraging and supporting periods of study abroad and international important student exchanges.

The table below shows the measures that the faculties have included in their plans within the theme 'Educational differentiation'.

4.3 Management and measuring

Progress towards achieving the intended results will be monitored in the following ways:

- By identifying the opportunities offered in the education for preparing students for the job market, and assessing the quality of these opportunities. Students will be asked about this in a programme evaluation to be developed specifically to address 'preparation for a career / professional practice'. This will be measured by having students give a score for this element. The baseline measurement will be derived from the programme evaluations made in 2019. The targets for 2021 and 2024 will then be determined on the basis of this measurement.
- By assessing the quality of the skills training and the proportion of the total intra- and extra-curricular education that this represents. The input for this evaluation will be based on panel discussions with students. The connection and relevance of skills training to the job market will also be addressed.

Measures by faculty

	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON	HA*
Opportunities for work experience and job market orientation	■		■	■	■	■			
Broadening skills			■	■	■	■	■		
Internationalisation			■		■	■	■		
More flexible learning pathways	■	■	■	■	■			■	■

* HA = Honours Academy

Faculty of Governance and Global Affairs: integration of job market orientation in the curriculum

All of the study programmes within this Faculty have developed initiatives to work more intensively with external organisations as a means of integrating job market orientation more effectively within the curriculum, while bearing in mind that theory, research and practice need to be integrated in such a way that they retain their academic character. This integrated form of job market orientation can be a good alternative for internships, which are often difficult to incorporate in a one-year master's programme. The aim is to create awareness, so that better study choices can be made and opportunities on the job market can be enhanced.

Some examples are:

- Working for companies and organisations on consultancy assignments / real-life problems (often in groups).
- Writing a thesis in a practical setting on a socially relevant theme, which encourages the development of subject-related skills even more.
- Strengthening the bond with the alumni community by organising events and company visits within and outside the specialisation, and by involving alumni in lectures.
- Better integration of internships in the curriculum by developing guidance and assignment cycles that promote the combination of academic knowledge and practical work experience at the strategic / analytical level.

University-wide measures

Besides the measures taken by the faculties to better prepare students for the job market, a number of University-wide measures will also be taken:

- The e-Prospectus will state for all bachelor's and master's programmes what the opportunities are for gaining work experience and orientation to the job market (for example, internship options, voluntary work, thesis, challenges).
- In 2019 the University will introduce a new project aimed at promoting skills training: the *Job Market Orientation* project. It is intended to increase the number of internship opportunities and career events, to promote internationalisation and develop broader activities to strengthen job market orientation within the faculties.

4.5 Overview of funding

Educational differentiation, including talent development within and outside of the study programme

2019 (k€)	2020 (k€)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
2,660	2,500	32%	34%	33%	33%

5. More and better guidance of students

A structural system of well organised study support will prevent problems and contribute to student success rates. In this respect, the University regards it as its responsibility to offer all students equal opportunities, irrespective of their background, origin and prior education. This is one of the University's core values and is at the same time the driving force behind the University's diversity policy. An element in a stimulating learning environment is effective study support, which pro-actively supports students in their studies and helps them achieve their full potential.

5.1 Current situation

The University uses the Leiden Study System (LSS), which includes the Binding Study Advice (BSA), to help students study effectively and complete their studies within the prescribed time. The LSS helps students with their choice of study programme, their approach to studying, method of studying and study progress in order to offer them the support that suits their ambitions and capabilities. In 2018, the revenues from the student loan system were used to provide extra support for students to promote their study progress, for example by intensifying the mentor system and offering support to students with a disability.

In spite of the recent investments, study support is still not optimal. The evaluation of study support in 2017 and the discussions on this subject with the faculties' participation bodies have shown that some faculties still do not have enough study counsellors available to adequately serve all students. Moreover, not all staff who offer guidance to students, for example as teacher-mentors or student-mentors, have had proper training. However, the University already offers a systematic training programme for study advisers, who are the first and most important contact for students. In 2016 this was expanded to become a formal qualification track as a nationally recognised study adviser. The objective is to increase the participation of study advisers and student-mentors and teacher-mentors in the relevant qualification track.

Faculty of Science: large-scale use of student assistants

The Maths programme has used revenues from the student loan system to appoint 15 extra student assistants, who will help to supervise tutorials. They are master's students, third-year bachelor's students and also a few good second-year bachelor's students, and will assist with the Maths bachelor's programme and also in the Maths teaching provided to other study programmes (especially Physics / Astronomy and Computer Science). With these student assistants, more individual feedback and support can be offered and the workload of teaching staff can be alleviated. At the same time, the student assistants gain valuable experience and deepen their knowledge. The number of student assistants will be further increased to 20 over the next few years.

5.2 Objectives and intended results

In the coming years the University will focus on the quality of study support and making it more professional. The guidance of students with a migrant background will be given extra priority. This will require more trained study counsellors. In addition, the University will offer personally tailored support to students who need some additional assistance, especially in their first year.

Results

The results for which the University is aiming include:

- The number of trained study counsellors will be increased in relation to the baseline measurement.
- We want students to be satisfied with the accessibility and quality of the study counsellors and the study support as a whole.

5.3 Management and measuring

Progress towards achieving the intended results will be monitored as follows:

- Increasing the number of FTE study counsellors. This will be monitored using a clear, University-wide registration system (still to be set up), which will record the names of the study counsellors and the training they have received. Only study counsellors who have successfully completed a training course (recorded in SAP-HR) will be entered in the system. The progress made will be recorded on the basis of the number of FTE study counsellors.
- The baseline measurement will be obtained in 2019, using the – still to be implemented – registration system for study counsellors and their qualifications. The targets for 2021 and 2024 will be determined on the basis of this measurement.
- The accessibility and quality of the study support. Monitoring will take the form of panel discussions with students.

5.4 Measures

Faculty measures

The measures to be taken by the faculties are prompted by the issues and bottlenecks that emerged from the evaluation of study support carried out in 2017, and the discussions on this subject with the faculty participation bodies. The core of all the measures is an increase in the role of study advisers / study counsellors. This may take the form of extra study advisers, more careers advisers, professionally trained tutors and intensifying the supervision of internships and theses. How this will be implemented may differ from faculty to faculty. It has been agreed with the faculties that the quality of the study advice / study support offered is part of their internal quality assurance, and that the availability of good study advisers / study counsellors must be ensured.

University-wide measures

The ancillary measures taken by the University will for the time being not be financed from the Quality Agreements funding. These measures are:

Faculty of Social and Behavioural Sciences: POPcorner

The POPcorner initiative offers personal guidance for students so that they can get the most out of their studies. Students are given tips and information and, where necessary, are referred to workshops and training courses. These activities are organised by the POPcorner and the Career Service of the Faculty of Social and Behavioural Sciences. The services offered by the POPcorner will be expanded in the coming years, giving greater attention to diversity and inclusion. This successful example is now being followed by other faculties: the Faculty of Humanities recently set up a POPcorner.

- Providing training for teachers, mentors and tutors, with a view to professionalising this group of supervisors. The objective is to increase the participation of teachers, mentors and tutors in the training activities.
- Continuing and expanding the existing range of training courses for study advisers to further improve their professional qualities. Scope will be created within the training courses to enhance the study advisers' skills in terms of diversity and inclusiveness. The objective is to increase the participation of study advisers in the training programmes.
- Strengthening the University's academic careers centre with advisers for the faculties. A separate project has been set up for this purpose that will run until 2020.
- Ensuring that adequate services are offered by the University to students who are experiencing mental pressure and/or mental health problems. They will be assisted and coached by psychological counselors, student deans and academic career advisers. A University working group on student wellbeing was set up on 1 October 2018 to advise the Executive Board on these services.

Measures by faculty

	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON
More professional study counsellors	■		■	■	■	■	■	■

5.5 Overview of funding

More and better guidance of students					
2019 (k€)	2020 (k€)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
399	517	11%	10%	10%	10%

6. Improving the professional qualities of teachers

To provide high-quality education, teachers must have the opportunity to engage regularly in further training and must themselves continue to develop their skills and contribute to the further improvement of the quality of our education.

6.1 Current situation

In recent years, investments have been made in improving the professional qualities of teachers across diverse fields. The most important of these are given below:

- In its Career Policy for Academic Staff, the University has laid down that research and education should, in principle, be carried out in combination. This will promote the integration of education and research.
- The University Teaching Qualification (BKO) has been made compulsory for members of the teaching staff who have an appointment of at least 0.5 FTE and who have been employed for more than a year.
- A pilot was conducted with the Senior Teaching Qualification (SKO), which recently received a positive evaluation.
- The starter's course in Basic Didactic Skills for PhD candidates has been made compulsory, as have a number of supporting courses for student assistants.
- A variety of meetings are organised on the subject of knowledge sharing, including the annual University education conference that focuses on the implementation of the Vision on Teaching and Learning. A meeting has also been held on the use of new technological facilities.
- The University has set up the Leiden Teachers' Academy (LTA). Members of the Academy are among the University's best teachers and make an active contribution to incorporating innovations into the University's education.
- The Leiden University Student Platform (LUS) awards an annual prize (the LUS Teaching Prize), based on elections by students. This prize, and the nominations, have a very stimulating effect.
- The Career Policy for Academic Staff includes the opportunity to be promoted to Senior Lecturer (UHD) based in part on excellent teaching performance.

Faculty of Humanities: ECOLe

The Expertise Centre for Online Learning (ECOLe) organises monthly lunch meetings, known as 'Lunchbytes', on diverse subjects relating to educational innovation.

6.2 Objectives and intended results

For the coming years, the University has set itself the goal of improving the professional qualities of teachers by providing both broader and more in-depth training for teaching staff and by making the structure of the training more coherent. Parallel to this, the University and faculties are committed to giving teachers the opportunity to take part in further training and encouraging them to introduce innovative methods into their own teaching. Both in HR policies and career opportunities, and in regular appraisal interviews, more emphasis will be placed on the value of good teaching performance.

The University aims to achieve the following results:

- A continuous learning track will be developed for teaching staff;
- The high level of BKO qualifications (93% of those required to hold the BKO) will be continued; the intention is for the whole target group to hold this qualification;
- The number of teaching staff with an SKO qualification will increase above the baseline measurement;
- Students will be satisfied with the knowledge and skills of their teachers.

6.3 Management and measuring

Progress towards achieving the intended results will be monitored as follows:

- The range of training courses will be developed further, with certificates at different levels, in line with the needs of teachers and with a view to making further agreements with the faculties regarding more participation by their teachers from 2022.
- The number of BKO certificates obtained by academic staff who have an appointment of at least 0.5 FTE and a contract for one year or more will be

monitored. Teachers are required to have obtained a BKO certificate within two years of their appointment.

- The targets in 2021 and 2024 are the same as the baseline measurement (2017/2018 academic year), i.e. 93%.
- Recording the number of SKO qualifications obtained. Only teachers who meet the following criteria can be considered for an SKO qualification:
 - An SKO candidate must already have a BKO;
 - After obtaining his/her PhD, the candidate has taught at university level for at least five years;
 - The candidate can demonstrate that he/she has taught different courses in different years of study programmes, and has used a variety of teaching methods;
 - The candidate’s CV shows that he/she has contributed to developing curricula that cover more than just one component of a study programme.

The increase in the number of teachers with an SKO qualification can be determined on the basis of their participation in SKO tracks. The baseline measurement relates to the 2017/2018 academic year and is set at 10 teachers. The target for 2021 is 30 teachers and for 2024 it is 60 teachers.

6.4 Measures

Faculty measures

Faculties give their academic staff the opportunity to take part in BKO and SKO tracks, and also encourage their teaching staff to follow more customised courses. In fact, the faculties want to do more than this. Their aim is to support their teachers with educational innovation by providing teams of student assistants. They also intend to organise peer review (‘interview’) sessions.

University-wide measures

To support the faculty plans, the following measures will be taken at University level:

LUMC: Educational Expertise Centre

The Educational Expertise Centre (OEC) at the LUMC organises LEARN sessions twice a month, which can be attended by both teaching staff and students. These sessions include presentations, workshops and lectures on developments and innovations in teaching, as well as research on teaching. Themes are often combined: an innovative development or teaching method and a research study related to it.

One example is the use of the Hololens app in teaching, and the research being done on this by a PhD candidate within the OEC. (The Hololens makes use of mixed reality and allows you to use a hologram to study the anatomy and movements of a part of the body.)

- In 2022, to supplement the BKO and SKO, a more comprehensive and gradual range of training courses will have been developed for teachers. These courses will in any event include an entry-level quality standard for student assistants and PhD candidates who have teaching responsibilities. The University is also aiming to set up a complete professionalisation track with differing types and levels of qualifications. BKO and SKO are part of this track. Following its successful evaluation, the SKO will be integrated more widely into the career policy. A range of courses will also be developed for in-depth module topics and tailor-made ‘on the job’ training courses.
- More attention will be given to exchanging expertise by means of thematic communities, conferences and seminars. These will be expanded with ideas for improving language teaching and educational innovation. In these meetings, the University ambitions for improving its education will be incorporated further into the faculty programmes.
- In the context of implementing the Vision on Teaching and Learning, Communities of Excellence

Measures by faculty								
	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON
Training courses for teachers	■	■	■	■	■	■	■	■
Scope for educational innovation			■	■	■	■		
Peer review for teachers			■		■			

will be created, in which teachers can work together on curriculum innovation relating to the themes ‘Skills’ and ‘Integration of research and teaching’.

- The University wants to give more attention to the possibility of promoting lecturers (UD) to senior lecturers (UHD) partly on the basis of excellent teaching performance. Parallel to this, the University will put more emphasis on valuing and rewarding teaching performance, and on communicating this within the University community.

6.5 Overview of funding

Scope for improving the professional qualities of teachers					
2019 (k€)	2020 (k€)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
1,104	1,012	14%	13%	13%	13%

7. Study success, including progression to other courses, access and equality of opportunity

Leiden University makes great efforts to achieve the highest possible level of study success; in other words, that as many students as possible, given they have the necessary capabilities, can complete their studies successfully. Equality of opportunity for students is part of this. This means that students – irrespective of their origin and background – who meet the relevant conditions and have the ambition to study at university, must be able to enrol and should be able to complete their chosen study programme within a reasonable period of time. This is something to which the University is strongly committed.

7.1 Current situation

The University has already operated a study success policy for many years, and with very good results. In 2015 we achieved the performance agreements made with the Ministry of Education, Culture and Science (OCW). All of the performance indicators, including those relating to drop-out, completion rate and participation in Honours education, were met.

The measures in the area of promoting study success, which in recent years were partly funded with the revenues from the student loan system, related to:

- Increasing the number of contact hours;
- Intensifying study support;
- Introducing an assessment policy incorporating an early assessment and interim assessments;
- More intensive use of IT resources.

In addition, in the context of the diversity and inclusiveness programme, particular attention has been paid in recent years to the inflow, progression to other courses and outflow of students with a migrant background, and first-generation students. This includes such activities as personally tailored support in the first year of study, training teachers and study counsellors in how to approach diversity and inclusiveness in education, setting up and supervising networks within the University, workshops for study associations, etc. This policy will be continued in the coming years.

The study choice track for students is just starting, with the Study Choice Check (SKC). This is a tool for helping students make the right choice of study programme, but it is not designed to give students a clear picture of the programme's content. Therefore in addition to the SKC, several programmes organise Experience Days, both on and off campus. A number of programmes (Biopharmaceutical Sciences, Physics, Security Studies and Astronomy) have had positive experiences with a pilot on compulsory matching. During the matching activities, students complete sample assignments based on a real-life curriculum, giving them the clearest possible picture of the programme. Students in the pilot programmes gained a better idea of what the programme involves in terms of content, research methods and study and career prospects. The intention is to introduce Experience Days, possibly in combination with matching activities, throughout the University. This will as far as possible be an online tool. The use of the SKC could then be phased out.

Faculty of Science: pilot with compulsory matching for Physics

The Physics programme has taken part in the compulsory matching pilot since 2018-2019. Students who have applied for the programme complete an online study activity, consisting of a maths test, an online lecture with questions and a self-reflection assignment. The student then receives personal feedback. If there is any doubt about the choice of programme, a personal discussion takes place with one of the teaching staff.

Although the evaluation of the compulsory matching is not yet complete, the initial signs are positive. Students say they have a clearer picture of the study programme, and it is expected that compulsory matching will result in a higher number of students completing their first year of study with a positive Binding Study Advice (BSA). A further advantage is that potential drop-outs are identified at an earlier stage.

7.2 Objectives and intended results

Objectives

In the period up to and including 2024, Leiden University wants to introduce online student experience activities and matching activities throughout the University in the majority of study programmes. The aim is to achieve the following results:

- All bachelor's programmes that do not have 'selection and placement' will have introduced online student experience activities and matching.
- Students positively rate the online student experience activities and matching, and believe they help them to make the right choice of study programme.

7.3 Management and measuring

The progress towards achieving the intended results will be monitored as follows:

- Charting the number of bachelor's programmes that offer online student experience activities and matching, so that a record can be kept of the increased percentage of programmes where this is implemented.
- Charting what opportunities are offered within study programmes in the area of online student experience activities and matching, as described in the panel discussions with students.

7.4 Measures

Faculty measures

Faculty plans include the phased introduction of Experience Days, where these new activities will take place. Study programmes that are participating in the compulsory matching pilot will in principle continue with the activities in the 2019-2020 academic year; other programmes are intending, voluntarily, to make a start with the activities.

From the 2020-2021 academic year, Experience Days and matching will be implemented more widely, and from the 2024-2025 academic year they will have been implemented throughout the University. These activities will not be introduced in study programmes where decentral selection takes place.

The measures taken by the faculties in addition to these activities relate to either promoting study success in particular groups of students and/or study programmes, or promoting student wellbeing. This involves, for example, ensuring better coordination of the various components in the curriculum, in both the bachelor's and master's phases, or exploring ways to improve study success and student wellbeing.

University-wide measures

The University supports the faculties in implementing online student experience activities and matching within their study programmes. It provides the necessary logistical and substantive support and evaluates the implementation of the activities. The costs of developing the modules and supervising students are borne by the faculties.

In addition, the University offers various activities to enable students to become acquainted with the University and their chosen study, so that they can make a good start with their studies. These University-wide and faculty-wide introductory activities are open to everyone who is interested. The University focuses extra attention on first-generation students and students with a migrant background. Last year, the Start your Future programme was offered for this target group, and it is currently under further development.

Measures by faculty								
	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON
Online student experience activities and matching	■		■	■	■	■	■	
Other measures to improve student success rate	■			■	■	■		■

Leiden University: Start your Future

The Start your Future programme is mainly intended for first-generation students and students with a migrant background. Before the academic year starts, the students who are eligible for the programme (based on the results of the SKC) are invited to take part. The programme offers an introduction to Leiden University. During a boat trip through Leiden (to which parents / carers are also invited), they get to know the city and one another, and see some of the University buildings. Answers are given to such questions as: What makes studying at Leiden University special? And: What must you do to make a success of your studies? Interactive presentations are given and students complete group assignments.

7.5 Overview of funding

Study success, including progression to other courses, access and equality of opportunity

2019 (k€)	2020 (k€)	2021 (%)	2022 (%)	2023 (%)	2024 (%)
458	538	10%	9%	9%	9%

8. Appropriate and good-quality educational facilities

Improving our educational facilities is a high priority for Leiden University. Good facilities contribute to high-quality education. The currently running programmes and projects in this area have already been incorporated in the University's multi-annual budget and will therefore not be financed from the quality-improvement funding in the first two years of the period covered by this plan (2019 and 2020). This offers us the opportunity to use this funding in the initial period entirely for the other five Sector Agreement themes. When the plan is reviewed in 2020, a new decision will be taken on whether it will be necessary to use the quality-improvement funding for the theme 'Appropriate and good-quality educational facilities'.

The most important developments relating to educational facilities that contribute to quality improvement and innovation in our teaching are described below.

8.1 Developments

- In 2017 it was decided to continue the ICT & Education (ICTE) programme. ICTE will help investigate how technology can be innovatively used to improve teaching. Faculties are making their teaching more accessible on line (with MOOCs and SPOCs, for example) and are increasing the use of IT to meet students' needs. The programme runs until the end of 2020.
- On 1 November 2018 the University started to create a digital assessment facility, comprising 400 Chrome Books that can be used to conduct digital assessments from the second semester of 2018-2019. The faculties are bearing the costs of creating these digital assessments and providing support for teachers during the transition process. After the first two years, the digital assessment facility will be expanded and adjusted on the basis of results of the pilot and the University's need for digital assessments. The Executive Board has provided a grant for this project until the end of 2020.
- In 2017-2018 the University investigated the idea of setting up Active Learning Spaces. These are classrooms specially designed for active learning, where collaboration and discussion are an important part of the learning process, and intensive use is made of digital facilities. In the coming years the University will invest in adapting existing classrooms to make

them suitable for active learning. In the case of new buildings, these conditions are immediately incorporated in the brief for the design of classrooms.

Faculty of Humanities: Humanities Campus

The Humanities Campus that is to be realised over the next ten years will be a revitalised meeting place for teaching staff, researchers, students and visitors, and will be a major boost to the quality of the educational facilities.

- 2018 saw the start of the University's Harmonisation of Educational Logistics programme, which aims to improve the logistics of education within the University by reducing the complexity of processes and modernising the way information is provided. Processes will be structured more logically and information will be made more user-friendly, cohesive and clearly presented. This will give students the opportunity for more self-management of their studies. The programme creates the logistical conditions required to support flexible learning pathways, personalised education and more intensive education.

From 2018, a number of sub-projects will be carried out, with the following aims:

- Making the range of education offered at the University more transparent, clearer and more user-friendly for students.
- Ensuring better coordination of the timetables for teaching and examinations.
- Optimising the enrolment procedures across faculties: improving consistency and efficiency.
- Making the recording and notification of results clearer for students, and more user-friendly for staff.
- Brightspace, the new Learning Management System (LMS), will be introduced from 1 September 2020. As part of the digital learning environment, the LMS offers a modern basis for optimally supporting the innovative education that is integral to the University's Vision on Teaching and Learning. Both students and teaching staff will benefit from more opportunities and more user-friendly facilities. The

programme is included in the University's budget up to the end of 2021.

Campus The Hague: Wijnhaven Building and Humanities Campus: Veth Building

In the Wijnhaven Building and the Veth Building, the traditional divisions between the functions of classrooms and common rooms have been blurred. The building layout combined with the atmosphere that has been created and smart use of furnishings and technology have resulted in locations where individual study and teaching can take place almost anywhere.

8.2 Funding of measures

Until the end of 2020, the programmes aimed at improving facilities for students will not be financed with the quality-improvement funding, but from the University's innovation funding. Improvements relating to learning spaces (new buildings or renovation) will be funded from the real estate budget.

During the review, it will be decided whether funding will be released from the Quality Agreements budget for new projects in the context of 'Appropriate and good-quality educational facilities'.

9. Management and monitoring

Good management and monitoring are essential to ensure that the Quality Agreements are implemented effectively. This chapter sets out how Leiden University intends to guarantee this, and also explains how internal and external stakeholders will be involved in implementing the plans.

9.1 Timeline and allocation of quality-improvement funding

Leiden University will evaluate the implementation of the Quality Agreements in two-year cycles. At the end of each cycle, a decision will be taken on whether the chosen course needs to be reviewed. The first evaluation will take place in 2020, when the 2021-2024 Framework Memorandum is presented. This is when the system of allocating the quality-improvement funding across the faculties will also be reviewed (see chapter 1). The second evaluation will coincide with the formulation of the 2023-2026 Framework Memorandum (and the interim audit by NVAO in 2022). These evaluations will be used to assess whether the intended results and/or the management methods need to be adjusted in light of the quality-improvement plan.

Because of the two review occasions, it was decided that the budgets should be allocated across the faculties on a provisional basis in 2021 and subsequent years. In their implementation plans for this period, the faculties have indicated what proportion of their future quality-improvement budget they want to spend. This also gives the University the flexibility to decide when the review takes place to reserve funding at central level, for example for issues that students consider important but can be more effectively addressed at the University level than the faculty level. For 2019 and 2020 the University has decided to finance the central investments relating to preconditions for implementing the Quality Agreements from funds other than Quality Agreements funding.

The Quality Agreements funding for 2019 and 2020 is allocated separately to the faculties in the 2019-2020 Framework Memorandum. In these years, an amount of 250 euros per enrolled student has been allocated to each faculty.

9.2 Monitoring and reporting on the implementation of the Quality Agreements

Monitoring the implementation of the plans will be included in the regular quality assurance cycle. The processes relating to the Quality Agreements that form part of this cycle are set out in more detail below.

Quality assurance cycle

- The cycle starts with the information on developments in the quality of education from the course and programme evaluations that the University will have harmonised and fully implemented from 2019. With a view to systematically monitoring the quality of the study advice and study support, standard questions on these issues will be included in the set of programme evaluations from spring 2019.
- The information from the course and programme evaluations serves as input for the study programmes' annual reports for the academic year just ended, and for the resulting programme calendar. In their annual programme reports, all the study programmes will report on the progress of the plans and the quality of the education. The annual programme report and the programme calendar will be discussed with the relevant Programme Committee and then, once this Committee has approved them, with the Faculty Board.
- On the basis of all the annual programme reports within the faculty, a faculty progress report will be drawn up on the progress towards achieving the Quality Agreements and the actions for the coming period. The Faculty Board will discuss this report with the Faculty Council. In addition, the faculty portfolio holder for education (Director of Education) will discuss the progress report with the Vice-Rector.
- All the faculty progress reports will be combined into an annual University progress report on the Quality Agreements. The report will also include the outcomes from the student panels, as well as the progress on the University-wide measures that support the achievement of the Quality Agreements. The Executive Board will discuss this progress report with the University Council.
- The summary of the University's progress report on the Quality Agreements will form part of the Univer-

sity's annual report. In addition, on the basis of its discussion of the progress report, the University Council will draw up an annual appendix containing its perception of the progress made, in terms of both the content and the process.

LUMC: Student input is part of quality assurance system

Students at LUMC have a say at almost all levels of management within the study programmes. Student representatives are important discussion partners and they play an active role and have a responsibility within the teaching evaluation cycle and in related improvement plans. Student representation is formally in the hands of the Student Assessor, the Student Council, the student members of the Programme Committees and the MFLS study association.

Student representatives work intensively with one another and with the study programmes. All the representatives come together in the Student Advice Committee platform to hear and share valuable information about faculty-wide matters, good practices and problem issues within the different study programmes. The students learn from one another and take this input back to their own study programme. This integrated approach means that students have a strong and effective voice in the LUMC.

Student panels, where students will be asked about the quality of the education, represent an important instrument for providing input for the progress reports on the Quality Agreements. This method is used successfully at Leuven University to monitor the education and to identify issues that require attention.

9.3 Role of participation bodies

The faculty and the central staff and student participation bodies have an important role in how the quality-improvement funding is utilised. The University Council has the right of consent regarding the University's plan and the part of the annual budget that relates to the Quality Agreements funding. The previous section described the roles of the Faculty Councils and the University Council in monitoring the Quality

Organisation of student panels

In organising the student panels, we will adopt the monitoring process from the implementation of the Vision on Teaching and Learning, where panel discussions are used.

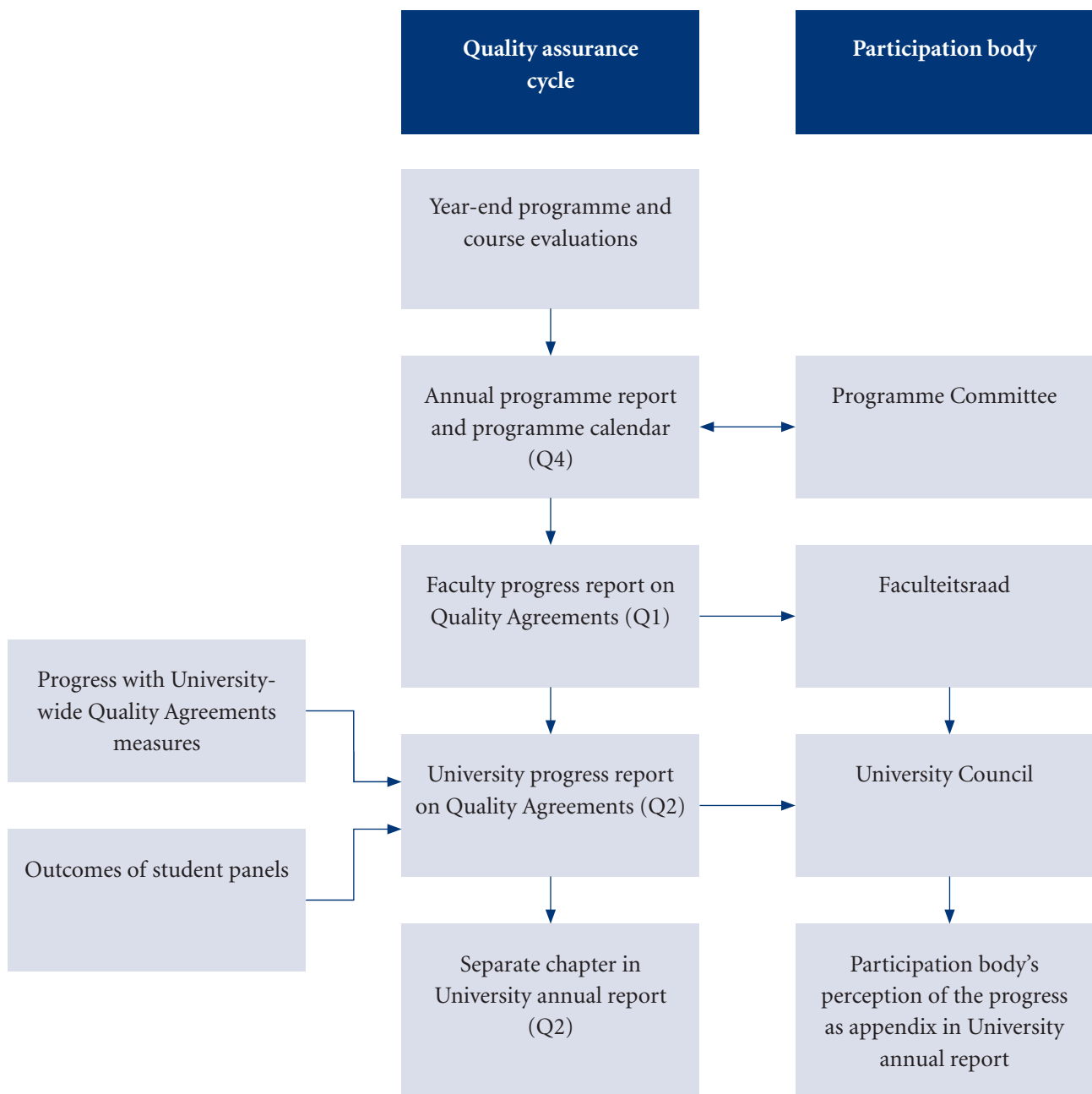
To gain an understanding specifically of how students experience the education in qualitative terms, a number of study programmes were selected where annual panel discussions were held. These programmes were selected on the basis of the faculty plans and the findings of the 2017 National Student Survey (NSE) and National Alumni Survey (NAE). The programmes selected are spread evenly across the faculties and across the programme levels, on average three programmes per faculty.

To make sure that not just the group of active students share their experience of the education, it is important that students are invited on a random basis to take part in the panel discussions. For each of the programmes selected, at least one panel discussion will be held with students ($n \geq 5$) every year. Ideally, the discussions will be held twice consecutively with the same participants.

To be able to evaluate the outcomes of the panel discussions and gain a balanced picture, the same discussions will also be held in the Programme Committees of the selected programmes. Both types of panel discussions will give a broad and balanced image of how students experience the education in their programmes. The quality assurance staff in the faculties will initiate and organise the discussions in line with University protocol, and will provide feedback on the results.

Agreements. These roles are shown in the diagram on the next page.

The University Council also has the right of consent regarding the review of the University plan in 2020 and 2022. Adjustments to the University plan at the time of the Framework Memorandum in 2021 and in 2023, both in terms of content and finances, will take place in close discussion with the faculty participation bodies, the Programme Committees and the University Council. The Faculty Council has the right of consent regarding the use of the faculty part of the quality-improvement funding and the part of the annual faculty budget that relates to the Quality Agreements funding. The



University Council has the right of consent regarding the introduction of adjustments to the (underlying) University plan.

The member of staff in the faculty who is responsible for quality assurance is also responsible for monitoring the Quality Agreements, which involves monitoring the progress with the Quality Agreements within the faculty, raising this issue in the faculty consultation bodies and compiling the faculty progress reports. There is also a quality assurance officer at the central level, who is responsible for compiling the University progress reports, ensuring that the faculty progress reports are carefully incorporated within these.

9.4 Role of other stakeholders

Leiden University attaches great importance to the relationship with parties and organisations that have a particular interest in the quality of our education, such as alumni and potential future employers of our students, as well as other partners in society. The University has partnerships with the municipalities of The Hague and Leiden, The Hague University of Applied Sciences, the University of Applied Sciences Leiden and with secondary education institutions. The University is keen to consult with them and to involve them in implementing the plans. The results of

these consultations will be included in the monitoring reports.

The progress with the Quality Agreements is discussed at least once a year in the meetings that the faculties hold with their internal stakeholders, advisory councils, alumni and/or representatives from the professional field.

9.5 Communication about progress

Another important aspect in addition to management and monitoring, and evaluation by the participation bodies, is communication, particularly with students. Students need to be informed about how the funding has been spent and what results have been achieved. The University uses various regular platforms for this, such as newsletters and the student website. A separate communication plan is also being drawn up, in consultation with the Leiden Assessors' Committee and the individual faculties, for the expenditure of the quality-improvement funding.

Based on the view that students are partly responsible for the learning environment (quality of education), they will be closely involved as discussion partners in translating the agreements into concrete plans. Internal communication with students is not only used for reporting, but also so that their experiences can be used to optimise these plans.

Alumni and the professional field

The way in which alumni and the future professional field are involved, for example in the study programmes' advisory councils, differs strongly from faculty to faculty. With this plan we are focusing on further developing structural agreements with external stakeholders aimed at broadening our education. This includes the developments being made with funding other than the quality-improvement funding. In 2019 all of the faculties will develop a plan to give relevant external networks a structural role in monitoring faculty developments in the area of education.

Faculties: External stakeholders are also involved in the developments at the faculty, study programme and institute level. In some faculties, the Quality Agreements have been discussed during the planning phase with the external advisory councils or the Board of Governors. The involvement of these bodies applies for the whole range of activities, in which the Quality Agreements are included. With respect to involving alumni in developing the education, the picture is rather variable. A few faculties have the ambition of strengthening the alumni network and engaging it more emphatically with this objective. Given the differing approaches adopted by the faculties in the planning phase, they have all been asked to define a clear cycle in the implementation phase of the Quality Agreements where relevant external stakeholders are able to evaluate the quality-improvement policies.

University: The Executive Board will place the progress of the University's Quality Agreements plan on the agenda of the regular annual meeting with the University of Applied Sciences Leiden and The Hague University of Applied Sciences and the Rectors' annual meeting with representatives of secondary education, and will seek advice on subjects that require attention. The University will also discuss the implementation of the plan at least once a year with its partners, the municipalities of Leiden and The Hague. The University collaborates with both municipalities with a view to strengthening education and research in the region.

Appendix 1

Expenditures per theme

Theme	2019 (k€)	2020 (k€)	2021 (%)*	2022 (%)*	2023 (%)*	2024 (%)*
More intensive and small-scale teaching	2,436	2,738	41%	42%	42%	43%
Educational differentiation, including talent development within and outside of the study programme	2,660	2,500	24%	25%	25%	24%
More and better guidance of students	399	517	11%	10%	10%	10%
Improving the professional qualities of teachers	1,104	1,012	14%	13%	13%	13%
Study success, including progression to other courses, access and equality of opportunity	458	534	10%	9%	9%	9%
Appropriate and good-quality educational facilities	0	0	0%	0%	0%	0%
Total for all themes	7,056	7,201	100%	100%	100%	100%

Appendix 2

Themes to be addressed by the faculties

	FGGA	Arch	Hum	Law	S&B	Science	LUMC	ICLON	HA*
More intensive and small-scale teaching									
Small(er) teaching groups	■		■		■	■			
Individual guidance	■	■		■	■	■			
Community building	■				■				
Flipping the classroom/ blended learning	■					■	■		
Active learning assignments	■	■		■	■		■		
Educational differentiation, including talent development within and outside of the study programme									
Opportunities for work experience and orientation	■		■	■	■	■			
Broadening skills			■	■	■	■	■		
Internationalisation			■		■	■	■		
More flexible learning pathways	■	■	■	■	■			■	■
More and better guidance of students									
More professional study counsellors	■		■	■	■	■	■	■	
Improving the professional qualities of teachers									
Training courses for teachers	■	■	■	■	■	■	■	■	
Scope for educational innovation			■	■	■	■			
Peer review for teachers			■		■				
Study success, including progression to other courses, access and equality of opportunity									
Matching activities	■		■	■	■	■	■		
Other measures to improve student success rate	■			■	■	■		■	

* HA = Honours Academy

Appendix 3

Summary of intended results, management and measurements by theme

Theme	Intended result	Management (methods of monitoring)
Intensiever en kleinschalig onderwijs	The chosen teaching methods within the courses are in line with what the students are required to have mastered by the end of the course	All students are invited to explicitly assess whether the teaching methods and the assignments within the course match the substantive objectives of the course
	Students are satisfied with how feedback is organised within the programme, and the quality of the feedback given is appropriate	Opportunities for students relating to the frequency and quality of feedback in the education
	The number of teaching staff will be commensurate with the number of students	Continuing to monitor the relative number of teachers* to students (student-staff ratio) within the institution
Educational differentiation	Students are satisfied with the intra- and extra-curricular options for orienting themselves to the job market	The opportunities offered in the education for students to prepare for the job market
	Students have enough opportunities to develop generic and subject-related skills, and the students can make good use of the type of feedback given by teachers	The proportion and quality of skills training, both intra- and extra-curricular
		The connection and relevance of skills training in relation to the job market
Study support	The number of trained study counsellors will be increased in relation to the baseline measurement	Increasing the number of FTE study counsellors, ensuring that clear records are kept of them, and recording the training courses completed successfully by each study counsellor
	Students are satisfied with the accessibility and quality of the study support offered	The accessibility and quality of the study support
Improving the professional qualities of teachers	A continuous learning track will be developed for teachers*	The development of a range of training courses (with the relevant certificates at different levels) in line with the needs of teachers* and with a view to making further agreements with the faculties regarding participation by their teachers from 2022
	Continuation of the results achieved so far with BKO qualifications	Number of BKO qualifications (new style)
	The number of teachers with an SKO qualification will increase above the baseline measurement	Number of SKO qualifications
	Students are satisfied with the knowledge and skills of their teachers*	The opportunities for teachers* to further develop their knowledge and skills
Study success	All bachelor's programmes that do not have 'selection and placement' will have introduced online student experience activities and/or matching	Increase in the number of bachelor's programmes that offer online student experience activities and/or matching
	Students positively rate the online student experience activities and/or matching, and believe they help them to make the right choice of study programme	The opportunities offered within the study programme in the area of online student experience activities and/or matching
Appropriate and good-quality educational facilities	Expanding and improving the educational facilities is an important aim for the University, and funding from other budgets is already being used to achieve this (until the 1st review, it is not financed with Quality Agreements funding). This will be monitored in the management cycle.	

* Teachers' refers to all teaching staff

** In 2017/2018 the University offered 46 bachelor's programmes

Measurement	Baseline measurement	Target for 2021	Target for 2024
Score for the question 'The teaching methods (lecture, seminar, tutorial, practical, etc.) correspond well with what I am expected to have mastered at the end of this course (disagree strongly – agree strongly)' in the course evaluations	To be made on the basis of the course evaluations in 2018	To be determined after baseline measurement	To be determined after baseline measurement
Panel discussion			
Student-staff ratio in FTE		In the review in 2021, decide whether a norm will be included for this element	
Score for the question 'preparation for a career / professional practice' in the programme evaluation (still under development)	To be made on the basis of the programme evaluations in 2019	To be determined after baseline measurement	To be determined after baseline measurement
Panel discussion (with students)			
Survey and/or panel discussion with alumni			
Number of FTE study counsellors recorded in SAP-HR who have successfully completed a training course in the area of study support	To be made in 2019 (baseline measurement 1-1-2019)	To be determined after baseline measurement	To be determined after baseline measurement
Panel discussion			
Percentage of teachers* with a University Teaching Qualification (BKO) (old and new style)	93% (2017/2018 academic year, Management Monitor 2018)	At least 93%	At least 93%
Number of teachers* with a Senior Teaching Qualification (SKO)	10 (2018)	30	60
Panel discussion			
Percentage of bachelor's programmes** where Experience Days and/or matching have been implemented	30%	50%	65%
Panel discussion			



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