

International Relations and Diplomacy

**Institute of Political Science,
Leiden University**

QANU, November 2011

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This report was finalized on: 22 November 2011

Report on the Master's programme International Relations and Diplomacy of Leiden University

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

Administrative data regarding the programme

Master's programme International Relations and Diplomacy

Name of the programme:	International Relations and Diplomacy
CROHO number:	75022
Level of the programme:	Master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	-
Location(s):	Leiden and The Hague
Mode(s) of study:	full-time
Expiration of accreditation:	13-12-2012

The visit of the assessment committee International Relations and Diplomacy to the Institute of Political Science of Leiden University took place on 28 and 29 September 2011.

Administrative data regarding the institution

Name of the institution:	Leiden University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	pending

Quantitative data regarding the programme

The required quantitative data regarding the programme are included in Appendix 4.

Composition of the Assessment Committee

The committee that assessed the Master's programme International Relations and Diplomacy was made up of:

- Prof. Ole Elgström, chair of the committee;
- Prof. Kristian Skrede Gleditsch;
- Prof. Arild Saether;
- Marije van Beek BSc, student member.

The Committee was supported by mw. dr. Barbara van Balen, QANU staff member, who acted as secretary.

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

Working method of the Assessment Committee

Preparation

In preparation of the assessment of the programme a self-assessment report was prepared by the programme management. This report was sent to QANU and, after a check by the secretary of the Committee to ensure that the information provided was complete, forwarded to the Committee members.

The Committee prepared the site visit by studying the self-assessment report and randomly selected Master's theses. The selection procedure for the Master's theses is explained under standard 3 in this report. The Committee members formulated any questions raised by studying the self-assessment report and assessed the Master's theses on the basis of an assessment form.

Site visit

The Committee visited the programme on 28 and 29 September. Due to illness, the student member of the committee could not attend the site visit. She added her comments and assessment to the report by email afterwards. The visit started with an internal meeting aimed at:

- instructing the committee and explaining the assessment framework;
- establishing the working method of the committee;
- preparing the interviews;
- assessing preliminarily the degree programme;
- discussing the assessment of the Master's theses.

The programme of the site visit was developed by the Committee's secretary in consultation with the programme management and the chair of the Committee. Student and teacher panel members were selected by the secretary out of a list of students and teachers provided by the programme management. The alumni panel was, out of sheer necessity, composed on the basis of availability: in line with the objectives of the programme, most alumni had accepted jobs outside the Netherlands. The Committee interviewed, next to students, teachers and alumni, the programme management and representatives of the Faculty Board, the Examination Board and the student and teacher members of the Programme Committee. An open office hour was scheduled and announced but not used.

During the site visit the Committee studied all additional material made available by the programme management. Appendix 6 gives a complete overview of all documents available during the site visit.

The last hours of the site visit were used by the Committee to establish the assessments of the programme and to prepare the presentation of the findings of the Committee to the representatives of the programme.

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

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

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

Excellent

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

The Committee assessed a standard as 'good' when it saw good practice on a national level. The Committee assessed a standard as 'excellent' to indicate that the programme can be seen as best practice on an international level.

Report

The secretary wrote a draft report on the basis of the findings of the Committee. The Committee then commented on the draft report and established the final version of the report. This final report was sent to the programme management with the request to correct, if necessary, data presented in the report. The comments of the programme management were discussed with the Committee members. The final report was established by all Committee members.

Summary judgement regarding the quality of the Master's programme International Relations and Diplomacy

This report describes the findings and assessments of the Committee in evaluating the Master's programme International Relations and Diplomacy. The assessment by the Committee is based on the self-assessment report including appendices, additional information provided by the programme management, a selection of Master's theses and interviews during the site visit. The Committee is very positive about the quality of the programme, the assessments and the achieved learning outcomes of the students. The Committee is of the opinion that the programme is excellent and fulfills all criteria for re-accreditation.

Standard 1: Intended learning outcomes

The MIRD programme aims at imparting to students the necessary knowledge, understanding and skills in the field of international relations, including international organization, conflict resolution and diplomacy. The Committee takes the view that the MIRD programme is unique in comparison to any other programme in the Netherlands or elsewhere. The Committee saw that the programme clearly provides an answer to a need in society for academics trained in international relations and diplomacy.

The objective of the programme is reflected in the intended learning outcomes. The Committee holds the opinion that the learning outcomes fit into the Dutch qualifications framework for level and orientation.

Standard 2: Teaching-learning environment

The Master's programme International Relations and Diplomacy is a two-year programme in which students obtain overviews of traditional and current research in political science and international relations. The programme is a carefully balanced mix of theory, research training and practice. The content of the programme consists of specialized seminars and courses aimed at specific themes and areas explored in more depth. The students have to do an internship of two to three months, which enables them to become familiar with actual challenges to an international organization. Furthermore, the students are thoroughly prepared in courses and training for writing a research-based Master's thesis.

The MIRD programme is in all aspects an international programme with an internationally recruited staff, internationally recruited students and a content focus on international relations. The Committee also concludes that the programme has strong links with research.

The programme is challenging for students, with a heavy study load, but there are no reports about specific obstacles. In fact, the students appreciate the hard working, and the success rates of the programme indicate that the programme is feasible.

The Committee established that the composition of the teaching staff enables to perform the teaching programme. The teaching staff is involved in actual relevant research that has a connection to the content of the programme. The quality of the teaching staff is excellent.

The Committee established that the contents and structure of the curriculum enable the admitted students to achieve the intended learning outcomes. In the opinion of the committee, The MIRD programme is a challenging, interesting, unique programme. It is highly appreciated by the students and its reputation is excellent. The Committee was impressed by the achievements.

Standard 3: Assessment and achieved learning outcomes

The final grade for each MIRD programme element is based on written assignments, including short essays. Several courses demand that a final research paper be submitted, with students being asked to actively engage in research connected to the focus of the course. The assignments, essays, papers and theses are assessed in a transparent way on the basis of predefined assessment forms. The programme has a very good quality assurance policy regarding examinations. In the assignments as well as in the final Master's theses the students demonstrate that they have achieved a level in knowledge and insight in the field that can be expected from Master's students.

The Committee assessed the standards from the Assessment Framework for Limited Programme Assessments in the following way:

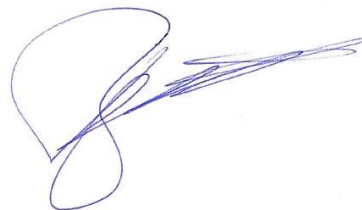
Standard 1: Intended learning outcomes	good
Standard 2: Teaching-learning environment	excellent
Standard 3: Assessment and achieved learning outcomes	good
General conclusion	good

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

Date: 22-11-2011



Prof. Ole Elgström



Dr. Barbara van Balen

Description of the standards from the Assessment Framework for Limited Programme Assessments

Standard 1: Intended learning outcomes

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

Explanation:

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

1.1. Findings

The Master of Science in International Relations and Diplomacy (MIRD) is offered by Leiden University's Institute of Political Science, in cooperation with the Netherlands Institute of International Relations, Clingendael. According to the self-assessment report, the MIRD programme aims at providing its students with academic education and training to prepare them for careers in a wide range of international positions. The programme aspires to have an academic standard and, simultaneously, to build bridges to the practice of international relations and diplomacy. The MIRD programme explicitly aims at attracting talented (international) students.

In general terms, the MIRD programme aims at imparting to students knowledge, understanding and skills in the field of international relations, including international organization, conflict resolution and diplomacy. It is designed to prepare them for careers in international governmental and non-governmental organizations, international diplomacy, national or international public administrations, 'think tanks' and research institutions, international interest associations or international business.

The MIRD programme demands that students are aware of the theoretical foundations of international relations and related fields, have knowledge of the theory and practice of international organizations and know about key historical developments in international relations, international organization and diplomacy. In addition, students need to be able to use other approaches and disciplines in the analysis of crucial current or past developments in international relations. In terms of research skills and methodology, MIRD students obtain the capacity to apply respective knowledge, to formulate important research questions and to design and execute appropriate research strategies – based on both quantitative and qualitative methodologies – in order to answer these questions. Students in the MIRD programme also learn explicitly how to test theoretical propositions on the basis of empirical evidence.

The academic knowledge and skills obtained in the MIRD programme, including the capacity to apply adequate political science research methods and tools, and the ability to present academic results, also prepare students for continued academic education or research in the framework of advanced professional settings.

The intended learning outcomes of the programme are presented below:

The main *intellectual learning outcomes* of the MIRD programme can be summarized as follows. Students are expected to have knowledge of and insight into:

- 1.1. the theoretical foundations of international relations, conflict resolution and diplomacy;
- 1.2. the theory and practice of international organization;
- 1.3. key historical developments in international relations and diplomacy;
- 1.4. applications of related disciplines (economics, psychology, international law, history) to international relations;
- 1.5. research design and research methods in political science.

The *skill qualifications* can be summarized as follows. Students are able to:

- 2.1. formulate fundamental questions concerning international relations and diplomacy;
- 2.2. design and execute an appropriate research strategy to develop answers to these questions by using empirical evidence;
- 2.3. reason by analogy to construct appropriate comparative analyses and evaluations of historical and contemporary processes and events in international relations;
- 2.4. apply non-specialist knowledge from related fields to explain and understand international relations and to build theoretical arguments;
- 2.5. present academic findings in written papers, reports and oral presentations.

These intended learning outcomes are further elaborated in components of knowledge, understanding and insight the students have to acquire. These components are described in Appendix 4.

Although no specific frame of reference exists for a master programme in International Relations and Diplomacy, selected requirements for this domain can be derived from other, existing frameworks. In this context, the Dutch-language ‘Referentiekader’ (frame of reference), agreed upon in 2008 by the four Dutch universities offering BA or MA programmes in Political Science – and established on the basis of previous agreements among Political Science programmes on the European level – is relevant. This frame of reference, in turn, derives its requirements for Bachelor’s and Master’s programmes from the Dublin descriptors. Within the 2008 frame of reference for Political Science, International Relations is seen as one of five crucial elements of Political Science training, next to political theory and history of political ideas (political philosophy), quantitative and qualitative research methods, the political system of the own country and of the European Union, and comparative politics. Clearly, while the MIRD fully incorporates aspects related to research methodology, and broadly the political system of the European Union, it naturally puts less emphasis on political theory, the national political system and, finally, comparative politics. The domain-specific frame of reference compiled for the MIRD programme can be found in Appendix 3.

1.2. Considerations

The domain-specific frame of reference for this programme (Appendix 3) describes, according to the Committee, clearly the level and orientation of the intended learning outcomes in the context of the academic field. The Master’s programme International Relations and Diplomacy is a unique programme in comparison with any other programme in the Netherlands or elsewhere. The Committee concludes that the programme provides an

answer to a need in society for academics trained in international relations and diplomacy. The combination of content and practice in the programme is reflected in the learning outcomes.

According to the committee, the level of the programme is reflected in the components of knowledge, understanding and insight to be acquired by the students, which are described in Appendix 4. Examples of these components are: ‘recognition of the complexity of global challenges’; ‘insight into possible academic responses and means to contribute to the solution of salient, and partially complex, problems on a national, regional or global level’; ‘capacity to contribute to ongoing academic research with respect to developments in international relations’. The intended learning outcomes, elaborated in these components, clearly build on the level achieved in a Bachelor’s degree programme and indicate that the knowledge and insight of the students is deepened and specialized in the specific field of international relations. The intended learning outcomes are in the opinion of the committee on an advanced level, well above average demands and very demanding in their interdisciplinary character and their research-oriented approach.

According to the range of skills the students need to obtain (see Appendix 4), the programme obviously aims at an academic Master’s level. The master level to be acquired by the students is, for instance, obviously reflected in the skills qualifications:

2.3. reason by analogy to construct appropriate comparative analyses and evaluations of historical and contemporary processes and events in international relations; and

2.4. apply non-specialist knowledge from related fields to explain and understand international relations and to build theoretical arguments.

1.3. Conclusion

Master’s programme International Relations and Diplomacy: the Committee assesses Standard 1 as **good**.

Standard 2: Teaching-learning environment

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

Explanation:

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

2.1. Findings

In this section a description is given of the contents and structure of the curriculum, the teaching and learning approach of the programme and the quality of the teaching staff.

2.1.1. The curriculum

According to the self-assessment report, the MIRD programme has a two-year structure and is built up in a sequence allowing students to gradually acquire the knowledge and skills needed to meet the intended learning outcomes of the programme. Since students with somewhat varied academic backgrounds may enter the programme, courses in the first semester familiarize them with the essence of research and methodology in political science and international relations. Accordingly, students obtain overviews of traditional and current

research in political science and international relations and acquire the skills to apply respective methodological techniques.

Subsequently, within the framework of various specialized seminars, specific themes and areas are explored in more depth, such as conflict resolution, European integration, international law and international political economy. An overview of the curriculum can be found in Appendix 4.

The students interviewed confirmed that they experience an adequate sequence of courses in the curriculum. The courses offered in the first semester enable the students with various backgrounds to level up. The students did not report any problems in this regard. The students told the Committee that the structure of the curriculum is coherent and meets their needs. According to the students, the study load is considerable but, as evidenced by the success rates of the programme, the programme can successfully be completed within two years.

The students report that the number of teaching hours is sufficient and corresponds with the information provided by the programme management (see Appendix 5).

2.1.2. Methodology and research as part of the curriculum

In the 2006 accreditation process of the MIRD programme, the NVAO assessment committee recommended that training in methodology in the MIRD programme be extended in the future. Accordingly, as from the 2006-2008 MIRD programme, courses are offered on both quantitative and qualitative research methods (5 EC each). The former includes methodologies such as comparative case study methods and path tracing while the latter includes statistical techniques such as multivariate and logistic regression analysis. Apart from this, the programme provides a 'Thesis Laboratory' (5 EC) which serves as a preparation for thesis research.

In the Thesis Laboratory students present the theoretical foundations and methodological techniques they plan to use regarding research for their final Master's thesis. The Thesis Laboratory is offered in an interactive format that allows for feedback by the seminar teacher, and also by peers, on the detailed plans for the Master's thesis. Subsequently, the thesis proposal needs to be approved by a first and a second supervisor (usually by the end of January of the second year of studies).

The Committee concludes that the programme management has taken measures on the basis of the recommendations given by the previous assessment committee. In general, the committee could conclude that the programme management aims at permanent quality improvement of the programme. Students and teachers confirmed the prominent place of methodology in the curriculum. Students without any prior knowledge of methodology and research techniques are very well prepared for writing a research-based thesis. In particular, the Thesis Laboratory is highly appreciated by the students.

2.1.3. Balance of theory and practice

While focusing on a variety of themes, seminars given by faculty members at Clingendael introduce students to recent challenges – and corresponding academic research – in international diplomacy and security, in courses focusing on patterns of diplomacy in the 21st century, international negotiation, the politics of the United Nations Security Council and diplomacy in Asia. The specific titles of courses offered by Clingendael may vary from year to year – depending on the availability of expertise – but always cover aspects of diplomatic practice and are largely complementary to the theoretical and methodological components of the MIRD curriculum.

Clingendael's international networks and multiple connections with the world of diplomacy provide links between academic studies and the professional practice of international organization and diplomacy. Courses taught by members of the Clingendael faculty involve discussions on current challenges and issues in international affairs, including modern ways to conduct diplomacy, the role of public diplomacy in global affairs, patterns of international negotiation, global governance, foreign policy and specific diplomatic activities of existing or emerging global powers (e.g. China).

The students interviewed told the Committee that they were attracted to the MIRD programme by the alternation of research, theory and practice. In reality, the practice part, such as skills training, turned out to be smaller than expected, but the students confirmed that the balance between theory and practice in the programme is perfect.

2.1.4. Internship

In MIRD, the internship opportunity allows students to become familiar with actual challenges for an international organization. It helps them to apply academic insights to individual work assignments and to understand the professional exigencies of functioning in an international institution or setting. As from the 2011-2013 programme, the internship is a compulsory programme component. By conducting an internship, students gain understanding of the actual operation of institutions in the field of international organization and diplomacy and often build valuable professional ties that support future job placements. In order to place students at relevant internships, the position of a MIRD internship coordinator was created (for one day per week). The internship coordinator collects information about internship possibilities, and supports students in the process of internship applications. In the course of the past few years, students conducted internships at a variety of different institutions, including the United Nations Headquarters in New York, local embassies (in The Hague and in various cities around the globe), for UNITAR, UNHCR and, finally, Clingendael and The Hague Centre for Strategic Studies.

In addition to this, the involvement of Clingendael in the MIRD programme and a number of extracurricular activities, such as an excursion to European institutions in Brussels (offered almost yearly since 2005, with the excursion in 2009 combining first-year and second-year MIRD students) and visits to international organizations such as the International Criminal Court (ICC) in the Hague, as well as the Peace Palace, offer opportunities for MIRD students to meet practitioners from international organizations and from the diplomatic corps, such as that based in The Hague. Again, this may facilitate the flow of relevant information (and with this, students' opportunities to find future professional positions).

The students apparently appreciate the internship as part of the curriculum. The recent rescheduling of the internship to the end of the first year is welcomed by the students. This enables them to extend the internship with one or two months during summer holidays and gives more opportunities to fulfil the internship in organizations that require a longer connection. The effects of this rescheduling, however, still have to be monitored.

2.1.5. Thesis work

The final product that students work on in the MIRD programme is the Master's thesis. The thesis topics chosen within MIRD are wide and demonstrate the scope and breadth of international relations and diplomacy. In the thesis, students integrate knowledge obtained and methodological skills acquired with the gradually developed capacity to engage in own, independent research. Although this system of thesis writing has worked quite well in the

past, some delays have occurred. To remedy this problem, current planning for the future entails the introduction of a 'Thesis Seminar' in which students, in block 3 of the second year of the programme – under the supervision of a faculty member of the Institute of Political Science – work out a draft thesis proposal and in block 4 of the second year of studies, write and conclude the thesis, again under the primary supervision of this staff member.

The Committee studied a selection of the Master's theses and assessed these theses separately. The selection procedure for the theses and the assessment of the Committee are discussed under standard 3.

2.1.6. The teaching and learning approach

The self-assessment report describes that the Institute of Political Science has a strong research profile and that Leiden University explicitly aims to link research and teaching in order to provide graduate students with academic education at the frontiers of academic developments. The MIRD programme follows this approach to teaching and learning and aims at a thorough academic research training of the students alternated with more practice-oriented applied research in international relations as conducted by Clingendael. The perspective of teaching in the MIRD programme is both international and academically rigorous. All courses are offered in English, have a cross-national approach and involve consideration of the international academic literature. The programme seeks to attract excellent students from (foreign) universities to create a stimulating high-quality international learning environment.

The international orientation of the MIRD programme is strengthened by the fact that students admitted to the programme have concluded their Bachelor's education at different universities worldwide. Accordingly, the MIRD programme is followed by an international group of students. Students confirmed to the Committee that their various backgrounds are beneficial to their learning process and that they do not experience any difficulties in this regard.

The programme furthermore benefits from the fact that students are selected. Admission to the programme is on a competitive basis. The main selection criterion is the academic record of applicants, i.e. the grades achieved. Complementary criteria are the nature of the Bachelor's programme attended, i.e. the match with the contents of the MIRD programme and the student's motivation and capacity to engage in graduate-level study. To this selection procedure for admission adds a certain amount of self-selection of the students due to the high tuition fee. As a result, the students who begin this programme are highly motivated.

The Committee concludes that the MIRD programme is in all aspects an international programme with internationally recruited staff, internationally recruited students and a content focus on international relations. The Committee also concludes that the programme has strong links with research. Staff members use their research in teaching and the students are challenged to use research in the assessment tests for the courses and to do research during internship and are trained to conduct research for their Master's theses.

2.1.7. The teaching staff

The Committee has received an overview of the teaching personnel, a description of the courses offered by each staff member and a brief curriculum vitae of each teacher. On the basis of this information and the interviews with students and teachers, the committee could get an overview of the quality of the teaching staff. The Committee concludes that the composition of the teaching staff is adequate for the execution of the teaching programme.

The teaching staff members are involved in up-to-date relevant research that has a connection to the content of the programme. The Committee also concludes that the Institute of Political Science has the policy that every new staff member has to follow a didactic training (Basis Kwalificatie Onderwijs [Basic teaching qualification]). The students reported that the teaching is of high quality, which is underpinned by the course evaluation results: the students mark the teaching quality on average far above 4 (on a scale from 1-5).

2.2. Considerations

The Committee concludes that the contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The intended learning outcomes are elaborated in learning components (Appendix 4). These components form the basis of the courses and training offered to the students.

The programme is a good balance between up-to-date theoretical courses (e.g. International Relations: Theories and Approaches), research skills training (e.g. Research Design & Master Thesis Lab) and methodology (Qualitative & Quantitative Research Methods) and practice-orientated courses (e.g. International Negotiation & The Sanctions Practice of the UN Security Council). Each subsequent course builds on the knowledge students have required in the previous course. All courses and training are based on an interactive teaching-learning method, which is facilitated by the small size of the groups. Students report about lively discussions in classes, which help them to sharpen their minds and deepen their knowledge and insight. In the opinion of the committee, the MIRD programme is a challenging, interesting and unique programme. It is highly appreciated by the students and its reputation is excellent.

The Committee appreciates the quality assurance climate in the programme, in which staff and management are permanently seeking improvement. All teachers proved to be flexible and open to improvement. The programme has good mechanisms for identification of problems.

The sequence of courses in the programme as well as the very good cooperative atmosphere between the teachers build a coherent programme with an excellent balance between research, theory and practice. The internship the students are required to perform is highly appreciated and, in the eyes of the Committee, an example of the excellent balance between theory and practice in this programme. Students are frequently challenged to write essays, papers and reports and to deliver presentations. These, combined with the excellent methodology training, prepare the students not only very well for thesis writing but also for a position in society where an academic level, diplomatic competences and thorough knowledge of international relations are required.

The Committee was impressed by the enthusiasm, involvement and quality of the teaching staff. The services provided for the students, including an internship coordinator, and the accessibility of the staff for the students are adding to the general impression that this is an excellent programme. The committee considers the staff to be excellent and the course evaluations show that the teaching is evaluated by the students as excellent. This is all the more remarkable because the programme attracts students with different backgrounds and experiences.

The programme obviously attracts more talented students, and self-selection because of the high fee is probably in place. The MIRD students are exceptionally motivated. The structure

of the programme urges the students to work very hard, but the Committee did not hear any complaints about that. The student cohorts displayed a very strong common identity.

The committee is extremely impressed by the MIRD programme. In particular the blend between theory and practice is in the opinion of the committee outstanding. Furthermore the emphasis on teaching methodology and how the programme integrates research training into almost all courses is an example that should be taken up by many master programmes. The way in which the programme forced its students to write research papers is in the opinion of the committee outstanding. The members of the committee with a long academic experience have not seen any master programmes that can match the MIRD programme in its integration of practise, methodology and research training. It can be regarded as an example for master programmes in the social sciences.

2.3. Conclusion

Master's programme International Relations and Diplomacy: the Committee assesses Standard 2 as **excellent**.

Recommendations:

As noted it is clear that there is a very good quality climate in the MIRD programme, the committee would however recommend to introduce programme evaluation to make the system complete.

The committee would also recommend to build a register of alumni and to create a sustainable alumni association. The contacts with alumni can be very useful for recruitment of staff and for internships possibilities.

Standard 3: Assessment and achieved learning outcomes

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

Explanation:

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

3.1. Findings

3.1.1. Evaluation of Individual Programme Components

According to the self-assessment report, the final grade for each MIRD programme element is based on written assignments, including short essays, in which students reflect on theoretical developments in the field or summarize existing research, often in the form of weekly assignments. Several courses demand that a final research paper be submitted, with students being asked to actively engage in own research connected to the focus of the course. This also helps them to train the skills obtained in the methodology courses. Several courses offered in MIRD demand that students make own presentations, in which they summarize advanced insights relevant to themes discussed in the seminars or own research conducted for a seminar.

The forms of assessment aim to ensure that students achieve the intended learning outcomes of the programme as they are required to demonstrate and apply knowledge and

understanding and form judgments on relevant information, resorting to data and existing research. A summary of the assessment forms is included in Appendix 4.

During the site visit the Committee studied several assignments and papers to form an opinion on the quality of the assessments and tests. The Committee affirms that all courses offered in the MIRD comply with the requirements of the level on which courses are offered, according to the provisions contained in the Leiden Register of Courses. Students report that they are sufficiently informed about the forms of assessment, evaluation of the assessment and grading. The Committee also concludes that the form and the content of the tests enable the students to demonstrate that they have achieved the learning components of the respective course.

3.1.2. Examination Board

The Examination Board monitors the general quality of examinations and grades and thus provides an important tool of quality control in this programme. The quality of thesis assessments is strengthened by the fact that a second supervisor, in cooperation with the first thesis advisor, assigns the final thesis grade.

The Examination Board explained to the Committee that it developed the policy to more actively monitor the quality of the interim and final assessments by taking samples of the assessments and exams to control if the level is up to the standards. Furthermore, the Examination Board has developed and implemented a thesis assessment form.

Next to the quality assurance task, the Examination Board has a task as the institution to which students can appeal when they do not agree with an assessment. The Board also decides on measures to be taken when a case of fraud is identified.

3.1.3. Master's theses

In the final semester of the two-year MIRD programme, a thesis proposal is submitted that outlines the research question(s), hypotheses and planned methodologies for the collection and analysis of data and information to conduct the research. This proposal, in draft form, is elaborated within the framework of the Thesis Laboratory (see above). Subsequently, the thesis proposal has to be approved by a first and a second supervisor (of which one may be a member of the Clingendael faculty teaching in this programme).

The Master's thesis gives students the possibility to demonstrate their ability to conduct largely independent research on a topic in the general areas of international relations and diplomacy. The thesis is assessed on the basis of an evaluation form that needs to be signed by both the first and the second thesis supervisor. The thesis assessment form allows supervisors to judge several components of the thesis including the strength of the research question(s) and the ways in which answers to these questions have been found in methodological terms. The completed thesis evaluation form is transferred to the student, along with the thesis grade.

The Committee studied a selection of Master's theses out of the list of the most recent Master's theses (2009-2010 and 2010-2011) made by the secretary on the basis of a spreading in marks for the theses. Each Committee member studied four Master's theses and assessed these according to a form provided by QANU. The Committee concludes that all these Master's theses were of high quality. The marks given by the examiners were generally affirmed by the Committee. None of the theses could not have been passed.

3.1.4. Professional Activities after Graduation

The achieved level of learning outcomes also reflects the way in which MIRD graduates have operated after concluding the programme. The market for academically trained specialists in areas related to international relations, international security and international organization is still comparatively broad: there are quite a number of positions in international governmental and non-governmental organizations, diplomacy, national or international public administrations, international interest associations and research institutions. Indeed, graduates of the MIRD programme have managed to acquire positions in a number of different organizations and institutions. Clearly, MIRD does not only train students for positions in traditional (largely intergovernmental) diplomacy but also for relevant functions with NGOs, national administrations, businesses or think tanks. Clingendael's role as a 'bridge' between academia and the practice of diplomacy familiarizes students with such possible functions while they attend the MIRD programme.

An (online) survey among MIRD alumni was conducted to see what their current positions are. From all alumni addressed, 33 online responses were received. Among the responses are: Consultant for UNICEF Montenegro; Russia desk officer and policy advisor at the Dutch Ministry of Economic Affairs, Agriculture and Innovation; Researcher in the field of sustainable consumption and production tools, policies and strategies; Special Events Officer, International Crisis Group; Project Manager/Consultant, Nehem International; International Civil Servant; Programme Officer with the National Democratic Institute (NDI) responsible for Nepal, Cambodia and North Korea; Research and Programme Officer at The Hague Institute for the Internationalization of Law; Government Trainee at the Dutch Ministry of the Interior and Kingdom Relations; Consultant/Trainer in International Negotiations and Diplomacy; Third Secretary, Embassy of the Republic of Indonesia, Phnom Penh, Cambodia; Programme officer in a charity foundation; Freelance editor focusing on international development/international affairs.

A limited number of survey responses indicate that students, after MIRD graduation, have engaged in a PhD programme, including a DPhil programme at Oxford University, a PhD programme at the European University Institute in Florence, a (funded) PhD programme at Uppsala University, Sweden, one AIO (research assistant) position – i.e., a funded PhD – at the University of Amsterdam and one in Leiden's Institute of Political Science, and a PhD programme at the American University in Washington, DC. Several MIRD students, after graduation, have continued being engaged in research, for example in the context of (international) organizations.

3.2. Considerations

The Committee is impressed by the achievements of the programme. The quality of the programme is clearly expressed by the achievements of the students, who are, according to the alumni and the responses in the small survey, doing very well and can contribute on a high level to this area in society. The quality of the programme is also illustrated by the number of graduates who are accepted as PhD students by well-known research universities.

The assessment system is transparent: the students know what is expected from them. The students also appreciate the high level of requirements they have to fulfil. The students have to write essays and papers from the very beginning. The students told the Committee that they receive extensive feedback on each essay or assignment, which is highly appreciated and helps the student to perform on the highest level.

This assessment system contributes greatly to making this programme special. It certainly contributes to the high level achieved by the students. The Committee highly appreciates the structuring of thesis writing by a clear timetable and instructions. This structuring can be seen as an example of best practice for other Master's programmes.

According to the Committee, the Examination Board is functioning very well. It is concerned with quality assurance and is proactively involved in improvement of procedures to maintain a high quality.

The Committee found that the theses it studied are of very high quality and got a general impression of high standards for graduation. The graduates seem to have a broad range of possibilities to get work on a high level. The examples the Committee has seen were quite impressive.

3.3. Conclusion

Master's programme International Relations and Diplomacy: the committee assesses Standard 3 as **good**.

General conclusion

The Committee has seen an impressive and unique Master's programme. The Committee met enthusiastic students, alumni and teachers and would recommend continuation of this programme. Although the programme management described some weak points in their self-assessment, the Committee did not find any, while issues that can be improved are identified by the programme management in an early stage and, when appropriate, are followed by action.

Conclusion

The committee assesses the *master's programme International Relations and Diplomacy* as **good**.

APPENDICES

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

Prof. Dr. O. (Ole) Elgström (chair) acquired a PhD in Political Science in 1982. His dissertation, *Aktiv utrikespolitik*, describes and analyzes the active foreign policy of Sweden in the 1960's and 70's. Currently Elgström is Professor of Political Science and Vice Dean of the Faculty of Social Science at Lund University (Sweden). His research focuses on two main themes. The first is the security policy strategies of small states, a theme touched upon in his thesis and more recently in *Images and Strategies of Autonomy* (2000). International negotiations constitute a second major research area. In the monograph *Foreign Aid Negotiations* (1992) Elgström combined his interest in foreign aid with his interest in negotiation theory. More recently his research has focused on the EU as a negotiation arena. Articles on negotiations have been published in various journals and the findings are summarized in his edited volume (with Christer Jönsson) *European Union negotiations* (2005). In his on-going research, Elgström investigates how non-EU state actors perceive the roles of the EU in international multilateral negotiations, a theme on which he has published extensively in leading journals such as *Journal of Common Market Studies*. He is also the co-editor of *The European Union's Roles in International Politics* (with Mike Smith; 2006).

Prof. Dr. K. (Kristian Skrede) Gleditsch received his BA degree in Social Science from the University of Oslo (Norway) in 1993. In 1999 he acquired a PhD in Political Science from the University of Colorado (USA). For his dissertation the American Political Science Association granted him the Helen Dwight Reid dissertation award. After lecturing at the Faculty of Social Sciences at the University of Glasgow (UK) and the Department of Political Science at the University of California San Diego (USA), in 2007 he became Professor at the Department of Government at the University of Essex (UK). Also, Gleditsch is research associate of the Centre for the Study of Civil War at the International Peace Research Institute, Oslo (PRIO), and co-editor of the *British Journal of Political Science*. His research interests include conflict and cooperation, democratization, and spatial dimensions of social and political processes. Among his key publications are *All International Politics is Local: The Diffusion of Conflict, Integration, and Democratization* (2002) and *Spatial Regression Models* (2008, with Michael D. Ward). In 2007 Gleditsch received the International Studies Association's Karl Deutsch Award, which is presented annually to a scholar who is judged to have made (through a body of publications) the most significant contribution to the study of International Relations and Peace Research.

Prof. A. (Arild) Sæther studied Economics at the University of Oslo (Norway) and the University of Minnesota (USA). In 1975 he obtained a Post Doctoral Certificate from Cornell University (USA). Subsequently he lectured at the Faculty of Economics and Social Sciences at the University of Agder (Norway). From 1995 to 1997 he was Professor of European Economic Integration at the European Institute of Public Administration (Maastricht, The Netherlands), where he developed courses, seminars and educational programmes in Azerbaijan, Austria, Estonia, Lithuania, Poland, Slovakia, Spain, the Czech Republic and Ukraine. In 1998 he was appointed Director of EuroFaculty in Riga. For three years he worked closely with Tartu University, Estonia, University of Latvia in Riga and Vilnius University, Lithuania, in their efforts to transform their university programmes in Law, Economics and Social Sciences to Western standards. In 2001 he returned to the University of Agder where he is presently Professor and Chair of the School of Management at the Faculty of Economics and Social Sciences. His research areas include the European Economic Integration, European Higher Education Reforms in the Transformation Process and the History of Economic Thought. For his work at the EuroFaculty Tartu-Riga-Vilnius (1998-2001), he was awarded the title of Honorary Member of the University of Latvia.

Sæther served on numerous evaluation committees for academic staff and scientific programme committees of several international conferences. Also, he is a member of the programme advisory board for the History of Economic Thought and Ethics at the *École Supérieure de Commerce de Paris* (France).

Mrs. M.J. (Marije) van Beek BSc. completed the bachelor Communications at the Christelijke Hogeschool Ede (The Netherlands) in 2008. At present she is enrolled in the Premaster's programme Religion and philosophy, specialization Communications and Media at the VU University (Amsterdam, The Netherlands). Mrs. Van Beek has gained working experience in the field of journalism, copy writing and PR. She was PR advisor for the municipality of Dordrecht (2007-2009) and worked as a freelance copywriter for glossy magazines *ANTOINE* (2010) and *CALVIJN* (2010). Recently, she completed a three month internship at the editorial offices of 'Culture and Media' and 'Religion and Philosophy' of newspaper *Trouw*. Over the Summer of 2011 she was a temporary editor 'Religion and Philosophy' at the same newspaper. Her areas of interest include history, journalism, new media and art.

Appendix 2: Programme of the site visit

Site visit schedule for the assessment of the Master Degree Programme International Relations and Diplomacy Leiden University, 28-29 September 2011

Wednesday 28 september

13.00 – 13.15 hrs	Arrival committee members
13.15 – 15.30 hrs	Internal meeting committee
15.30 – 16.15 hrs	Meeting with programme management and representatives of the Faculty Board: <ul style="list-style-type: none">• Prof. dr. Henk Dekker (Vice-Dean, Director of Education, Faculty of Social and Behavioural Sciences)• Prof. dr. Petr Kopecký (Head of Department Institute of Political Science)• Dr. Oda van Cranenburgh (Director of Studies, Institute of Political Science)• Prof. dr. Jan Melissen (Clingendael Diplomatic Studies Programme)• Prof. dr. Madeleine Hosli (Programme Director, MIRD)
16.30 – 17.15 hrs	Interview with students: Misha Van Braningen, Feike Fliervoet, Demetra Hadjiyiannis, Dorothea Blank, Aida Branez, Elia Elenius, Lisa Ellemunter, Donna Fitrah, Peter Kiraly
17.15 – 17.45 hrs	Interview with alumni/ representatives of the professional field: Siniša Vuković, MA, Efe Guler, MA, Xi Jin, MA, Charlotte Rosalie, MA, Suhith Sitharthan, MSc
17.45 – 18.30 hrs	Internal meeting committee
18.30 hrs	dinner committee (internal)

Thursday 29 September

08.30 – 09.15 hrs	Interview with teachers: Dr. Peter van Ham, Dr. Michael Meffert, Dr. Islam Qasem, Dr. Danie Stockmann, Dr. Maria Spirova, Dr. Lee Seymour
09.15 – 09.45 hrs	Programme committee – teachers: Dr. Tanja Aalberts (Chair), Dr. Lee Seymour
10.15 – 10.45 hrs	Programme committee – students: Marije Scheperman (alumna), Iba Abdo, Maria Hermansen
10.45 – 11.15 hrs	Examination board (and students advisor): Prof. Ingrid van Biezen (Chair), Prof. Rudy Andeweg (former chair; replaces Prof. van Biezen), Dr. Marius de Geus, Marc Uriot, MA (replaces the regular MA study advisor, Mrs. Caubo, between September and December 2011, as Mrs. Caubo is on maternity leave).

11.15 – 11.45 hrs	Internal meeting committee, inventarisation of questions left for the programme management
11.45 – 12.15 hrs	Final meeting with programme management
12.15 – 13.00 hrs	Lunch
13.00 – 14.00 hrs	Open office hour (after registration),
14.00 – 15.30 hrs	Internal meeting committee
15.30 – 16.00 hrs	Feedback and general assessment

Appendix 3: Domain-specific framework of reference

Comparison with Other Programs

The level of academic insight and training provided in the framework of the MIRD program compares favorably with other Master's programs at internationally renowned universities, both in the Netherlands and abroad. It certainly shares some of the common features of academic training in international relations with comparable international programs, namely compulsory courses covering the foundations of international relations, international political economy and research methods. But in addition to this, the MIRD provides academic insight into specific areas within the broader field of international relations, including academic approaches to the study of international organization and diplomacy, and insight into practice, notably as provided by Clingendael courses offered in this programme.

Hence, in an international comparison, the MIRD programme is rather unique. The high number of applications for this programme – mostly by highly-qualified students – testifies to the attraction of the programme internationally. We believe that it indeed offers a mix of academic training and insight into practice that is not very common internationally. In addition to this, by being taught in English, it allows for an international group of students to participate. Among the essential elements of the MIRD programme that distinguish it from other programs are that it a) is a two-year program, allowing for breadth and depth of education; b) is focused on international relations, but apart from this, has a specific focus on diplomacy; c) contains theory, research methodology, comparative methods of analysis, and practice; d) provides room for, and now in fact requires, students to take an internship as part of the program; e) is taught in cooperation with a prominent think-tank (the Netherlands Institute of International Relations, Clingendael); and f) has a global rather than national or European perspective.

Comparison within the Netherlands

Although other universities in the Netherlands offer programs that have some of the characteristics mentioned above, none of them seems to share the full character of MIRD. Several universities (Leiden University, the University of Amsterdam, the Free University of Amsterdam and Radboud University Nijmegen) do have a one-year Master's programme in Political Science with an optional focus on International Relations, and are taught in English. But this is where the similarities appear to end. At Radboud University Nijmegen, for example, the programme is taught in Dutch. The programme closest to the MIRD in the Netherlands is likely to be at the University of Groningen, which offers a one-year programme (taught in English) in International Relations and International Organization, and includes, as a component, a career-oriented internship. However, the programme in Groningen does not have an explicit focus on diplomacy, and it does not offer a link with a think-tank. Utrecht University offers a one-year English taught Master in Conflict Studies and Human Rights. But compared to MIRD, the Utrecht programme does not focus on diplomacy and appears to offer less of a link between theory and practice.

Comparison with Universities Abroad

Outside of the Netherlands, there are several programs with a similar profile to that of the MIRD. In a comparison with the list of universities mentioned in the 2006 report that prepared for MIRD accreditation, the list of Master programs in related areas has increased. Still, in comparison to the currently existing programs, the MIRD seems to have a unique profile. In addition, it does not really appear to be significantly affected by the emergence of new programs, as the number of yearly applications for MIRD is still quite high.

The University of Antwerpen offers a one-year Master programme with a very comparable title to MIRD: 'International Relations and Diplomacy'. However, this Master programme is taught in Dutch and only postgraduates can apply for it (it is a 'Master-post-Master'). Similarly, the English taught programme in Diplomacy at the Diplomatische Akademie in Vienna is for postgraduates only.

Other Masters programs with some resemblance to the MIRD are:

- College of Europe, Bruges (MA EU International Relations and Diplomacy Studies)
- Geneva School of Diplomacy and International Relations (MA International Relations)
- London School of Economic (LSE) (MSc International Strategy and Diplomacy starting in 2011)
- Monash University, Australia (MA Diplomacy and Trade)
- University of Birmingham (MA International Relations and Diplomacy)
- University of Leicester (MA Diplomatic Studies)
- American Graduate School of International Relations and Diplomacy (AGSIRD), Paris (MA International Relations and Diplomacy)
- The Fletcher School at Tufts University (MA Law and Diplomacy)
- Norwich University, Vermont (MA Diplomacy)
- Seton Hall University, Whitehead School of Diplomacy and International Relations, New Jersey (MA Diplomacy)
- Schiller International University, London and Paris (MA International Relations and Diplomacy)
- University of Ottawa, Graduate School in Public and International Affairs (MA in Public and International Affairs)
- Carleton University, Norman Paterson School of International Affairs (MA in International Affairs)

The Master programme offered at the College of Europe in Bruges has an emphasis on the study of the EU as a global actor and takes one year to complete. However, as it explicitly combines EU studies with diplomacy, compared to MIRD, it has less of a global approach. Moreover, MIRD, as a two-year program, allows for more breadth and depth of (academic) education in international relations and diplomacy. The Geneva School of Diplomacy and International Relations offers a (new) one-year programme in International Relations. The location of Geneva for a programme on international relations and international organization is certainly attractive. However, there do not seem to be courses focusing explicitly on diplomacy, and programme duration is one year. The LSE starts a new MSc programme in International Strategy and Diplomacy in 2011; it is highly exclusive, based on small groups and has an intense course schedule. But compared to MIRD, it focuses specifically on international affairs, defence, business and finance. Similarly, Monash University offers a one-year MA in Diplomacy and Trade, with a specific emphasis on Australia's role. LSE, the universities of Birmingham and Leicester provide one-year programs in diplomacy that bear some resemblance with MIRD, but there is less emphasis on research methods and practice, and more on diplomacy rather than on international relations.

AGSIRD in Paris offers a two-year Master's in International Relations and Diplomacy. The school, however, has no ties with a university. Like the MIRD, it places dual emphasis on academic and practical orientation, but there is no explicit link with a think-tank. At Tufts University, the Fletcher School of International Affairs has a two-year MA in Law and Diplomacy with courses similar to the ones taught in the MIRD (theory, research and practice), but it puts more emphasis on (international) law and less on international relations. Norwich University's one-year MA in Diplomacy mainly offers courses in the field of

defence, economics and commerce, and terrorism, providing it with another focus and attention to the international system than MIRD; it also has less of an emphasis on theory, and methodology.

Schiller University offers a one-year English-taught MA in International Relations and Diplomacy, aimed at professional education for those wishing to pursue a non-academic career (e.g., in foreign affairs, journalism or business); compared to MIRD, it does not aim to bridge insights based on academia with the practice of international relations and diplomacy. The MA in Diplomacy offered at Seton Hall University requires students to take an internship and has mandatory courses in international relations theory and research methods. Compared to MIRD, however, the programme is only one year. Finally, the two Canadian programs, at Ottawa and Carleton universities, have a focus on Canadian foreign policy and public policy more generally, and lack the internship component of the MIRD.

Clearly, in an international and national comparison, other Master programs exist that have some similarities with the substantive focus of the MIRD. However, each seems to differ in some ways: many put more of an emphasis on practice and less on theory and methodology, are shorter in length, or do not provide students with internship opportunities. Others are either not linked with universities, or not with a think-tank in the area of international relations.

Although no specific frame of reference exists for a Master programme in International Relations and Diplomacy, selected requirements for this domain can nonetheless be derived on the basis of other, existing frameworks. In this context, the Dutch-language “Referentiekader“ (reference framework), agreed upon in 2008 between the four Dutch universities offering BA or MA programs in Political Science – and established on the basis of previous agreements among Political Science programs on the European level² – is relevant. This reference framework, in turn, derives its requirements for Bachelor and Master programs by the well-known Dublin descriptors. Within the 2008 reference framework for Political Science, International Relations is seen as one of five crucial elements of Political Science training, next to political theory and history of political ideas (political philosophy), quantitative and qualitative research methods, the political system of the own country and of the European Union, and comparative politics. Clearly, while the MIRD fully incorporates aspects related to research methodology, and largely the political system of the European Union, it naturally puts less emphasis on – but nonetheless touches upon -- political theory, the national political system, and finally, comparative politics. ² European Conference of National Political Science Associations, 1 September 2003.

However, some courses in the MIRD are taught by faculty specialized in comparative politics and some seminars have a focus on topics dealing with both comparative and international politics. According to the ‘Referentiekader’, in general terms, a Master’s programme in Political Science needs to prepare students for the professional application of knowledge and skills as obtained in their academic education. This equally holds for the MIRD. The ‘Referentiekader’ also stipulates that a programme in Political Science trains students to recognize, and analyze, conflicts in processes of collective decision-making -- by groups and organizations -- and studies how material and nonmaterial interests, institutions and power processes influence such conflicts and decision-making processes, as well as their effects in societal terms. Clearly, the MIRD trains students to recognize and analyze conflicts, notably on the global level, and does analyze how material and nonmaterial interests and power influence state behaviour, and actions on the global level. In addition, the MIRD pays attention to international organization and the ways international institutions reach decisions, among them the United Nations (UN) Security Council. Finally, it does focus on the effects

of such processes in societal terms, an example being the study of civil war and its repercussions on prospects for long-lasting peace. Hence, the MIRD, although not a programme offered strictly according to the stipulations as agreed upon between the four Dutch universities with programs in Political Science, nonetheless incorporates the elements defined as crucial in the 'Referentiekader'.

Finally – and largely based on the Dublin descriptors – the 'Referentiekader' stipulates the requirements for a Bachelor's programme in Political Science as compared to a Master's program: whereas a Bachelor programme in Political Science prepares students for the independent study and application of political science, a Master's further deepens and tests this independence. As the document stipulates, a programme in Political Science does not educate students for specific professions, but the modern knowledge-based society requires training that allows students to enter a broad area of professions, in which mobility, flexibility and academic skills are required, in work, for example, for public, non-benefit or 'hybrid organizations', and in the private sector. The MIRD also offers training in this sense, and sees a notable application of students' knowledge in international organizations, national administrations dealing with European and international affairs, think tanks or NGOs focused on international relations, international security, or international organization.

Regarding training for respective positions, the 'Referentiekader' specifies that students must have knowledge of, and insight into, other (related) disciplines, and that they must be able to communicate knowledge to those not trained in political science in transparent ways; that they be able to bundle the amount of information available on a subject in an effective manner and be capable of applying acquired knowledge to situations of (collective) decision-making. Moreover, students are trained to actively, and in a critical manner, participate in public discussions about politically salient issues and be capable of dealing with - continuously changing - situations of respective knowledge in own, independent ways. These criteria, as stipulated in the 'Referentiekader', are clearly based on the Dublin descriptors and are in fact fully applicable to the MIRD programme. Accordingly, although no specific reference framework exists for a Master programme in International Relations and Diplomacy, thresholds -- based on the Referentiekader and the Dublin descriptors -- are that students acquire knowledge about the theoretical foundations of international relations and diplomacy, learn about the theory and practice of international organization and about key historical developments in international relations, international organization and diplomacy.

In addition, requirements are that students are able to use insights from other disciplines to the analysis of crucial current or past developments in international relations. In terms of research skills and methodology, a common frame of reference for a Master programme in International Relations and Diplomacy, based again on the Referentiekader and the Dublin descriptors, requires that students learn to apply respective knowledge, formulate relevant research questions, acquire the skills to design and execute appropriate research strategies in order to answer such questions and finally, are capable of communicating results in transparent ways. The MIRD programme aims has these requirements in terms of knowledge and skills are reflected in the intended learning outcomes of the programme.

Appendix 4: Programme Master International Relations and Diplomacy

Components of knowledge, understanding and insight the students have to acquire in the MIRD programme:

- knowledge about the current 'state of the art' and the theoretical foundations of international relations, conflict resolution and diplomacy (1.1);
- knowledge about the theory and practice of international organization (1.2);
- insight into specific challenges in international relations, international organization and diplomacy, including threats to international peace and security (1.2, 1.3);
- understanding of key historical developments in international relations and diplomacy (1.3);
- recognition of the complexity of global challenges (1.2, 1.3, 1.4);
- recognition of the often interdisciplinary nature of international challenges (1.4);
- understanding of the value of insights generated by related disciplines (e.g., economics, psychology, international law and history) to the analysis of international relations (1.4);
- knowledge about appropriate research methodologies to analyze topics in the broader area of international relations, including recent developments in international organization, conflict resolution, international negotiations, and diplomacy (1.5);
- insight into possible academic responses and means to contribute to the solution of salient, and partially complex, problems on a national, regional or global level (1.4, 1.5).

The MIRD programme aims to make students obtain the following range of skills allowing them to apply knowledge and insight:

- capacity to develop and apply academic insights to the analysis of international relations, international organization, and diplomacy (2.1, 2.2, 2.3);
- ability to develop own academic thinking and to apply it to specific challenges in the broader field of international relations (2.1, 2.2, 2.3);
- acquisition of methodological skills in order to conduct graduate-level research in international relations (2.2);
- capacity to contribute to ongoing academic research with respect to developments in international relations (2.1, 2.2);
- acquisition of the capacity to integrate obtained knowledge about international relations, international organization and diplomacy into own research (2.1, 2.3);
- application of knowledge and understanding of international politics in an effort to find solutions to current challenges to peace and security (2.2., 2.3);
- acquisition of problem-solving abilities in view of new challenges and unfamiliar circumstances on the global or regional level (2.1, 2.3, 2.4).

Programme Master International Relations and Diplomacy, 2009-2011

First Year

Course Title	Block	Level	Credits
<i>First Semester, Block 1</i>			
International Relations: Theories and Approaches	1	500	10
Qualitative Research Methods	1	500	5
<i>First Semester, Block 2</i>			
European Security and Defence Policy	2	500	5
American Foreign Policy	2	500	5
Quantitative Research Methods	2	500	5
<i>Second Semester, Block 3</i>			
International Negotiation	3	500	5
International Organisation and Conflict Resolution	3	500	5
Security and International Law in a Multilateral World	3	500	5
<i>Second Semester, Block 4</i>			
Diplomacy Today: Theory and Practice	4	500	5
International Political Economy	4	500	5
Research Design	4	500	5
<i>Total</i>			60

Second Year

<i>First Semester, Block 1</i>			
Diplomacy in Asia	1	500	5
The Politics of World Trade	1	500	5
The Sanctions Practice of the UN Security Council	1	500	5
<i>First Semester, Block 2</i>			
Insurgency and Political Order	2	500	10
International Relations and Diplomacy Master Thesis Lab	2	600	5
<i>Second Semester, Block 3</i>			
Students can choose between an internship (15 ECTS), or a seminar (10 ECTS) plus an independent study course (5 ECTS).			15
Internship (15)	3	500	
European Integration and Europeanization (10)	3	500	
Independent Study Course (5)	3	600	
<i>Second Semester, Block 4</i>			
Thesis	4	600	15
<i>Total</i>			60

Forms of assessment for the academic year 2010-2011

- International Relations: Theory and Approaches: Presentations, review articles and a final essay of 4000 words;
- Qualitative Research Methods: Contributions to class discussions, two written assignments and a final written exam;
- European Security and Defense Policy: Contributions to class discussions, and two written assignments (1500 and 6000 words, respectively);
- International Law and Peace in a Multilateral World: A research paper based on one of the topics dealt with during the course;
- Quantitative Research Methods: Short assignments (1000 words) and a final research paper (3000 words);
- American Foreign Policy: Four brief discussion points (1000 words each), class participation, a final written exam;
- International Negotiation: A final essay of 5000 words;
- Negotiations and Mediation of Civil Wars: A 10-minutes presentation, a short essay (1500 words) and a long essay (2500 words);
- International Political Economy: Four short assignments (500 words), one exercise, two large (1500 word) assignments, class participation;
- Introduction to Research Design: A critique paper, research design paper, class participation;
- Trends in Diplomacy Today: Two group assignments (including field work), a piece of written work, active participation in group discussions, and course attendance;
- Diplomacy in Asia: A briefing note, presentation of the briefing note, an essay of 2000 words, participation in group discussions;
- The Politics of World Trade: Two short written assignments, a final case study and presentation, class participation;
- The Sanctions Practice of the UN Security Council: A final research paper;
- Insurgency and Political Order: Presentations and a final essay of approximately 6000 words;
- International Relations and Diplomacy Master Thesis Lab: (draft) thesis proposal, presentation of the thesis proposal in class, class participation;
- European Integration and Europeanization: Weekly reaction papers and a final paper.

Appendix 5: Quantitative data regarding the programme

Data on intake, transfers and graduates

Applications and Enrollment, MIRD 2006-2008 to 2010-2012

Year	Number of Applications	Actual Enrollment (Programme Cohort)	Number Graduating in Time	Number Graduating with a Delay	Number Dropping out Before the End of the Programme or Never Graduating
2003-2005	32	12	5	0	7
2004-2006	74	16	10	4	2
2005-2007	93	21	14	4	3
2006-2008	93	18	16	2	0
2007-2009	94	25	20	1	4
2008-2010	99	26	23	1	2
2009-2011	117	13	-	-	-
2010-2012	107	24	-	-	-
Average	88.6	19.4	14.7	2.0	3.0

Teacher-student ratio achieved

Number of Courses Taught, Total Fte Spent on MIRD Teaching¹⁾ and Student Staff Ratio, Academic Years 2006 to 2010 (R=Regular Courses, E=Electives, I=Courses Offered Instead of Internship)

	2006-2007	2007-2008	2008-2009	2009-2010
Total Courses Institute Political Science ²⁾	7 Regular 5 E 4 I	6 Regular 4 E 4 I	8 Regular 4 E 3 I	6 Regular -
Total Clingendael	5 Regular	4 Regular	3 Regular	5 Regular
Total External	1 E 1 I	1 Regular 1 E	3 Regular 1 E 1 I	6 Regular
Total Number of Courses Taught	12 Regular 6 E 5 I	11 Regular 5 E 4 I	14 Regular 5 E 4 I	17 Regular -
Total Time Available for MIRD Teaching, in fte	2.630	2.469	3.039	2.686
Total Number of Enrolled Students (MIRD)	35	45	48	38
Student Staff Ratio	13.31	18.23	15.79	14.15

This overview does not encompass time spent by teachers on the supervision of Master's theses. Similarly, it does not account for time spent by faculty for an independent study course (offered in some programme years, along with an elective seminar, as an option instead of the internship). Adding time allocated to thesis supervision and to independent study courses increases the number of fte spent on teaching and hence, decreases calculations for MIRD student staff ratios.

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

Total and Average Number of Contact Hours per Study Phase (2010-2011 Academic Year, First and Second Year MIRD)

Course Title and Number of Contact Hours	Semester	ECTS	Contact Hours
First Year (2010-2011)			
First Semester			
Block 1			
<u>International Relations: Theory and Approaches</u>	1	10	30
<u>Qualitative Research Methods</u>	1	5	16
Block 2			
<u>European Security and Defence Policy</u>	1	5	16
<u>International Law and Peace in a Multilateral World</u>	1	5	21
<u>Quantitative Research Method:</u>	1	5	18
Total number of contact hours (first year, first semester)			101
Average number of contact hours (first year, first semester, per programme element)			20,2
Second Semester			
Block 3			
<u>American Foreign Policy</u>	2	5	16
<u>International Negotiation</u>	2	5	24
<u>Negotiations and Mediation of Civil Wars</u>	2	5	16
Block 4			
<u>International Political Economy</u>	2	5	14
<u>Introduction to Research Design (MIRD)</u>	2	5	18
<u>Trends in Diplomacy Today</u>	2	5	22
Total number of contact hours (first year, second semester)			110
Average number of contact hours (first year, second semester, per programme element)			18,3
Second Year (2010-2011)			
First Semester			
Block 1			
<u>Diplomacy in Asia</u>	1	5	12
<u>The Politics of World Trade</u>	1	5	16
<u>The Sanctions Practice of the UN Security Council: An Introduction</u>	1	5	16
Block 2			
<u>Insurgency and Political Order</u>	1	10	32
<u>International Relations and Diplomacy Master Thesis Lab</u>	1	5	16
Total number of contact hours (second year, first semester)			136
Average number of contact hours (second year, first semester, per programme element)			27,2
Second Semester			
Block 3 - Students can choose either 1) an internship (15 EC), or 2) the seminar course (10 EC) plus an independent study course (5 EC).			
<u>European Integration and Europeanization</u>	2	10	32
<u>Independent Study Course</u>	2	5	12
Block 4			
<u>International Relations and Diplomacy Master Thesis</u>	2	15	18
Total number of contact hours (second year, second semester)			20
Option with internship			20
Option with two additional seminars			62
Average number of contact hours (second year, second semester, per programme element)			

<i>Option with internship</i>	<i>10</i>
<i>Option with two additional seminars</i>	<i>21,2</i>
<hr/>	
<i>Total number of contact hours (years one and two, 2010-2011)</i>	<i>367</i>
<i>Option with internship</i>	<i>409</i>
<i>Option with two additional seminars</i>	<i>409</i>
<i>Average number of contact hours (years one and two, 2010-2011, per programme element)</i>	
<i>Option with internship</i>	<i>20,4</i>
<i>Option with two additional seminars</i>	<i>20,5</i>
<i>Average number of contact hours (years one and two, 2010-2011, per ECTS)</i>	
<i>Option with internship</i>	<i>3,1</i>
<i>Option with two additional seminars</i>	<i>3,4</i>
<hr/>	

Appendix 6: Documents studied by the committee during the visit

- Course Evaluations;
- Information on the internship;
- A list of publications by MIRD Alumni;
- A selection of publications by MIRD teachers;
- Theses 2005 to 2010;
- Thesis evaluation forms 2005-2010;
- Assessment papers and assignments by students, courses 2009-2010;
- minutes of the Programme Committee meetings 2009-2010;
- letters and emailmessages by the chair of the Programme Committee 2009-2010.
- Course descriptions 2011-2012;
- Correspondence of and decisions by the Examination Board 2006-2010;
- Course materials, handbooks, syllabi and readers courses 2010-2011 and 2011-2012.

Student numbers of the master theses assessed by the committee:

757136	753378	848301	850349
456195	728519	840513	838284
757144	757128	848115	833940
745006	757225	860611	835323

Appendix 7: Declarations of independence committee members



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: OLE ELGSTRÖM

HOME ADDRESS: FINNQATAN 9, SE-223 62 LUND, SWEDEN

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

Master Program in International Relations and Diplomacy

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Leiden University (in co-operation with the Netherlands Institute of International Relations, Clingendael).

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



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

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

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

PLACE:

LUND

DATE:

19 May, 2011

SIGNATURE:



DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME: Kristian Skrede Gleditsch

HOME ADDRESS: 24 Tower Road

Colchester CO7 9QF

United Kingdom

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

Master of Arts in International Relations and Diplomacy

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

Leiden University

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



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

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

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

PLACE: Wivenhoe Park, UK

DATE: 17 May 2011

SIGNATURE:

**DECLARATION OF INDEPENDENCE AND CONFIDENTIALITY**

TO BE SUBMITTED PRIOR TO THE ASSESSMENT OF THE PROGRAMME

THE UNDERSIGNED

NAME:

ARILD SAETHER

HOME ADDRESS:

ELVEGATA 23NO-4614 KRISTIANSANDNORWAY

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

MASTER INTERNATIONAL RELATIONS AND
DIPLOMACY PROGRAM (LEIDEN UNIVERSITY)

APPLICATION SUBMITTED BY THE FOLLOWING INSTITUTION:

LEIDEN UNIVERSITY

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



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

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

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

PLACE: KRISTIANSAND

DATE: MAY 21, 2011

SIGNATURE:

Hild Sather

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Maaike van Beek

PRIVÉ ADRES:

Jacques Veltmanstraat 36 II
V.1065 EK Amsterdam

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

MIRD

AANGEVRAAGD DOOR DE INSTELLING:

Leiden University

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;



VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS:

Amsterdam

DATUM:

25-7-2011

HANDTEKENING:

Marie

ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: BARBARA VAN PALEN.

PRIVÉ ADRES: QANU. Postbus 8035
3503 RA Utrecht

IS ALS DESKUNDIGE / SECRETARIS GEVRAAGD VOOR HET BEOORDELEN VAN DE OPLEIDING:

MASTER INTERNATIONAL RELATIONS
AND DIPLOMACY (LEIDEN UNIVERSITY)

AANGEVRAAGD DOOR DE INSTELLING:

UNIVERSITEIT LEIDEN

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVENGENOEMDE INSTELLING TE ONDERHOUDEN, ALS PRIVÉPERSOON, ONDERZOEKER / DOCENT, BEROEPSBEOEFENAAR OF ALS ADVISEUR, DIE EEN VOLSTREKT ONAFHANKELIJKE OORDEELSVORMING OVER DE KWALITEIT VAN DE OPLEIDING TEN POSITIEVE OF TEN NEGATIEVE ZOULDEN KUNNEN BEÏNVLOEDEN;

VERKLAART HIERBIJ ZODANIGE RELATIES OF BANDEN MET DE INSTELLING DE
AFGELOPEN VIJF JAAR NIET GEHAD TE HEBBEN;

VERKLAART STRIKTE GEHEIMHOUDING TE BETRACHTEN VAN AL HETGEEN IN
VERBAND MET DE BEOORDELING AAN HEM/HAAR BEKEND IS GEWORDEN EN
WORDT, VOOR ZOVER DE OPLEIDING, DE INSTELLING OF DE NVAO HIER
REDELIJKERWIJS AANSPRAAK OP KUNNEN MAKEN.

VERKLAART HIERBIJ OP DE HOOGTE TE ZIJN VAN DE NVAO GEDRAGSCODE.

PLAATS: *HAARLEM*

DATUM: *17 NOVEMBER*
2011

HANDTEKENING:

