

Additional Assessment
European Studies

**Faculty of Arts and Social Sciences,
Maastricht University**

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This report was finalised on 12 July 2016

Report on the research master's programme European Studies of Maastricht University

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

Administrative data regarding the programme

Master's programme European Studies

Name of the programme:	European Studies
CROHO number:	60377
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specialisations or tracks:	Historicising European Union: Historical/Qualitative Approach; Governance and Representation in Europe: Qualitative Approach; Governance and Representation in Europe: Quantitative Approach; Europe and the World: Qualitative Approach; Europe and the World: Quantitative Approach.
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	20 January 2017

The visit of the assessment panel European Studies to the Faculty of Arts and Social Sciences of Maastricht University took place on 16 June 2016.

Administrative data regarding the institution

Name of the institution:	Maastricht University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

Composition of the assessment panel

The panel that assessed the master's programme European Studies consisted of:

- Prof. dr. Peer Scheepers (chair), Full Professor of Comparative Research Methodology, Faculty of Social Sciences, Radboud University Nijmegen;
- Prof. dr. Janneke Plantenga (member), Full Professor Economics of the Welfare state, School of Economics, Utrecht University;
- Prof. dr. Jan Beyers (member), Full Professor of Political Science, Department of Political Science, University of Antwerp;

- Anieke Kranenburg BA (student member), master student Public Administration and European Studies, University of Twente.

Both professor Scheepers and professor Plantenga also took part in the 2014 assessment that resulted in the current assessment of the improvement period.

The panel was supported by Mark Delmartino MA, who acted as secretary.

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

Reasons and context

The research master's programme European Studies (RMES) was assessed in May 2014 by a panel chaired by prof. dr. P. Scheepers on behalf of the Royal Netherlands Academy of Arts and Sciences (KNAW). The panel finalised its report in August 2014. Standard 1 and 3 were assessed 'satisfactory', while Standard 2 was assessed 'unsatisfactory' according to the NVAO Framework for the limited assessment of research master programmes, dated 22 November 2011.

The panel praised the teaching staff at the Faculty of Arts and Science, the close collaboration between the programme and its international partners and the excellent research environment in which the RMES programme was embedded. Nevertheless, it raised concerns about the thematic coherence of the programme as a whole and about the integration of research methods within the theoretical framework. These concerns resulted in the negative assessment of Standard 2 and consequently the programme as a whole in 2014. RMES was advised to draft an improvement plan to address the concerns raised.

In 2014-2015, the RMES' curriculum had been revised to reflect the faculty's research programme, focusing on three main themes: I. Historicising European Union; II. Politics and Administration beyond the Nation State; and III. Foreign Policy beyond the Nation State. The visiting panel endorsed the decision to bring RMES' programme in line with the faculty's research orientation. Nevertheless, in 2014 the panel observed that the choice for these core themes had not resulted in thematic coherence in the programme: the core themes were approached selectively and too broadly and as a result, the programme retained a 'capita selecta character'.

Additionally, the link between research methods and theory was a cause for concern for the panel. The connection between methodology and theory did not clearly manifest itself in the programme. At the time of the site visit in 2014, teaching staff incidentally experimented with integrating research methods into theoretical core courses. Even so, the panel missed a structured approach in addressing this particular problem; initiatives were considered non-committal and structural action was deemed necessary by the panel.

In its improvement plan, RMES proposed modification of the programme's thematic focus by introducing five tracks, based on methodological approaches, within the three main themes of the programme. According to this plan, after a brief introduction period, students will be asked to specialise; they will only choose courses within their theme-of-choice and accordingly deepen their knowledge of the chosen theme and the methodological approaches (as offered in the tracks) underpinning it. In this way, research methods are imbedded within and more strongly related to the themes and result in thematic coherence within the programme as a whole.

With respect to the integration of methodological approaches and research skills into theoretical core courses, RMES has proposed to radically redesign the curriculum in the improvement plan. Research Seminars will be offered, in which students learn to analyse the state of the art of a particular field of research and to select relevant theory and research methods in order to answer specific questions within this particular field. These Research Seminars will be complemented by the course 'Research Methods', which will prepare students to apply either qualitative or quantitative research approaches in so-called 'Workshops' to solve specific problems within their thematic field while further integrating methodology with theory.

In November 2014, the panel ruled RMES' improvement plan feasible and advised to grant an improvement period to put the proposed changes into action. The NVAO decided to prolong the accreditation of the RMES programme with two years (until 29 January 2017) and granted the programme an improvement period.

The proposed changes of the improvement plan endorsed by the panel and accepted by the NVAO concern Standard 2 and consist of two topics: a sharpened thematic focus of the curriculum and an integration of methodological approaches and research skills into theoretical core courses. These changes were foreseen for the start of cohort 2015/2016, allowing the panel to see the measures implemented into the current curriculum and carried out in RMES' academic practice before the end of the improvement period.

Working method of the assessment panel

Preparation

In order to prepare for the additional assessment, the management of the master programme provided a report describing the current state of affairs. This report accurately reflects the situation after the implementation of all measures taken. After a check for completeness of information, it was forwarded to the members of the assessment panel.

Site visit

A site visit to the Faculty of Arts and Sciences at Maastricht University was undertaken on 16 June 2016 by all four panel members, assisted by an NVAO-accredited secretary. During the site visit, the assessment panel focused on the measures taken to respond to all concerns raised in 2014 regarding Standard 2. The panel spoke to the programme management, to current students, staff and members of the Programme Committee of the research master European Studies.

Report

Based on the panel's findings, a draft report was prepared by the secretary. All panel members commented upon the draft report and all comments were accordingly implemented. Subsequently, the programme checked for factual irregularities. Comments by the programme were discussed between secretary and chair and, when necessary, other panel members before finalising the report.

Decision rules

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 19 December 2014; version 1.1), the panel used the following definitions for the assessment of both the standards and the programme as a whole:

Generic quality

The quality that, from an international point of view, can reasonably be expected from a higher education bachelor's or master's programme.

Unsatisfactory

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

Satisfactory

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

Good

The programme systematically surpasses the current generic quality standard.

Excellent

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

Summary judgement

In its advisory report to the NVAO in August 2014, the assessment committee Research Masters Social Sciences of the Royal Dutch Academy of Science assessed the research master's programme European Studies of Maastricht University to be of sufficient quality with regard to programme objectives, assessment and achieved learning outcomes. However, the committee observed that the programme fell short on coherence and focus, as well as on the integration of substantive and methodological knowledge. In November 2014 the assessment committee judged positively on the consistency and feasibility of the improvement plan produced by the programme, indicating nonetheless that it was still a plan that required implementation.

This report contains the additional assessment of the panel on the implementation and results of the measures announced in the improvement plan. With regard to the programme focus, the panel acknowledges the thorough revision of the curriculum which it considers to be adequately focused on the research themes of the faculty. All students now choose one of five tracks, each combining substantive and methodological specialisation and offering a coherent set of courses. Moreover, the programme takes into account the diverse disciplinary backgrounds of the students, offering introductory courses, streamlining their methodological and theoretical knowledge and supporting students in making informed choices about the specialisation track.

With regard to the integration of theoretical and methodological knowledge, the panel considers that the programme pays proper attention to linking theory and method throughout the curriculum by integrating both components adequately in research seminars, methodology courses, integrated workshops and in the assessment of research papers. In these workshops, lecturers with a more substantial orientation cooperate with lecturers with a more methodological orientation and both are responsible for the evaluation of the products of students. Moreover, the panel is satisfied with the way in which the chosen specialisation is reflected in other curriculum components up to the master thesis.

In sum, the panel considers that the improvement plan has been developed adequately and its measures operationalised successfully in the academic year 2015-16. The adjustments in terms of focus and integration of methodological and theoretical knowledge have enhanced the quality of the teaching and learning environment of the programme to a level which the panel considers to be satisfactory.

The panel assesses the standards from the Assessment Framework for limited programme assessments in the following way:

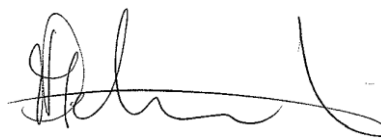
Standard 2: Teaching-learning environment	satisfactory
General conclusion	satisfactory

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

Date: 12 July 2016



Prof. dr. Peer Scheepers



Mark Delmartino MA

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

Standard 2: Teaching-learning environment

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

Explanation:

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

Findings

In this section, the assessment panel reports on the progress, implementation and effect of the activities and measures outlined in the improvement plan. First of all, it looks at the focus and coherence of the programme; the second part addresses the integration of substantive and methodological knowledge in the curriculum.

Programme focus

At the time of the assessment in 2014, the curriculum of the research master's programme European Studies reflected the themes of the faculty's research programme Politics and Culture in Europe: (i) historicising European Union, (ii) politics and administration beyond the nation state and (iii) foreign policy beyond the nation state. The committee endorsed the choice of the three themes, but observed that they were approached too broadly giving the curriculum a "capita-selecta character", where students could choose topics and courses according to their liking and without a specific focus. Similarly, the programme introduced incoming students with varying disciplinary backgrounds to a broad spectrum of research methodologies. Whilst ensuring a basic knowledge of a variety of research techniques, students opted for university partners abroad when looking for more advanced methodological training.

As announced in the improvement plan, the programme has revised the curriculum and in particular the first-year courses. A schematic overview of the new curriculum is presented in Appendix 2.

As of 2015-16, the first study period in year one is extended from four to eight weeks and consists of three introductory courses: European Integration: State of the Art, Research Methodology of European Studies and Social Science Statistics. This modification ensures that all students, irrespective of their disciplinary background, are aware of the core debates across the three research themes and share a basic understanding of the principles of qualitative and quantitative research methods.

Moreover, the programme now offers three thematic specialisations – historical, governance and international relations – that are in line with the core themes of the research programme. Similarly, methodological specialisation is introduced in the programme to ensure that students achieve a sufficiently advanced level either in qualitative historical research, qualitative social science or quantitative social science methods.

Early on in the programme, students identify their specialisations and these choices determine which substantive and methodological courses they take in the specialisation periods in the first year. Depending on their choice, students follow one of five tracks:

- Historicising European Union: historical/qualitative methods (track I);
- Governance and Representation: qualitative social science methods (track IIa);
- Governance and Representation: quantitative social science methods (track IIb);
- Europe and the World: qualitative social science methods (track IIIa);
- Europe and the World: quantitative social science methods (track IIIb).

The chosen specialisations also inform the second-year programme as they direct the student's focus in the option they choose in the third semester (research internship, study period abroad or courses at Maastricht University) and in the focus and methodological approach of the master thesis in the final semester.

Following the information in the State of Affairs report, the panel noticed that the announced adjustments had effectively been implemented: the revised curriculum does no longer allow students to 'pick and choose'. Moreover, the course handbooks the panel could study before the site visit contained clear indications on the position of each course within the overall programme.

The discussions during the site visit, moreover, confirmed the positive findings announced in the report that students and lecturers were satisfied with the new approach and the quality of the individual course components. Course coordinators and faculty members enjoyed working with small groups of dedicated students interested in a specific thematic field. Students from their side indicated that the first study period was very useful to bring everyone at the same level of methodological and substantive knowledge. Those who had read statistics in their bachelor's programme for instance considered this introductory module not a waste of time but rather a refresher course which also allowed them to focus more on the European integration component of the programme. Others told the panel they were up to speed with the European dimension but appreciated the introduction on social science theories and/or statistics. All students emphasised the important and supportive role of the programme director in helping them make considerate choices for the specialisation periods.

Moreover, students felt that their opinion expressed in course evaluations and meetings has been taken seriously by the management. The student representative mentioned that student concerns are effectively addressed in the programme committee. Both student and faculty representatives indicated that the committee has been involved adequately in the design, implementation and monitoring of the adjusted curriculum. The panel noticed that the concerns voiced by students and faculty effectively reached the programme committee.

The management indicated that the disciplinary backgrounds of students are rather similar: the vast majority has a bachelor degree in political science, public administration, European studies or international relations, while a few students hold a degree in history. Their research interests, however, are quite diverse already at the stage of admission: this diversity is picked up in the motivation letter and gets considerable attention during the first study period when students have to identify their thematic and methodological specialisations.

In sum, the panel noticed that the first study period is considered fit for purpose: the objectives of the courses were clear and allowed students to make well-considered choices among thematic and methodological specialisations.

The 2015-16 cohort consists of ten first-year students, which are divided over five tracks. Asked about the feasibility of this system, the management indicated that the current inflow is rather limited. The programme, however, has stepped up its marketing and communication efforts which apparently is successful. Although it was too early to give binding figures at the time of the site visit, the programme is likely to attract up to 15 students as of September 2016. The panel was informed that with such inflow, the programme will be financially break-even.

From an education perspective, all interlocutors indicated that the current group of ten students is sufficiently large and diverse for good quality discussions in common courses followed by all. The panel acknowledged with interest that exactly half of the first-year courses are taken by all students together. In a few track-specific modules, however, the number of students is limited. Individual course coordinators indicated they are already looking into this issue and have invited a few master or PhD students with particular interest in the specific topic to join the course. Whilst positively looking towards the future, the management did indicate that some tracks – notably the historical specialisation - may remain critical in the future. The panel acknowledges this concern whilst being positive about the approach adopted by the management and course coordinators to enhance the critical mass necessary to uphold a good quality educational environment.

Integration of substantive and methodological knowledge

At the time of the assessment in 2014, the committee observed that there was insufficient coherence between substantive and methodology courses in the curriculum. As of 2015-16 the programme has therefore introduced five tracks that combine both thematic and methodological specialisation: in various courses from study period 2 onwards, students define the research questions for their projects and papers in line with the chosen thematic and methodological specialisations (tracks).

The panel has read in the State of Affairs report about the numerous measures the programme has taken to ensure the integration between substantive courses (theory) and methodological training (methods) in the curriculum. The provisions announced looked adequate: core staff of all thematic and methodological specialisation courses cooperate in the preparation of their course materials and exams in order to integrate the offered methods training in the substantive courses; during two study periods, students take research seminars and research methods courses in line with their respective thematic and methodological specialisations; in integrated workshops at the intersection of the various content and methods courses, students design and execute research projects that address the selected theoretical concepts and research techniques; the newly developed course Research Project aims to ensure that students integrate both their thematic and methodological specialisation in their thesis proposal and eventually in the master thesis.

However, when studying the materials that were made available before the site visit, the panel noticed that these measures were not reflected to the same extent in all course manuals. Whilst some course manuals contained more information in this respect than others, the panel did not always see if and how the integration of theory and method was operationalised in the integrated workshops in study periods 2 and 4. Moreover, the panel did not always notice if and to what extent the methodological courses contain examples derived from theory courses.

During the site visit, however, the panel obtained satisfactory clarifications on both issues. Looking at the individual course handouts as well as the papers produced by students and

assessed by supervisors, the panel noticed that theory and methodology are addressed in an integrated way in workshops, thematic research seminars and methodological courses. Asked why the integration of substance and methodology is more visible in practice (papers, assessments) than on paper (course manuals), the programme director indicated that the course manuals are monitored on the presence of key elements, leaving some freedom to the individual course coordinator regarding the level of detail with which course implementation is described. Moreover, individual lecturers emphasised that course manuals are a support to students and should not necessarily contain all details, provided the materials are addressed in practice. One lecturer mentioned that cooperation among lecturers is part of the culture and the educational approach at Maastricht University; some issues – such as the mutual involvement in designing and delivering courses and assessments - are taken for granted and therefore may not necessarily be described in each course manual.

The students were particularly satisfied with the specialisation courses in study period 2, which they thought constituted good examples of linking theory and methodology. During the integrated workshops, supervisors from both substance and method courses are present and provide feedback on the assignments. Moreover, students are expected to contribute to these discussions providing input, also when they are following a different track. The papers address one integrated topic in which the substance and methodology components are assessed separately by the respective supervisors. Both evaluations need to be sufficient to pass the course. The panel was informed that it has been a deliberate choice of the programme to have separate and independent assessments: although it is work-intensive and requires a lot of conversation among supervisors during the courses, it does justice to both components and ensures that each trajectory has its own weight.

Lecturers, moreover, indicated that whilst responsible for one specific course, they are also knowledgeable in the corresponding area: the professor on social science statistics for instance is familiar with the substance of European integration, while the coordinator on the historical specialisation is also aware of social science theories. The panel noticed with interest that lecturers use this multidisciplinary knowledge to challenge students and push them out of their disciplinary / methodological comfort zone.

The panel learned, however, that in the second series of specialisation courses, in period 4, the link between substance and method was less straightforward and the assignments more challenging to produce because the themes of the substantive and methodological courses were not always compatible to provide a sufficiently strong basis for an integrated research paper. The lecturers indicated they are currently looking how to adjust the contents and accommodate the integrated aspect in view of next year's courses. Student and faculty representatives indicated that the programme committee is also aware of this issue and will monitor the developments. The panel understands the reported difficulties and is confident that the programme in general and the lecturers in particular will find a solution.

Finally, students and lecturers emphasised the relevance of the short common courses in period 3 on research design and qualitative interviewing or survey data methodology. Students appreciate in particular that they can practice research techniques, while the course coordinator ensures that there is a link between what students have already learned and will be taught in the specialisation courses.

Considerations

With regard to the programme focus, the panel acknowledges the thorough revision of the previous curriculum in line with the intentions announced in the improvement plan. The panel considers that the new curriculum is adequately focused on the research themes of the faculty. Whilst students can choose a substantive and methodological specialisation, this selection corresponds to one of five specific tracks, each of which consists of a coherent set of courses. Moreover, the panel considers that the curriculum takes into account the diverse disciplinary backgrounds of the students: it offers interesting introductory courses to streamline their methodological and theoretical knowledge and supports them in making informed choices about the track. In sum, the panel considers that the programme focus has been developed in a satisfactory way to a sufficient level.

With regard to the integration of theoretical and methodological knowledge, the panel considers that the measures announced in the improvement plan have been implemented effectively. The panel acknowledges the efforts of the programme to pay good attention to theoretical and methodological knowledge and to look for ways in which to integrate both perspectives in seminars, workshops and papers. In this regard, the panel is pleasantly surprised by the integrated character of the student assignments and the attention paid to both perspectives in the feedback and assessment. Moreover, the panel is satisfied with the way in which the choice of individual students for specific tracks is taken on board in other curriculum components up to the master thesis. In sum, the panel considers that the integration of theory and method has been developed in a satisfactory way to a sufficient level.

Furthermore, the panel wants to emphasise it has met with lecturers / professors who are particularly suited to support students in this multidisciplinary programme, as they are experts in their own domain and also knowledgeable on the other methodological or theoretical components. The panel encountered a team of professionals who are committed to this programme and inspire each other and their students. Adjusting a programme after a negative assessment is not easy, but the panel considers that management, coordinators and lecturers have gone at lengths to improve the quality of the programme, thereby adequately involving students and programme committee.

Given the finding that the link between theory and practice is described somewhat less explicitly on paper than it is performed in reality, the panel suggests the programme to emphasise this link more systematically in the final qualifications, in the course books and in the assessment templates. The panel has mentioned these elements during the site visit and acknowledges the respective responses. Moreover, the panel appreciated the keen interest and willingness of the programme team to adjust and further improve the programme, not only in practice but also on paper in the course manuals. As the Board of Examiners is currently revising the assessment plan, the panel suggests to seize this momentum and integrate the link between theory and methods more systematically in the final qualifications, and operationalise this in the learning goals in the course manuals and the assessment forms. Those suggestions for further improvement however do not affect the panel's conclusion that the programme's learning environment meets the quality standards.

Conclusion

Master's programme European Studies: the panel assesses Standard 2 as 'satisfactory'.

General conclusion

In August 2014 the assessment committee judged positively on standards 1 and 3 of the programme. The current panel from its side concludes that the programme satisfies the requirements of standard 2. In this way all three standards are assessed positively, which in turn leads to the overall conclusion that the research master's programme European Studies is satisfactory.

Conclusion

The panel assesses the *master's programme European Studies* as 'satisfactory'.

Appendices

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

Prof. dr. Peer Scheepers is Full Professor in Social Science Research Methodology, Vice Dean of Education at the Faculty of Social Sciences at the Radboud University Nijmegen and since 2004 a Member of the Royal Academy of Arts and Sciences (KNAW). His research focuses on comparative methodology, cross-national comparisons and social cohesion. He was from 2011-2015 Director of the Nijmegen Institute of Social Research. From 2009-2015, he acted as Chair of the KNAW-Committee which evaluated research master programmes in the Social Sciences.

Prof. dr. Janneke Plantenga is Full Professor Economics of the Welfare state at the School of Economics, Utrecht University. Her research focuses on Labour market effects of Social Security, on Economics of Child Care and Leave, on Reconciliation of Work and Family and on Welfare State Regimes. She is, among others, Coordinator of the European Expert Group on Gender, Social Inclusion and Employment (EGGSIE) and a Member of the Social and Economic Council (SER) Committee on Labour Market and Education Issues (AMV).

Prof. dr. Jan Beyers is Full Professor in Political Science at the Department of Political Science, University of Antwerp. Earlier, he worked as Visiting Research Professor at Ager University in Norway and as Associate Professor at Leiden University. His research focuses on the politics of interest representation and agenda-setting. Since 2003, he is Senior Member of and Lecturer at the Netherlands Institute of Governance. He reviewed grant applications for the Research Council of Canada, Nordic Research Council, Swiss National Science Foundation, and the Netherlands Organization for Scientific Research (NWO).

Anieke Kranenburg BA is a master student in Public Administration and in European Studies at the University of Twente. She also is a member of the Education Committee of European Public Administration at the Faculty of Behavioural, Management and Social Sciences. In 2015, she successfully completed her bachelor in European Public Administration.

Appendix 2: Overview of the curriculum

Research Master European Studies

Curriculum 2015-2016

Year 1	Semester 1			Semester 2	
	Period 1 (8 weeks)	Period 2 (8 weeks)	Period 3 (4 weeks)	Period 4 (8 weeks)	Period 5 (8 weeks)
Research Seminars	European Integration: State of the Art	Historicising European Union (I)	Research Design	The Symbolic Construction of European Community (I)	Research Project
		OR		OR	
		Democratic Governance and Representation in Europe (IIa/b)		Information, Expertise and Politics in the EU (IIa/b)	
		OR		OR	
		Europe and the World (IIIa/b)		EU-Asia Relations in the Context of Global Change (IIIa/b)	
Research Methods & Skills	Social Science Statistics	Historical & Qualitative Methods			Research Project
		Methods and Sources in Historical Analysis (I)	Qualitative Interviewing (I, II/IIIa)	Qualitative Content Analysis (I, II/IIIa)	
	OR			OR	
	AND	Case Study Methods and Process-Tracing (II/IIIa)		Set-Theoretic Comparative Methods (II/IIIa)	
	Research Methodology of European Studies	Quantitative Methods			
Linear and Generalised Linear Regression (II/IIIb)		Survey Data Methodology (II/IIIb)	Multilevel and Longitudinal Modeling (II/IIIb)		
	Writing and Presenting a Research Paper		Thesis Proposal		
Year 2	Semester 1		Semester 2		
	Period 1-2 (10 weeks)	Period 2-3 (10 weeks)	Period 4-5 (20 weeks)		
	Option A Regular Europeanisation	Democracy and International Regimes	MSc thesis, including thesis seminar AND Academic Publishing and Grant Acquisition		
	Option B Internship Research Internship (<i>Individual Research Project</i>)				
	Option C Study Abroad Study Abroad (<i>Individual Study Track at selected Partner Institution</i>)				
	Option D Double Degree Programme Study Abroad (<i>Individual Study Track at University of Cologne</i>) including MSc thesis in second semester				

Appendix 3: Programme of the site visit

Start	End	Activities	Participants	
12:00	13.30	Preparatory meeting (incl. lunch)	Panel only	
13:30	14.00	Discussion with programme management	Dr Jessica Mesman	associate dean education, member Faculty Board
			Prof. Maarten Vink	programme director MSc ES
14.15	14.45	Discussion with students (incl. member programme committee)	Lukas Bornemann	Student, Year 1
			Dustin Carignan	Student, Year 2 + member programme committee
			Julia Fuss	Student, Year 1
			Christophe Leclerc	Student, Year 1
			Hayo Raaphorst	Student, Year 1
			Ludger Wortmann	Student, Year 1
15.00	15.30	Discussion with lecturers (incl. member programme committee)	<i>Staff members</i>	<i>Coordinator of course(s):</i>
			Dr Christine Arnold	RES5021 Social Science Statistics
				RES5024 Linear and Generalised Linear Regression
			Prof. Tannelie Blom	RES5006 Information, Expertise and Politics in the EU
			Dr Giselle Bosse	RES5031 Research Project
				RES5510 Research Design
			Prof. Kiran Patel	RES5010 The Symbolic Construction of European Community
				RES5015 Historicising European Union
			Dr Aneta Spendzharova	RES5022 Case Study Methods and Process-Tracing
				chair programme committee
	Prof. Sophie Vanhoonacker	RES5019 Europe and the World		
15.30	16.30	Internal meeting	Panel only	
16.30	17:00	Feedback of panel to programme management		

Appendix 4 : Documents studied by the panel

Prior to the site visit, the panel studied following documents which were made available by the programme on QANU's document site:

A state of the art report on the implementation of the measures announced in the repair plan.
The course books on 15 modules taught in year one of the research master:

- European Integration: State of the Art
- Research Methodology of European Studies
- Social Science Statistics
- Historicising European Union
- Democratic Governance and Representation in Europe
- Europe and the World
- Methods and Sources in Historical Analysis
- Linear and Generalized Linear Regression
- Survey Data Methodology
- Research Design
- The Symbolic Construction of European Community
- Information, Expertise and Politics in the EU
- EU-Asia Relations in the Context of Global Change
- Multilevel and Longitudinal Modelling
- Research Project

During the site visit, the panel looked for each of the above-mentioned modules into course evaluations by students, student papers and assignments and their respective assessments by lecturers. The programme also put at disposition a schedule of the curriculum and an overview of which students attended the respective courses.