

**History,  
International Relations  
and European Studies**

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

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This report was finalized on 15 January 2014.



# Report on the bachelor's programme European Studies and the master's programmes European Studies, European Public Affairs and European Studies: European Studies on Society, Science and Technology of Maastricht University

This report takes the NVAO's Assessment framework for limited programme assessments as a starting point.

## Administrative data regarding the programmes

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### Bachelor's programme European Studies

Name of the programme:	European Studies
CROHO number:	56051
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specializations or tracks:	none
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

### Master's programme European Studies

Name of the programme:	European Studies
CROHO number:	69303
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	European Politics and International Relations, European Public Policy and Administration, Europe from a Global Perspective
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

### Master's programme European Public Affairs

Name of the programme:	European Public Affairs
CROHO number:	60003
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	none
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

## **Master's programme European Studies: European Studies on Society, Science and Technology**

Name of the programme:	European Studies: European Studies on Society, Science and Technology
CROHO number:	60284
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	none
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	31-12-2014

The visit of the assessment committee History, International Relations and European Studies to the Faculty of Arts and Social Sciences of Maastricht University took place on 5 and 6 March 2013.

### **Administrative data regarding the institution**

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

### **Quantitative data regarding the programmes**

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The required quantitative data regarding the programmes are included in Appendix 5.

### **Composition of the committee**

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The committee for the cluster review of History, International Relations and European Studies is composed of eight committee members:

- Prof. Marjan Schwegman (chair), professor of Politics and Culture in the long twentieth century, University of Utrecht and director of NIOD;
- Harmen Bredeveld, MSc, bachelor student of History, University of Leiden;
- Prof. Luc François, professor of Contemporary History and former director of Educational Matters, University of Ghent;
- Dr. Amanda Kluveld, university senior lecturer and educational director of bachelor's programme in Arts & Culture, University of Maastricht;
- Prof. Jan Orbie, university senior lecturer on EU External Relations, University of Ghent;
- Anne Stickers, bachelor student of International Relations, University of Groningen;
- Dr. Ulrich Tiedau, senior lecturer on modern Low Countries history and society, University College London;
- Prof. Ingeborg Tömmel, emeritus professor of International and European Politics, University of Osnabrück.

Prof. Jan van Herwaarden, emeritus professor of Medieval History of Erasmus University of Rotterdam, acted as expert advisor to the committee for Early Modern History. He made substantial contributions to the preparations for the site visit to the History programmes of the University of Leiden, Radboud University of Nijmegen, University of Groningen, Utrecht University, University of Amsterdam, and VU University Amsterdam. He was not involved in the committee's decision-making nor in the preparation of the reports.

For each site visit, a subcommittee consisting of six committee members was formed on the basis of expertise and availability, taking care to avoid any conflict of interests. Amanda Kluveld was replaced by Ingeborg Tömmel for the visits to the Maastricht University and the University of Amsterdam. Instead of Anne Stickers, Harmen Bredeveld participated in the visit to the University of Groningen.

The coordinator of the History, IB and European Studies cluster of visits was Ms. Trees Graas, QANU employee. She also acted as secretary during the committee's site visit to the Erasmus University of Rotterdam. Muriel Jansen acted as the committee's secretary for the visits to the University of Leiden, Radboud University of Nijmegen, University of Groningen, Maastricht University and Utrecht University. For the visits to the University of Amsterdam and the Free University, Dr. Hugo Verheul acted as the secretary. For the report on the University of Leiden, QANU project leader Ms. Linda te Marvelde lent her assistance. QANU project leader Ms. Melissa Frederik made contributions to the reports on the University of Utrecht and the University of Groningen.

## **Working procedure of the committee**

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### *Preparation*

On 18 October 2012, the committee held its formal first meeting. During this meeting the committee received its instructions and discussed the Domain-specific Reference Framework for History, European Studies and International Relations. This framework is reproduced in Appendix 2.

Upon receipt, the critical reflections supplied by the programmes were checked by the project leader for the quality and completeness of their information. After approval, they were forwarded to the committee members. They studied the critical reflections and formulated questions that were sent to the project leader. The project leader compiled the questions according to topic and/or interview group. Any additional questions from the committee members were sent to the programme management for a reply. Along with the critical reflections the committee members examined at least 15 theses per programme.

### *Site visits*

During the preparatory meeting, each visit was thoroughly prepared, and agreements were made about the distribution of tasks on the basis of subject expertise. The committee wishes to emphasise that it is responsible as a whole for the conclusions and final report.

Prior to each visit, the project leader prepared a draft timetable for tasks during the day. This draft was modified in consultation with the chair, the project leader and the coordinator of the university in question to suit the specific situation of the programme(s). During the visits, interviews were held with representatives of the faculty board, the programme management, graduates, the education committee, and the examination board. Interviews were also held with students and lecturers from each of the evaluated programmes. At the committee's

request, the programme management selected interviewees who fit the criteria set by the committee. The committee talked to students from all years of the programmes and to key lecturers and supervisors from the various disciplines involved in the evaluated programme(s). Prior to the site visit, the committee received a list of proposed interviewees for its approval. A timetable listing all interviewees is included as Appendix 6 to this report.

At each site visit, the committee studied material that it had asked for and provided students and lecturers the opportunity to talk informally at their request.

The committee employed the last part of the site visit to discuss the evaluation of the programme and prepare an oral report of its preliminary findings. The chair presented this oral report at the end of each visit. It contained several general observations and the initial impressions of the programme.

The coordinator was always present at the last meeting of the site visits, to contribute the findings from the previous visits and to remind the committee about the evaluation procedure to be followed. The coordinator and the second project leader met regularly to harmonise the evaluations across the cluster.

#### *Reports*

The project leader prepared a draft report based on the committee's findings for each institute. This draft was circulated to the committee members involved in the site visit. After approval, it was sent to the faculty concerned to check for any inaccuracies. The faculty's comments were considered by the chair and, if necessary, the other committee members. Then a final version of the report was approved.

## **Details of the site visit to Maastricht University**

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The visit to Maastricht University took place on 5 and 6 March 2013 in Maastricht. The timetable is given in Appendix 6 of this report. No requests were received for an informal talk.

The committee evaluating programmes of Maastricht University consisted of:

- Prof. Marjan Schwegman (chair), professor of Politics and Culture in the long twentieth century, University of Utrecht, and director of NIOD;
- Prof. Luc François, professor of Contemporary History and former director of Educational Matters, University of Ghent;
- Prof. Jan Orbie, university senior lecturer on EU External Relations, University of Ghent;
- Dr. Ulrich Tiedau, senior lecturer on Modern Low Countries History and Society, University College London;
- Prof. Ingeborg Tömmel, emeritus professor of International and European Politics, University of Osnabrück.
- Anne Stickers, bachelor student of International Relations, University of Groningen;

During the site visit, the committee was supported by Mrs. Muriel Jansen, who acted as secretary. Mrs. Melissa Frederik, overall project co-ordinator, took over as secretary after the site visit. In the final stages, Mrs. Linda te Marvelde acted as liaison for the committee and the institution.



The Board of Directors of Maastricht University and the Accreditation Organisation of the Netherlands and Flanders (NVAO) approved the composition of the committee for the review of the specified programmes.

To ascertain the achieved final level of the programmes, the chair of the committee – assisted by the coordinator – selected 25 bachelor theses, 17 theses of the master's programme European Studies, 26 theses of the master's programme in European Public Affairs and 15 master theses from master's programme European Studies: European Studies on Society, Science and Technology. The committee evaluated them in advance, during and after the site visit. The initial selection of theses was randomly chosen from a list of graduates from the last two cohorts, ensuring that the selection contained a range of grades and specializations. Due to time constraints caused by the amount of work the committee had in assessing all programmes in the cluster as a whole, and the amount of Maastricht theses that needed to be assessed, the committee decided to continue reading theses after the site visit. On the basis of the committee's assessment of the theses from the initial selection, the committee decided to study an additional set of theses that were assessed as satisfactory (graded as 6 out of 10) by the programmes. Overall, more than 50% of the theses selected in the initial and second selection were graded as '6'. In order to discuss the findings of the committee with the theses supervisors, a conference call was arranged on 21 June 2013. The committee spoke with a number of theses supervisors/assessors to discuss the findings. After the conference call, the committee finalized its assessment. It saw no need for further deliberations with the programmes' management.

During the site visit, the committee requested insight into the design, content, assessment and evaluation of several courses. An overview is given in Appendix 7.

#### *Decision rules*

In agreement with the NVAO Assessment Framework for Limited Programme Assessments (version of November 2011), the committee used the following definitions for the assessment of the individual standards and the programme as a whole:

#### **Generic quality**

The quality that can reasonably be expected in an international perspective 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 standards across its entire spectrum.

#### **Excellent**

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

The baseline of the evaluation is 'satisfactory', which means that the standard, or the programme, meets the set criteria. In the committee's view, it can also award the label of 'satisfactory' when it has made several critical remarks if they are counterbalanced by positive observations.

**I: Bachelor's programme European Studies and  
master's programme European Studies**



## Summary judgement

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This report presents the findings and considerations of the committee that assessed the bachelor's and master's programmes European Studies at Maastricht University. The assessment is based on interviews conducted with management, staff, students and graduates of the programme and on information provided in the critical reflection, selected theses, course files and additional details provided during the site visit. During its assessment, the committee observed positive aspects as well as issues that could be improved. Taking these aspects into consideration, the committee found that these programmes do not yet fulfill the requirements set by the NVAO for re-accreditation.

### Bachelor's programme European Studies

#### *Standard 1: Intended learning outcomes*

The committee assesses Standard 1 as **satisfactory**.

According to the critical reflection, the bachelor's programme European Studies is an interdisciplinary and international programme that focuses on the analysis of cultural, economic, legal, political and social issues related to Europe in its widest sense, including the European integration process. The starting point of the programme is the notion that general societal and political challenges can only be understood when attention is paid to their broader socio-cultural contexts. The committee has discussed the programme's profile with several stakeholders and concludes that the programme currently focusses primarily on Western Europe despite the programme's commendable efforts to approach Europe in its broadest sense. The committee suggests that the programme could express its main focus to potential students. Furthermore, it suggests that the programme could define its profile more clearly in terms of a globalised world.

The committee compared the intended learning outcomes of the programme to the requirements for bachelor's programmes European Studies stated in the domain-specific reference framework. It concludes that the intended learning outcomes meet the criteria set in this framework. It also verifies that the intended learning outcomes of the programme indeed reflect a level and orientation appropriate for an academic bachelor's programme. Students who have successfully completed the bachelor's programme have acquired knowledge and understanding of ideas, concepts, theoretical debates and methods related to the history and development of Europe. They have also learned about nineteenth-century state- and nation-building. The interdisciplinary character that is reflected in the framework is evident in the intended learning outcomes.

#### *Standard 2: Teaching-learning environment*

The committee assesses Standard 2 as **satisfactory**.

The three-year bachelor's programme comprises 180 EC. In the first year the main focus of the bachelor's programme lies on European diversity, emphasising historical, social and cultural issues. It also introduces students to the disciplines of economics, history, international relations, philosophy and political science. In the second year students deepen their knowledge of European integration, and attend their first law course. They can also choose to specialise in a particular policy domain or country. In the third and final year students follow electives covering cultural and political issues associated with Europe's place in the wider world. The courses form learning trajectories on EU external affairs, culture and identity, and law and democracy. Students may dedicate the fifth semester to a semester

abroad, an internship or courses. They complete the programme with Bachelor Papers I and II.

The committee has studied the content of the courses and concludes that they guarantee that students indeed gain the required knowledge. It also concludes that the academic orientation is translated sufficiently into the programme. The programme supports students to acquire the subject-specific learning outcomes as well as the skills formulated in the intended learning outcomes. The committee finds that interdisciplinarity is a recognisable theme in the programme. The committee suggests that the programme could benefit from incorporating a more explicit comparison of Europe as a whole to power blocks outside of Europe.

The Maastricht European Studies bachelor's programme uses Problem-Based Learning (PBL), an (inter)active student-centred teaching approach that aims to solve abstract and practical problems. Key to a successful learning process is that students are well prepared for sessions and meetings by taking responsibility for formulating learning goals per session, organising their meetings, and fulfilling several roles, such as chair, secretary and whiteboard scribe.

The committee studied the connection between PBL and the design of the bachelor's curriculum. All courses are set up according to the main characteristics of PBL, apart from the skills trainings. The learning process is indeed interactive and it teaches students solid communicational and argumentation skills, as well as how to work in teams and how to apply abstract concepts. The committee concludes that PBL works adequately in the bachelor's programme but that a continued reflection on the value of the PBL system remains necessary. The committee was not convinced that the programme structurally acts upon students who do not prepare for a class, or students who do not get involved in discussions. The committee therefore strongly advises the programme to reflect upon the development of academic skills of each individual student in the PBL system, the guidance process for the bachelor paper, and any other factor which might influence the final results of individual student.

The committee concluded that the interdisciplinary and international profile of the programme is sufficiently reflected in the composition of the staff. Lecturers come from a wide variety of countries and represent different departments, such as the History, Politics, Philosophy and International Relations Departments. The student-staff ratio of the bachelor's programme is 29:1 which is sufficient to execute the programme. The didactic quality of the staff is guaranteed by training in PBL and the *Basiskwalificatie onderwijs*.

The committee concluded that the programme specific quality assurance is guaranteed by the active approach of the Programme Committee (PC), and the programme's management which takes the PC's evaluations seriously.

#### *Standard 3: Assessment and achieved learning outcomes*

The committee assesses Standard 3 as **unsatisfactory**

The Faculty of Arts and Social Sciences has one Board of Examiners that monitors the quality of the achieved learning outcomes by checking the examinations of individual students. At the time of the site visit this check had an incidental and procedural character, focussing – for example - on plagiarism and a filled-out assessment form. As of September 2013, the Board will start monitoring the achieved learning outcomes by examining random samples of Bachelor Papers. During the site visit the Board explained that the programme

organises assessment meetings for lecturers twice a year to evaluate the assessments and the related processes. The committee applauds this.

The committee observes that the bachelor's programme uses a broad variety of assessment methods that appropriately suit the intended learning outcomes. The committee verified that the level as well as the transparency of the examinations and grading of courses are sufficient. Also, the committee appreciates the frequent cooperation between students in groups, which is inherent to and important for PBL. However, it worries that the amount of group work affects (or could affect) the development of independent and individual research and writing skills.

The intended learning outcomes are assessed in Bachelor Papers I and II. The first Bachelor Paper serves as an exercise in writing a longer and individual paper, while Bachelor Paper II shows students' ability to develop a conceptual/theoretical and methodological framework. During the site visit the programme described its plans to replace Bachelor Paper I with a short preparation course, in which students learn how to write a paper through writing exercises, and learn how to set up a small research project. Bachelor Paper II would then become the only concluding assessment. The committee supports this plan and the decision to introduce a second reader (examiner) for Bachelor Paper II.

To assess the achieved learning outcomes of the bachelor's programme, the committee studied 25 Bachelor's Papers II. It assessed 6 of these papers as inadequate. The reasons included a lack of reflection or discussion about the research question. In some other cases, the committee found that the research method was not justified properly. The committee strongly recommends that the programme reflects on the assessment procedure of the Bachelor Papers. The current personal and informal atmosphere in which assessment processes are completed, could lead to a reluctance to give students an unsatisfactory mark. Another crucial point in the procedure is the role of (future) second readers. The committee stresses that they must be free to grade theses independently, and that their critique and suggestions should be distinguishable, either on the same assessment form, or (preferably) on a separate form. The committee notes that the comments of supervisors on the assessment forms is generally thoroughly motivated but that these remarks are not always reflected in the grades that were assigned to the papers.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Bachelor's programme European Studies:*

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

## Master's programme European Studies

### *Standard 1: Intended learning outcomes*

The committee assesses Standard 1 as **satisfactory**.

The critical reflection states that the master's programme European Studies focuses on European integration and the European Union (EU). It aims to equip students with a nuanced and culturally sensitive understanding of social and historical developments in modern Europe. Furthermore, students gain the ability to analyse contemporary political and social developments and policy-making processes, and reflect critically upon political and philosophical questions raised by European integration and Europe's shifting place in a globalising world. The programme offers three specialisations: European Politics and International Relations; European Public Policy and Administration; and Europe from a Global Perspective. The committee has discussed the programme's profile with several stakeholders and concludes that the programme's focus is currently aimed slightly towards Western Europe despite the programme's commendable efforts to approach Europe in its broadest sense.

The committee compared the content-related intended learning outcomes of the programme to the requirements for master's programmes European Studies stated in the domain-specific reference framework. It concludes that the intended learning outcomes meet the criteria set in this framework. It also verifies that the intended learning outcomes of the programme indeed reflects the level and orientation appropriate for an academic master's programme. Graduates of the master's programme show an understanding of the historical concept of the European integration, for example. They are also able to explain current events and tensions, and they can understand the multi-level system of actors and interests involved in EU policy-making.

### *Standard 2: Teaching-learning environment*

The committee assesses Standard 2 as **satisfactory**.

The one-year master's programme comprises 60 EC and is structured well. The first semester focuses on the process of European integration since 1945 and the emerging role of the EU as an international actor. It also offers the first specialisation course in which the theoretical and conceptual frameworks are set. In the second semester students deepen their thematic knowledge in two further specialised courses with an external, internal or global perspective on Europe/the EU, depending on the specialisation. The second half of the second semester is devoted entirely to the thesis.

The committee verified that the content-related learning outcomes are interwoven in the programme. Relevant research is presented adequately in the programme and the literature dealt with in all specialisations is up to date. The committee concluded that students practise academic research, writing and communication skills throughout the programme.

The Maastricht European Studies master's programme uses Problem-Based Learning (PBL), an (inter)active student-centred teaching approach that aims to solve abstract and practical problems. Key to a successful learning process is that students are well prepared for sessions and meetings by taking responsibility for their own (and each other's) learning process. Students who have a bachelor's degree from another university may have some problems adjusting to PBL. The committee finds it important that the introduction of PBL to new students receives more attention because of the prominent role it plays in acquiring the intended learning outcomes.



The committee concluded that the interdisciplinary and international profile of the programmes is sufficiently reflected in the composition of the staff. Lecturers come from the Netherlands, Poland and Austria. They also represent different departments, such as the History, Politics, Philosophy and International Relations Departments. The student-staff ratio of the bachelor's programme is 17:1 which is sufficient to execute the programme. The didactic quality of the staff is guaranteed by training in PBL and the *Basiskwalificatie onderwijs*.

The committee concluded that the programme specific quality assurance is guaranteed by the active approach of the Programme Committee (PC), and the management which takes the EC's evaluations seriously.

*Standard 3: Assessment and achieved learning outcomes*

The committee assesses Standard 3 as **unsatisfactory**

The Faculty of Arts and Social Sciences has one Board of Examiners that monitors the quality of the achieved learning outcomes by checking the examination dossier of individual students. At the time of the site visit this check had a procedural character, focussing – for example - on plagiarism and a filled-out assessment form. As of September 2013, the Board will start monitoring the achieved learning outcomes by examining random samples of Bachelor Papers. During the site visit the Board explained that it organises assessment meetings for lecturers twice a year to evaluate the assessments and the related processes. The committee applauds this.

Assessments of master courses always consist of an exam and a paper. The committee studied a variety of exams and assessments during the site visit and concludes that the level as well as the transparency of the examinations and grading are sufficient. The programme works with two assessors per thesis, who confer to come to an agreement on the final grade and incorporate their comments and suggestions on one assessment form. The committee stresses that the second reader must be free to grade theses independently, and that their critique and suggestions should be distinguishable, either on the same assessment form, or (preferably) on a separate form.

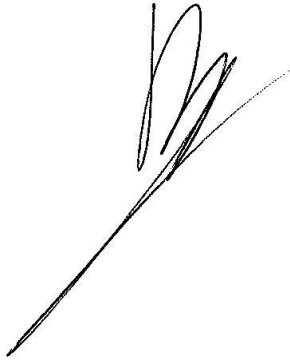
For the assessment of the achieved learning outcomes of the master's programme, the committee studied 25 theses. It assessed 7 of these theses as unsatisfactory. Multiple theses lacked a clear phrasing of the research question, and contained an under-defined and/or poorly applied theoretical framework. Also, they were presented in an insufficiently structured way, or posed weak conclusions. These theses, the committee concludes, revealed a lack of analytical skills. The committee noted that the comments of supervisors on the assessment forms were generally thoroughly motivated but that these remarks were not always reflected in the grades that were assigned to the papers.

*Master's programme European Studies:*

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

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

Date: 15 January 2014



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Prof. M. Schwegman



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Ms. M.M. Frederik

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

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### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised 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.

## Findings

### *Profile of the programmes*

According to the critical reflection, the bachelor's programme European Studies is an interdisciplinary and international programme. It focuses on the analysis of cultural, economic, legal, political and social issues related to Europe in its widest sense, including the European integration process. The starting point of the programme is the idea that general societal and political challenges can only be understood when attention is paid to their broader socio-cultural contexts.

The critical reflection states that the master's programme European Studies focuses on European integration and the European Union (EU). It equips students with a nuanced and culturally sensitive understanding of social and historical developments in modern Europe, as well as the ability to analyse contemporary political and social developments and policy-making processes, and reflect critically upon political and philosophical questions raised by European integration and Europe's shifting place in a globalising world. The programme has three specialisations, namely:

1. European Politics and International Relations
2. European Public Policy and Administration
3. Europe from a Global Perspective

The aim of the programme is to secure professional opportunities for its students closely related to their studies soon after graduating, such as policy officer, project officer, journalist/editor, consultant, communications officer or manager.

During the site visit, the management of both programmes elaborated that their profiles comprise Europe as a whole and not just Western Europe. The programmes have attracted staff and students from Eastern Europe to strengthen this broader profile. Furthermore, the programmes aim at hiring staff from Southern Europe in the near future. During the site visit, the students noted that the bachelor's programme, and to a lesser extent the master's programme, focus primarily on Western Europe. The committee concurs with this viewpoint but does not see it as a major problem. The programmes should express this focus more clearly to future students. The committee also suggests that the bachelor's programme should define its profile more clearly in terms of a globalised world. Europe could be studied in a global perspective and compared to power blocks in other parts of the world, such as China.

### *Intended learning outcomes*

The committee compared the content-related intended learning outcomes of both programmes to the requirements for programmes in History, European Studies and International Relations stated in the domain-specific reference framework (Appendix 2). It concludes that the intended learning outcomes of both programmes meet the criteria set in this framework.

Students who have successfully completed the bachelor's programme have acquired knowledge and understanding of ideas, concepts, theoretical debates and methods related to the history and development of Europe. They have also learned about nineteenth-century state- and nation-building. The interdisciplinary character that is reflected in the framework is evident in the intended learning outcomes.

Alumni of the master's programme understand the historical concept of the European integration, for example. They are also able to explain current events and tensions, and they can understand the multi-level system of actors and interests involved in EU policy-making.

Both programmes indicated that they further developed and applied the five main Dublin Descriptors to the intended learning outcomes of both programmes. The committee verified that the intended learning outcomes of both programmes indeed reflect the level and orientation appropriate for an academic bachelor's and master's programme.

### **Considerations**

The committee verified that the intended learning outcomes of both programmes indeed reflect the level and orientation appropriate for an academic bachelor's and master's programme. The content described in the learning outcomes of both programmes sufficiently covers the domain of European Studies.

### **Conclusion**

*Bachelor's programme European Studies:* the committee assesses Standard 1 as **satisfactory**.

*Master's programme European Studies:* the committee assesses Standard 1 as **satisfactory**.

## **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**

### **2.1 Learning environment**

According to the critical reflection, the Maastricht European Studies programmes are distinguished from similar programmes by the use of Problem-Based Learning (PBL). This student-centred teaching approach aims at solving abstract as well as practical problems. Key to this active and interactive learning process is the students' responsibility for formulating learning goals per session, organising their meetings, and fulfilling the roles of chair, secretary and whiteboard scribe.

The committee studied the connection between PBL and the design of the bachelor's curriculum. First-year courses in particular take a more traditional approach to PBL. Later on, the students encounter other types of PBL or a mixture of different approaches. For instance, in some courses there are versions of online learning, in particular online tasks in Academic Writing Skills, Wikispaces and blogs in Second Language Training, interactive online discussions in EU Law II, blogs in After Babel and online tutorials in A Long and Winding Road.

During the site visit the committee spoke about PBL with all delegations. The bachelor students explained that the tutor is in fact the process attendant. All groups consist of 15 students. This ensures the interactive element of the learning process. All courses are set up according to the main characteristics of PBL, apart from the skills trainings.

The Programme Committee stated that students who are well prepared for the classes generally participate actively. If students are actively involved and/or chair meetings effectively, they can gain 0.5 point on top of their grade for soft skills. Students who do not can lose 0.5 point. The committee found rules and regulations for this in some course descriptions, but not in all of them. The management stated that it is working on creating such regulations for all courses. The committee supports this initiative.

In the master's programme, the learning process is guided less by the tutor than in the bachelor's programme. Also, the different steps that PBL defines are not used as explicitly as in the bachelor's phase. The students stated that the groups are small in this study phase, and that the different responsibilities are still important in the learning process. Students who have a bachelor's degree from another university sometimes have some trouble adjusting to this system. Master students noted that there is an instruction video that provides them with the necessary information. However, they feel that the master's programme could possibly provide more background information on PBL before the start of the academic year. The committee agrees that the introduction to PBL deserves more attention because of the prominent role it plays in acquiring the intended learning outcomes.

During the site visit, lecturers stated that they find PBL a good system, as it teaches students solid communicational and argumentation skills, as well as how to work in teams and apply abstract concepts. It works well if students are well-prepared for their classes. The lecturers noted that in the master's programme, the learning motivation of students is different than in the bachelor's programme. In the bachelor's programme it can be a challenge for the tutors to structure the discussions, for example. Despite the time investment it requires, especially for new lecturers, the staff is positive about PBL.

The committee concludes that PBL works adequately in both programmes. It recommends continuing to pay close attention to introducing PBL to master's students from another university. It also notes that within PBL, both programmes use different educational formats, such as tutorials, workshops and lectures, to meet the goals of the specific learning outcomes. The committee concludes that the formats of the courses correspond to the programmes' objectives. The committee agrees with the programmes that a continued reflection on the value of the PBL system remains necessary. Particularly, the committee was not convinced that the programmes structurally act upon students who do not prepare for a class, or students who do not get involved in discussions, despite the programmes' rules and regulations to avoid this. With regards to the findings noted under Standard 3, the committee stresses the programmes' responsibility to monitor the development of academic writing and independent research skills for each individual student.

#### *The bachelor's programme European Studies*

In the first year the main focus of the bachelor's programme lies on European diversity, emphasising historical, social and cultural issues. The first year marks the introduction to the disciplines of economics, history, international relations, philosophy and political science.

In the second year the focus shifts to European unity. Students deepen their knowledge of European integration, and attend their first law course. They can also choose to specialise in a particular policy domain or country. In period three they can choose between two electives.

In the third year students follow elective units covering cultural and political issues associated with Europe's place in the wider world. The courses form learning trajectories on EU external affairs, culture and identity, and law and democracy.

The fifth semester of the programme is a free semester (24 ECTS). Students are encouraged to spend their semester abroad, which most students do, but they can also opt for an internship or for courses. Students complete the programme with the Bachelor Papers I and II (6 and 12 EC). According to the critical reflection, the first Bachelor Paper serves as an exercise in writing a longer and individual paper, while in the second Bachelor Paper students must show their ability to develop a conceptual/theoretical and methodological framework.

#### *Intended learning outcomes in the bachelor's programme*

The committee assessed whether students achieve the content-related learning outcomes in the bachelor's programme. During the site visit, it studied the course materials from several courses. Policy Domains, for example, a second-year course, focuses on policy-making procedures. The committee found that the courses in European Law and Europe and Global Politics since WWII guarantee that students learn to apply their knowledge to the interdisciplinary field of European Studies. The last mentioned course provides an interesting global perspective on the history of Europe. International Relations: Contemporary Issues and Actors addresses the most important trends related to the development of Europe. The

committee concludes that the content of the courses guarantees that students indeed gain the required knowledge.

The committee assessed the academic orientation of the programme by talking to students and lecturers and studying the course materials the programme provided during the site visit. Lecturers stated that research groups from different disciplines frequently work together in the faculty. Consequently, lecturers naturally tend to address these interdisciplinary research results in their courses. The students the committee spoke to during the site visit confirmed this. The committee noted that in many courses, students are obliged to read relevant recent articles. It concludes that the academic orientation is translated into the programme adequately.

The critical reflection notes that while content-wise skills training may be linked to the regular courses, they are organised separately. It provides an overview of the skills trajectory. The committee studied the trajectory as well as the documents supplied by the programme during the site visit. To ensure students have the English language skills they need to successfully follow the courses, the programme commences with a diagnostic English language test. The committee is positive about this. Language skills return in the second and third year with the Second Language Training course.

Concerning academic skills, the committee notes that students develop them during the programme. In year 1 students follow skills training courses such as Research and Writing and Back to the Sources), In year 2 (core course Policy Domains) students write an essay and peer review each other's work. During this year they also learn to apply different philosophies and methods of research in more depth, including qualitative and quantitative methods and policy-oriented research. In year 3, the programme offer skills training courses like Qualitative Interviewing, and Quantitative Data

The research training culminates in the Paper Dossier, consisting of Bachelor Paper I (year 2) and Bachelor Paper II (year 3). The committee noted that even though the intended learning outcomes are sufficiently translated into the programme, the capacity to undertake an independent research project is not structurally developed by all individual students. During the site visit, students noted that the maximum length of the first paper is very limited, and that at least some of the students in their second year lack the skills to write a comprehensive research paper. The committee, again, stresses the need for monitoring the individual capacity of the students, as well as intensive tutoring during the research process (see also its findings under Standard 3).

### *Interdisciplinarity*

Interdisciplinarity is an important aspect of the programme. In the critical reflection the programme explained that contemporary problems are usually of an interdisciplinary nature. It also states that the programme focuses on questions related to the European continent at large, not only on questions related to the EU. The committee suggests, in line with its earlier remarks under Standard 1, that the programme could choose a more comparative international perspective. The programme believes that complex interdisciplinary and international developments, such as European integration, can only be understood by looking at wider socio-cultural developments. The programme therefore introduces students to various issues based on insights and methods from a wide range of disciplinary fields, in particular economics, history, international relations, law, philosophy, political science and sociology. During the site visit the committee noted that, for example, the Economics courses have an interdisciplinary approach. They make use of historical and human science elements.

Lecturers mentioned that the Bloody Diversity course is a good example of the programme's interdisciplinary approach. The course treats different perspectives on certain topics. The committee concludes that interdisciplinarity is indeed a recognisable theme in the programme. The committee remarks that the programme could benefit from incorporating a more explicit comparison of Europe as a whole to power blocks outside of Europe.

During the site visit the committee examined the study load and feasibility of the programme. Students explained that the programme is doable. The PBL approach ensures that they must work quite hard consistently throughout their studies, as they always have to be prepared for their courses. The management explained that most students who drop out do so in the first year as the first semester is quite challenging. The committee studied the quantitative data of the programme and concluded that the first year of the programme is highly selective. During the last visit the reasons for the drop-out rate were not clear. Since then, the programme has initiated a matching process that takes place before enrolment. It is more aware of the reasons why students chose Maastricht University. Students usually opt for this programme because of its reputation, and the fact that all courses are in English. They also stated that the PBL is a pull factor when deciding on the programme in European Studies in Maastricht. The committee is positive about these intensive matching activities the programme has been undertaking and has confidence in the positive effect they will have on the study success of the students, in particular the drop-out rate in the first year. The committee notes that the matching process however, seems to be quite labour-intensive for the staff.

The committee concludes that the programme ensures that students acquire the subject-specific learning outcomes as well as the skills that are formulated in the intended learning outcomes.

#### *Master's programme European Studies*

The critical reflection describes the structure of the programme. The programme offers three specialisations, namely:

- European Politics and International Relations;
- European Public Policy and Administration;
- Europe from a Global Perspective

The programme offers three common courses (12 EC each) for students from all three specialisations. One of them is the thesis. It also offers refresher lectures on integration theory and the EU institutions in the first two weeks.

The first semester focuses on the process of European integration since 1945 and the emerging role of the EU as an international actor. It also offers the first specialisation course in which the theoretical and conceptual frameworks are set.

In the second semester students deepen their thematic knowledge in two further specialised courses with an external, internal or global perspective on Europe/the EU, depending on the specialisation. In this semester, the critical reflection states that the skills training is more advanced. The second half of the second semester is devoted entirely to the thesis, which students have been preparing for from February onwards.

The committee concludes that the design of the programme is structured well, especially the first and second specialisations, with the first semester focussing on the basics and the second



semester deepening the skills and specialisation. It is positive about the common foundation of the programme. In the third specialisation, it sees a mixture of a specifically European as well as global focus. The committee notes that inconsistencies may arise in this programme. It would suggest to consider using an international comparative perspective to compare the European and a global perspective. During the site visit, the committee learned that the programme is working on a more distinctive profile for this specialisation.

#### *Intended learning outcomes in master's programme*

The committee examined the programme and the study materials provided during the site visit, to assess whether the master's programme enables students to achieve the intended learning outcomes.

The committee verified that the content-related learning outcomes are interwoven in the programme. For example, the EU External Policies course (specialisation 1) provides thorough knowledge of the relations of the EU with the rest of the world. Civil Society and European Integration (specialisation 2) and Citizenship and Migration in Comparative Perspective (specialisation 3) provide the required knowledge and insight into the respective specialisations.

In the critical reflection, the programme provides an extended overview of the way research is incorporated into the programme. The committee concludes that the literature dealt with in all specialisations is up to date. Also, the literature is appropriate that the programme prescribes for the common courses, for example, a research monograph on European Foreign Policy concerning the Balkans.

The committee concludes that students practise academic skills throughout the programme. Students begin their skills training in intercultural communication in the first semester. Other skills training in this semester includes academic writing in English, policy analysis, foreign policy analysis, reflections on the production of knowledge, reading popular culture, research design and methods. This training takes place in the International Relations: Conflict and Co-operations (specialisation 1), The European Policy Process (specialisation 2) and Democracy in a Globalising World (specialisation 3) courses. Furthermore, the common courses provide training in intercultural communication and academic writing. The thesis comprises the final demonstration of both the academic research and writing skills, as well as the acquired knowledge and insight gained throughout the programme.

Students told the committee that the programme is intensive but feasible. The critical reflection states that the programme aims for a full-time investment. It asks students to report the time they spend on self-study in the course evaluations. According to the data, students spend on average slightly less than 40 hours a week on their studies. The committee concludes that the study load of the programme is adequate.

Students reported that they feel that the programme is sufficiently structured. Especially the first semester has a solid structure, while a major focus lies in the second semester on doing research for and writing the thesis. The committee is satisfied with the structure of the programme.

## **2.2 Staff**

The committee assessed the quality and quantity of the staff by studying the information in the critical reflection and gained in the meetings during the site visit.

The committee concluded that the interdisciplinary and international profile of the programmes is sufficiently reflected in the composition of the staff. Lecturers come from a wide variety of countries. The staff of both programmes come from different departments, such as the History, Politics, Philosophy and International Relations Departments.

The lecturers the committee interviewed during the site visit confirmed that new lecturers are obliged to participate in a PBL training course. They must also acquire their 'Basiskwalificatie Onderwijs' (BKO, basic teaching qualification). During the site visit the lecturers stated that it can be quite difficult and time-consuming for new lecturers to get acquainted with PBL. Once they are more familiar with the system, it is easier for them to anticipate their workload. The committee concludes that the didactical quality of the staff is sufficiently guaranteed by the training in PBL and the BKO.

Based on the meetings with the students and the Programme Committee and the evaluation results it studied during the site visit, the committee concludes that students are content with the didactic and content-related qualities of their lecturers and the quality of courses.

The student-staff ratio of the bachelor's programme is 29:1 and that of the Master's programme is 17:1. The committee noted that the staff members meet very regularly in various committees and consultations, which might be time-consuming. Nevertheless, the committee did not receive any information that would suggest that the quantity of the staff is insufficient. However, it concluded that reviewing two Bachelor's Papers is time-consuming for the lecturers. It found some tension expressed about the size of the workload for the lecturers. In this regard it refers to its further remarks on the position of Bachelor's Paper I under Standard 3.

### **2.3 Programme-specific quality assurance**

During the site visit, the committee got a positive impression of the Programme Committee. The Programme Committee takes an active approach. For example, it studies radically revised course books, and it has a strong overview of both programmes. It confirmed that the management takes its evaluation results seriously. Based on the minutes of the Programme Committee, the committee concludes that the programme-specific quality assurance ensures that the programme takes suitable measurements for improvement when they are necessary.

### **Considerations**

#### *Bachelor's programme European Studies*

The committee concludes that the content of the courses guarantees that students indeed gain the required knowledge. It also concludes that the academic orientation is translated sufficiently into the programme and that interdisciplinarity is indeed a crucial theme throughout the programme. The programme supports students to acquire the subject-specific learning outcomes as well as the skills formulated in the intended learning outcomes. The committee has not pin-pointed one specific element in the programme which could fully explain the amount of unsatisfactory assessments of some theses (see also Standard 3). The committee therefore strongly advises the programme to reflect upon the development of academic skills of all individual students in the PBL system, the guidance process for the Bachelor paper, and any other factor which might influence the final results of the students.

#### *Master's programme European Studies*

The committee concludes that the content-related learning outcomes are interwoven in the programme and that the literature dealt with in all specialisations is up to date. Relevant

research is presented adequately in the programme. The committee concludes that students practise academic research, writing and communication skills throughout the programme.

The committee concludes that the programme is designed well, especially the first and second specialisations. The third specialisation has a less clear profile. The committee is positive about the re-design of the profile that the programme is planning.

*Bachelor's and Master's programme European Studies*

The committee concludes that PBL works adequately in both programmes. It recommends continuing to pay close attention to introducing PBL to master's students from another university.

The committee concludes that the didactical and content-related quality of the staff is adequate. It finds that the quantity of staff is sufficient to ensure that both programmes can be carried out properly. Regarding the lecturers' workload, the committee refers to its further remarks on the position of Bachelor's Paper I under Standard 3.

The committee concludes that the programme-specific quality assurance guarantees that the programme takes suitable measurements for improvement as necessary.

## **Conclusion**

*Bachelor's programme European Studies:* the committee assesses Standard 2 as **satisfactory**.

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

### **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.

### **Findings**

During the site visit, the committee studied examinations and tests from different courses of both the bachelor's and the master's programmes.

#### *System of examination*

The Faculty has one Board of Examiners. The Board monitors the quality of the achieved learning outcomes by checking the examination dossier of the individual students. During the site visit, it stated that this check has a procedural character, focussing on plagiarism and a filled-out assessment form, for example. It confirmed that as of September 2013, it will start monitoring the actual achieved learning outcomes by examining random samples of Bachelor Papers and Master Theses. The committee strongly encourages this resolution.

Students of both the bachelor's and the master's programme stated that they receive feedback on their papers and essays.

#### *Bachelor's programme European Studies*

The committee observes that the programme uses a broad variety of assessment methods that appropriately suit the intended learning outcomes. Students noted that many examinations are paper based. They work in groups on papers and presentations. The committee appreciates the frequent cooperation between students in groups, but would like to remark that the amount of group work might affect the development of independent research and writing skills. The committee noted that the programme also assesses knowledge and the students' ability to apply their knowledge. It concludes that the level as well as the transparency of the examinations and grading are sufficient.

The critical reflection states that the intended learning outcomes are assessed in Bachelor Papers I and II. During the site visit the management stated that Paper I might be abolished in the near future. Lecturers noted that writing a solid short paper is quite challenging for students, and that therefore the assessment itself is valuable. However, there is not sufficient staff available to assess all the papers thoroughly. During the site visit the programme described its plans for a short preparation course, in which students learn how to write a paper through writing exercises, and learn how to set up a small research project. Bachelor Paper II would then become the only concluding assessment. The committee supports this plan.

The programme recently introduced a second assessor for the second paper. The course coordinator BA paper chooses the second assessor at random. The first and second reader must come to a joint assessment. The committee supports the decision to introduce the second reader, but emphasises that the second reader must be able to grade the paper independently. During the site visit the Board explained that the programme organises

assessment meetings for lecturers twice a year to evaluate the assessments and the related processes. The committee finds this a positive step.

To assess the achieved learning outcomes of the bachelor's programme, the committee studied 25 bachelor's paper II. It assessed 6 of these papers as inadequate. The reasons included a lack of critical reflection on the literature used and a lack of reflection or discussion about the research question. In some other cases, the committee found that the research method was not justified properly. The papers that were positively assessed by the committee showed qualities such as a well-defined research question, good use of literature, a clear structure and an adequate justification of theoretic frameworks.

#### *Master's programme European Studies*

Students stated that assessments often comprise an exam and a paper. Lecturers may provide feedback on a paper before students officially hand them in, which allows them to improve their paper

The committee studied a variety of exams and assessments during the site visit. It concludes that the level as well as the transparency of the examinations and grading are sufficient.

The programme works with two assessors per thesis, who confer to come to an agreement on the final grade and incorporate their comments and suggestions on one assessment form.

For the assessment of the achieved learning outcomes of the master's programme, the committee studied 25 theses. The committee positively assessed 18 theses on subjects such as the quality of the research question, the justification and execution of research, use of literature, quality of the conclusion and discussion etc. However, the committee assessed 7 of the theses as unsatisfactory. It found that in one of these theses, the academic approach to the matter was not as profound as necessary. In another thesis, the student did not reflect on the reliability and context of the sources. Multiple theses lack a clear phrasing of the research question, and contain an under-defined and/or poorly applied theoretical framework. Also, they are presented in an insufficiently structured way, or pose weak conclusions. These theses, the committee concludes, reveal a lack of analytical skills. Due to the number of unsatisfactory theses, the committee assesses the achieved learning outcomes as unsatisfactory.

#### *Thesis assessment in the bachelor's and master's programme*

The committee concludes that the assessment of the final papers and theses in both programmes is unsatisfactory. The committee strongly recommends both programmes to reflect on the assessment procedure. The committee believes personal and informal atmosphere in which the assessment process is completed, might lead to a reluctance among tutors to give the student an unsatisfactory mark. Another crucial point in the procedure is the role of the second reader. The committee stresses that s/he must be free to grade the thesis independently from the first reader, and that his/her critique and suggestions should be distinguishable, either on the same assessment form, or (preferably) on a separate form.

The committee notes that the critique and suggestions stated by the supervisors on the assessment forms is generally thoroughly motivated. However, the committee does not see these remarks reflected in the grades that were assigned to the theses. The committee finds that the essential shortcomings, evidently noted by the staff, should not have led to a pass.

## Considerations

The committee concludes that the Board of Examiners has introduced an adequate system of assessment, and it is positive about the intended measures of improvement concerning the monitoring of the Bachelor Paper II.

The committee has concluded, however, that the achievement of all intended learning outcomes for both the bachelor's and the master's programme is not guaranteed, because of the number of bachelor papers II and master's theses it rejected. As it values the weight of the quality of the papers and theses highly, it can only assess this standard as unsatisfactory for both programmes.

## Conclusion

*Bachelor's programme European Studies*: the committee assesses Standard 3 as **unsatisfactory**.

*Master's programme European Studies*: the committee assesses Standard 3 as **unsatisfactory**.

## General conclusion

The committee has taken the assessments for all standards into account, as well as the rules and guidelines set up by the NVAO.

Given the unsatisfactory assessment on Standard 3 for both programmes, the committee assesses both programmes as unsatisfactory.

## Conclusion

The committee assesses the *bachelor's programme European Studies* as **unsatisfactory**.

The committee assesses the *master's programme European Studies* as **unsatisfactory**.

**II: Master's programmes European Public Affairs and  
European Studies: European Studies on Society, Science and  
Technology**





## Summary judgement

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This report presents the findings and considerations of the committee that assessed the masters' programmes European Public Affairs, and European Studies: European Studies on Society, Science and Technology at Maastricht University. The assessment is based on interviews conducted with management, staff, students and graduates of the programmes and on information provided in the critical reflection, selected theses, course files and additional details provided during the site visit. During its assessment, the committee observed positive aspects as well as issues that could be improved. Taking these aspects into consideration, the committee found that the master's programme European Public Affairs does not yet fulfill the requirements set by the NVAO for re-accreditation. The master's programme European Studies: European Studies on Society, Science and Technology does fulfill the requirements set by the NVAO for re-accreditation.

### Master's programme European Public Affairs

#### *Standard 1: Intended learning outcomes*

The committee assesses Standard 1 as **satisfactory**.

The master's programme European Public Affairs is oriented towards the professional practice of public affairs in the European Union (EU). The programme defines public affairs as the process of developing and influencing public – European Union – policy and states that the field is closely related to public policy and public administration. The goal of the programme is to prepare students for a career in European or EU-related public affairs and public service. For a successful career in the EU public affairs domain graduates must be academics who know how to analyse, critically evaluate and research EU policy problems. The committee appreciates the niche the programme fills within the domain of European Studies.

The learning outcomes of the programme are formulated at master's level and sufficiently reflect its research orientation and the domains and knowledge base the international field requires. They guarantee that students gain knowledge of the system of European governance, the way policy is made in the European Union in the main fields of its competences, and in each stage of the policy cycle. Students also learn about contemporary events, developments and debates related to the process of European integration.

#### *Standard 2: Teaching-learning environment*

The committee assesses Standard 2 as **satisfactory**.

The one-year master's programme (60 EC) is organised in cooperation with the European Institute of Public Administration. It consists of four modules (one 4-week module and three 8-week modules) and an Integrated Skills Track that runs in parallel to these four modules. Students conclude the programme by following a 12-week internship (18 EC). The committee assessed that the work experience students gained during the internship is relevant for their future employment. It concludes that the internship guarantees the professional orientation of the programme.

The first three modules of the programme focus mainly on EU policy making. The fourth module analyses the impact of the EU at the Member State level. The committee concludes that the learning outcomes are sufficiently addressed in all four modules. However, it finds that the theoretical framework in module four is somewhat weak as it lacks solid theories that can be

applied or used when implementing policy, for example. It also advises the programme to communicate to students more clearly what is expected of them in module four. The committee concludes that the level of the courses suffices. Communication, research and academic skills are trained in the Integrated Skills Track that runs parallel to the four modules. In the near future, students will undergo an assessment to establish their starting level. The committee is positive about the programme's focus on skills and is positive about the programme's plans to develop the track further because its primary focus currently mainly lies on professional skills relevant to the public affairs profession. Academic skills are not yet sufficiently trained.

In contrast to all other programmes the university offers, the master's programme European Public Affairs does not use Problem-Based Learning (PBL) as its didactical concept. The learning methods support students in becoming independent critical thinkers. The programme offers knowledge on an advanced level, and requires students to use the literature as a basis for developing new and original insights into the subject matter, for instance in the form of research assignments and projects. The committee concludes that the didactical approach of the programme matches the intended learning outcomes.

The committee concluded that the international profile of the programme is sufficiently reflected in the composition of the staff. Lecturers come from a wide variety of countries, and represent different departments, such as History, Politics, and Philosophy. They participate in national or international research schools and networks. The programme aims to involve practitioners who actively bridge the academic and practical world in their professional lives in order to pass on the link between academia and practice. The programme also regularly invites guest speakers with relevant and interesting backgrounds. The committee appreciates that the areas of expertise of the staff are closely related to the intended learning outcomes of the programme. Furthermore, the committee finds that the didactic quality of the staff is sufficiently guaranteed.

The committee concluded that the programme specific quality assurance is guaranteed by the active approach of the Programme Committee (PC).

### *Standard 3: Assessment and achieved learning outcomes*

The committee assesses Standard 3 as **unsatisfactory**

The Faculty of Arts and Social Sciences has one Board of Examiners that monitors the quality of the achieved learning outcomes by checking the examination dossier of individual students. At the time of the site visit this check has a procedural character, focussing – for example - on plagiarism and a filled-out assessment form. The Board has concrete plans to start monitoring the content of the examinations and theses. During the site visit the Board explained that it is also working on an internship assessment policy. The committee concludes that the Board plays a pro-active role in the quality assurance of the assessments in the master's programme.

The committee concludes that the system of assessment is valid and transparent. It studied exams from the core modules of the master's programme and concluded that the exams thoroughly assess academic knowledge and its application. The committee also found that the methods of assessment are varied and suitable for the assessment of the learning outcomes.

In order to assess the achieved learning outcomes, the committee studied internship reports before the site visit. It also examined evaluation papers that students had written for module

four, as the programme management had stated that these papers reflect the academically oriented learning outcomes. The committee encountered several problems in determining whether the learning outcomes had been achieved.

Firstly, the committee found it difficult to assess the achieved learning outcomes without a thesis as a final project. The committee stresses that the achieved learning outcomes, as far as academic research and writing skills are concerned, ideally culminate in a thesis. Secondly, the committee concludes that the evaluation papers of module four do not consistently comprise substantial academic research. The committee observed that the character of the evaluation papers had a more descriptive rather than academic nature. Finally, the internship report does not have a substantial academic component. The requirements that the programme has set for the internship report do not contain explicit academic criteria that one would expect in a final project.

Students can pass module four with a grade lower than a 6 for the evaluation paper. Therefore, the evaluation paper cannot serve as a final project with which the achieved learning outcomes can be assessed. The committee concludes that if the evaluation paper can be compensated and the internship report does not contain a research component, students can graduate without having demonstrated academic research skills. The committee therefore strongly advises the programme to develop the evaluation paper of module four further into a significant research project that can serve as a master's thesis.

As students do not conclude their studies with a substantial written account of academic research, and neither the evaluation paper nor the internship report contain a substantial amount of research, the committee concludes that the programme cannot guarantee that students achieve the expected academic research and writing skills. As academic research is essential to an academic master's degree, the committee concludes that the most important learning outcomes cannot be achieved in the programme.

The committee assesses the standards from the Assessment framework for limited programme assessments in the following way:

*Master's programme European Public Affairs:*

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

## **Master's programme European Studies: European Studies on Society, Science and Technology**

### *Standard 1: Intended learning outcomes*

The committee assesses Standard 1 as **satisfactory**.

The master's programme European Studies: European Studies on Society, Science and Technology (ESST) is a European master's programme, offered by a consortium of nineteen European universities from thirteen different countries. The participating universities offer all students an identical first semester, after which they chose a topic and location for their specialisation in the second semester.

The aim of the programme is to train a new intellectual 'cadre' with the expertise to address the challenges that Europe and the global community face, with an eye on the immediate future. Both academics and professionals gain knowledge about the way laboratory, factory, university, market and science policy all work together, from many different perspectives. Graduates are meant to act as a bridge between science and technology on the one hand, and the humanities and social sciences on the other. The programme is affiliated with the field of Science and Technology Studies (STS), which has an interdisciplinary research tradition devoted to the social and humanistic study of scientific and technological practices. It is concerned with how social, political and cultural values affect scientific research and technological innovation and focuses on how scientific research and technological innovation affect society, politics and culture on the European and national levels.

The committee appreciates the niche this internationally focused programme takes in the domain of European Studies. The profile of the programme is clear and ambitious and its approach to studying different challenges in Europe is interesting and unique.

The committee concluded that the mission of the programme is adequately translated into the learning outcomes. The learning outcomes are based on the Dublin Descriptors, and meet the requirements for an academic master's degree.

### *Standard 2: Teaching-learning environment*

The committee assesses Standard 2 as **satisfactory**.

The one-year programme is divided into two semesters of 30 EC. It is well-structured, cohesive and has a strong theoretical orientation. The first semester is aimed at the interconnection of science and technology with society which is approached in the context of national, European and global socio-economic dynamics. The first semester consists of five modules (6 EC each). The second semester, which students can chose to follow at one of the partner universities, consists of a specialisation course followed by a research project which results in a thesis. Students select a focus on which the choice of university depends.

As the programme is affiliated with the field of Science and Technology Studies (STS), the committee studied the course materials in this light and concluded that students get acquainted with the STS approach. Its theoretical framework is a focus of the programme.

An integrated skills track offers training in writing skills, strategic communication, professional and research skills which guarantees that students train their academic skills sufficiently throughout the programme. The committee does suggest making research skills a bigger part of the programme, such as defining a research question, selecting a methodology and writing an academic report. The committee also suggests that the programme adds more

practical competences to the skills trajectory to prepare students for a possible professional career outside of academia.

The programme uses Problem-Based Learning (PBL), an (inter)active student-centred teaching approach that aims to solve abstract and practical problems. Key to a successful learning process is that students are well prepared for sessions and meetings by taking responsibility for formulating learning goals per session, organising their meetings, and fulfilling several roles, such as chair, secretary and whiteboard scribe. The programme organises tutorial sessions as seminars in which the tutor acts as chair in order to correct misunderstandings and achieve effective time management. The committee concludes that PBL works adequately in the programme. It is positive about the role tutors play in the seminars, as it helps students from other universities adjust to the system.

The committee concluded that the international profile of the programme is sufficiently reflected in the composition of the staff. Lecturers come from the Netherlands, Poland and Austria, and represent different departments, such as the History, Politics, Philosophy and International Relations. They participate in national or international research schools and networks. The programme aims to involve practitioners who actively bridge the academic and practical world in their professional lives in order to pass on the link between academia and practice. The programme also regularly invites guest speakers with relevant and interesting backgrounds. The committee appreciates that the areas of expertise of the staff are closely related to the intended learning outcomes of the programme. The didactical quality of the staff is adequate, although the committee strongly advises the programme to actively encourage staff members to obtain their *Basiskwalificatie onderwijs*.

The committee concluded that the programme specific quality assurance is guaranteed by the active approach of the Programme Committee (PC). Furthermore, the committee has seen evidence that the consortium of European partner universities is not afraid to take measures if the quality of a programme cannot be guaranteed. It concludes that the quality assurance inside as well as outside Maastricht works adequately.

### *Standard 3: Assessment and achieved learning outcomes*

The committee assesses Standard 3 as **satisfactory**.

The Faculty of Arts and Social Sciences has one Board of Examiners that monitors the quality of the achieved learning outcomes by checking the examination dossier of individual students. At the time of the site visit this check has a procedural character, focussing – for example - on plagiarism and a filled-out assessment form. The Board has concrete plans to start monitoring the content of the examinations and theses. During the site visit the Board explained that it is also working on an internship assessment policy. The committee concludes that the Board plays a pro-active role in the quality assurance of the assessments in the master's programme.

The committee concludes that the system of assessment is valid and transparent. During the site visit the committee studied exams and assignments from modules of the first semester of the ESST master's programme. It also examined the overview of assessment forms that the programme provided with its critical reflection. It found that the programme uses a great variety of assessment formats. It concludes that the assessment criteria for all formats (such as class participation, oral presentations and teamwork) are made explicit. The level of the examinations it studied is adequate.

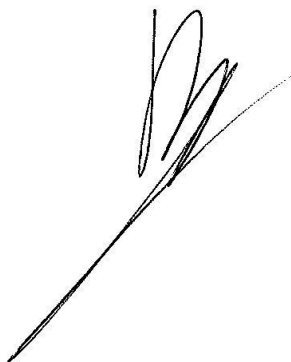
The committee studied 16 theses before the site visit. Students are awarded a 'pass', 'good' or 'excellent' score instead of a grade. The committee found that the theses that were assessed as 'excellent' by the programme were indeed of high quality. It noted that the theses reflected the students' good grasp of the theoretical and substantive literature. Also, it found that the theses were generally efficiently structured. The committee appreciates that theses are assessed by two lecturers, one of whom is from a partner university other than Maastricht. It concludes that the programme can guarantee that all students achieve the intended learning outcomes.

*Master's programme European Studies: European Studies on Society, Science and Technology:*

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

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

Date: 15 January 2014



Prof. M. Schwegman



Ms. M.M. Frederik

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

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### Standard 1: Intended learning outcomes

The intended learning outcomes of the programme have been concretised 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.

### Findings

#### *Master's programme European Public Affairs*

The critical reflection states that the master's programme European Public Affairs is oriented towards the professional practice of public affairs in the European Union (EU). The programme defines public affairs as the process of developing and influencing public – European Union – policy and states that the field is closely related to public policy and public administration.

The goal of the programme is to prepare students for a career in European or EU-related public affairs and public service. The critical reflection elaborates on the requirements for a career in the EU public affairs domain: academics who know how to analyse, critically evaluate and research EU policy problems. The policy context in the EU is complex, and contemporary policy problems transcend national and disciplinary borders. Also, a great variety of institutions and solutions has been established in the EU to address these problems. They often reflect country-specific preferences for particular approaches and legal instruments or differences in political or administrative culture or socio-economic conditions. The committee appreciates the niche the programme fills within the domain of European Studies.

The content-related learning outcomes of the programme sufficiently reflect the domains and knowledge base the international field requires, the committee concludes. They guarantee that alumni have gained knowledge of the system of European governance, the way policy is made in the European Union in the main fields of its competences, and in each stage of the policy cycle. Students also gain knowledge about contemporary events, developments and debates related to the process of European integration.

The structure of the learning outcomes follows the Dublin Descriptors. The committee verified that the intended learning outcomes do reflect the level and orientation appropriate for an academic master's programme.

#### *Master's programme European Studies: European Studies on Society, Science and Technology*

The master's programme ESST is a European master's programme, offered by a consortium of nineteen European universities from thirteen different countries. The participating universities offer the students an identical first semester, after which they can choose a topic and location for their specialisation in the second semester.

The critical reflections states that the aim of the programme is to train a new intellectual 'cadre' with the expertise to address the challenges that Europe and the global community face, with an eye on the immediate future. Both academics and professionals gain knowledge about the way laboratory, factory, university, market and science policy all work together, from many different perspectives. The alumni of this programme are meant to act as a bridge between science and technology on the one hand, and the humanities and social sciences on the other. The programme describes its graduates as 'systemic thinkers' and 'bridge-builders'. The critical reflection states that the programme is affiliated with the field of Science and Technology Studies (STS), which is an interdisciplinary research tradition devoted to the social and humanistic study of scientific and technological practices. It is concerned with how social, political and cultural values affect scientific research and technological innovation and focuses on how scientific research and technological innovation affect society, politics and culture on the European and national levels.

The committee appreciates the niche this internationally focused programme takes in the domain of European Studies. Its approach to studying different challenges in Europe is interesting and unique, the committee finds. It concludes that the profile of the programme is clear and ambitious.

The committee studied the intended learning outcomes stated in the critical reflection. It concluded that the mission of the programme is adequately translated into the learning outcomes. Graduates are, for example, able to analyse the interrelationship between science, technology and society. Furthermore, they can understand contemporary and historical technoscience developments in e.g. industries and universities, and the expectations and governance (contested). Understanding an interdisciplinary approach is also an explicit learning outcome. Since the learning outcomes are based on the Dublin Descriptors, the committee concluded that they meet the requirements for an academic master's degree.

## Considerations

### *Master's programme European Public Affairs*

The content-related learning outcomes adequately reflect the domains and knowledge base the international field requires. The committee concludes that the intended learning outcomes reflect the level and orientation appropriate for an academic master's programme.

### *Master's programme European Studies: European Studies on Society, Science and Technology*

The committee appreciates the niche the programme fills within the domain of European Studies. The committee concludes that the mission of the programme is adequately translated into the learning outcomes. Since the learning outcomes are based on the Dublin Descriptors, it concludes that they meet the requirements for an academic master's degree.

## Conclusion

*Master's programme European Public Affairs*: the committee assesses Standard 1 as **satisfactory**.

*Master's programme European Studies: European Studies on Society, Science and Technology*: the committee assesses Standard 1 as **satisfactory**.



## 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

### *Master's programme European Public Affairs*

In contrast to all other programmes the university offers, the master's programme European Public Affairs does not use PBL as its didactical concept. In its critical reflection, the programme states that it endorses the concept of life-long learning and continual professional development. The learning methods support students in becoming independent critical thinkers. The programme offers knowledge on an advanced level, and requires students to use the literature as a basis for developing new and original insights into the subject matter, for instance in the form of research assignments and projects. The committee concludes that the didactical approach of the programme matches the intended learning outcomes.

### *Master's programme European Studies: European Studies on Society, Science and Technology*

According to the critical reflection, the Maastricht European Studies programmes distinguish themselves from similar programmes by the use of Problem-Based Learning (PBL). This student-centred teaching approach aims at solving abstract as well as practical problems. The key to this active and interactive learning process is the students' responsibility for formulating learning goals per session, organising their meetings and fulfilling the roles of chair, secretary and whiteboard scribe.

In its critical reflection, the programme states that it organises tutorial sessions as seminars in which the tutor acts as chair in order to correct misunderstandings and achieve effective time management. The committee concludes that PBL works adequately in the programme. It is positive about the role tutors play in the seminars, as it helps students from other universities adjust to the system.

## 2.1 Programme

### *Master's programme European Public Affairs*

The programme is organised in cooperation with the European Institute of Public Administration. It consists of four modules (one 4-week module and three 8-week modules) and an Integrated Skills Track that runs in parallel to these four modules. Students finish the programme by following a 12-week internship (18 EC), during which they put their knowledge and skills into practice.

The first three modules of the programme focus mainly on EU policy making. The first module, Perspectives on Europe, outlines the context of European integration and concentrates on the key theories relevant for understanding this process. After this course, students follow a module on EU governance during which they participate in a 2-day study-trip to Brussels to visit the core institutions and interest representation/consultancy organisations. In module 3, Lobbying in the EU, the programme focuses on the theoretical and practical ins and outs of

lobbying in the EU. The fourth module, Implementation and Evaluation of EU Policy, analyses the impact of the EU at the Member State level.

The committee concludes that the content-related learning outcomes are sufficiently addressed in the four modules. However, it feels the theoretical framework in module four is weak. The programme lacks solid theories that can be applied or used when implementing policy, for example. The committee concludes that the level of the courses suffices, but not convincingly in every case. It advises the programme to inform students more on what is expected of them in module four. This might help raise the bar.

Communication, research and academic skills are trained in the Integrated Skills Track. This Track runs parallel to the four modules. An appendix of the critical reflection states that the Integrated Skills Track was introduced in the 2012-2013 academic year, and will likely undergo revisions in the coming years. One staff member now has full responsibility for the skills training, which the programme expects will ensure the quality of the level achieved by the students. The programme notes that in the near future, students will undergo an assessment to establish their starting level. The committee is positive about the programme's focus on skills. It agrees with the comment made in the appendix of the critical reflection that the track will need to be developed further.

#### *Academic and vocational orientation of the programme*

The committee examined the extent to which lecturers incorporate their own research into their courses. It noted during the site visit that one course uses a textbook that it would find more appropriate for the bachelor's phase. However, it also found that students read up-to-date academic literature in the core courses. All in all, therefore, the committee finds that the literature students use reflects the academic character of the programme sufficiently.

The internship (18 EC) prepares students for their professional careers. Depending on the student's ambition, s/he can do an internship at a consulting firm or a UN office, for example. The critical reflection states that students write an evaluation report on the internship. During and after the site visit, the committee read through several internship reports. Most of them comprise a detailed account of the activities performed by the intern. The committee concluded that the working experience the students gained during the internship is relevant for their future employment. It therefore concludes that the internship guarantees the professional orientation of the programme.

Students told the committee that they greatly value the combination of academic and professional skills that characterizes all modules. They stated that theories are made immediately applicable by the way the courses are designed. The critical reflection states that the composition of the staff ensures the link between academic and vocational elements (see also 2.2). The committee concurs.

The critical reflection states that the Integrated Skills Trajectory covers four larger clusters of skills relevant to the public affairs profession, namely communication, teamwork and personal effectiveness, research skills, and text skills. The committee studied the course materials available during the site visit and concluded that the main focus of the programme lies on the vocational orientation. The programme management stated during the site visit that academic skills are trained in the internship report and the evaluation paper that students write during module four. The committee finds this too limited, as the module four paper is not very substantial, and the internship is professionally oriented. It concludes that the design of the programme does not leave much room for academic skills. Students, subsequently, do

not sufficiently develop and practise their academic research and writing skills. As stated before, the committee encourages the programme to develop the Integrated Skills Track further.

#### *Study load and feasibility*

Each year up to 30 students are allowed to enroll in the programme. After the programme commences in September, the students are actively monitored. Students told the committee that the programme is quite intensive but feasible. On average, students study about 40 hours per week. During the site visit, various panels informed the committee that there is close contact between students, the Director of Studies and the module coordinators. Students appreciate that they are being watched over. The committee commends the small-scale advantages the programme obviously utilizes. It noted that the completion rates are high; most students complete the programme within 13 months. It finds this laudable.

#### *Master's programme European Studies: European Studies on Society, Science and Technology*

The programme is divided into two semesters of 30 ECTS. The first semester, which is identical at all partner universities, deals with the interconnection of science and technology with society. The programme puts this in the context of national, European and global socio-economic dynamics. The first semester consists of five modules of 6 EC, including Introduction in Science and Technology Studies, Science and Technology in the Making and Interpreting the History of Science and Technology. An integrated skills track offers training in writing skills, strategic communication and research skills.

The second semester, which students can choose to follow at one of the partner universities, consists of a specialisation course followed by a research project which results in a thesis. During the site visit, students of the programme explained that in the second semester they select a focus, and the choice of university depends on this focus. Therefore, students not only move away to other universities, but other students from all across Europe relocate to Maastricht. Consequently, the second semester student population differs from the one in the first semester. The critical reflection emphasizes that because of this, the common first semester is essential.

The committee studied the programme and the course materials that the programme management made available during the site visit. It concludes that the content-related learning outcomes are achieved in the programme. The Politics of Knowledge course, for example, addresses political science. The Science and Technology Dynamics course covers innovation studies and evolutionary economics, and focuses on globalisation and regulation.

#### *Academic and vocational orientation of the programme*

As stated earlier (Standard 1), the programme is affiliated with the field of Science and Technology Studies (STS), the interdisciplinary research tradition devoted to the social and humanistic study of scientific and technological practices. The committee studied the course materials provided by the programme management during the site visit and concluded that students get acquainted with the STS approach. Students told the committee during the site visit that the STS theoretical framework is a focus of the programme. The committee found this reflected in the course materials it studied and the student evaluations. It concluded that the programme has a strong theoretical orientation. It found, though, that the programme mainly relies on textbooks. It advises the programme to make more use of academic articles.

The committee concluded that students train their academic skills sufficiently throughout the

programme. The critical reflection provided an overview of the relation between the various skills and the modules they are trained and assessed in. In module 1, students practise every step in preparation for interviews, and they learn what the methodological pros and cons interviews are. Module 6, Research Design, comprises the preparation of the thesis project. Students define their aim and objectives, they identify the key literature and debates concerning their chosen topic, and they select an appropriate research method. The committee noted that some of the methods students practice are 'softer' than others. It advises making research skills a bigger part of the programme, such as defining a research question, selecting a methodology and writing an academic report. Students stated that they would appreciate more extensive training in analytical skills. In module 2, students practise doing fieldwork. The training involves data collection and analysis and presenting the research questions. After the fieldwork is completed, students present their research results. The committee concludes that all in all, the programme trains the various appropriate academic skills sufficiently.

Student evaluations indicated that students feel better prepared for an academic than a professional career. The programme attracts guest lecturers, for example from academic think tanks. The committee concludes that the vocational orientation focuses for a large part on academic careers. The critical reflection states that the integrated skills trajectory also comprises professional skills. The committee agrees that the programme trains communication skills, of which the presentation of research results is a good example. It suggests that the programme add more practical competences to the skills trajectory.

#### *Study load and cohesion of the programme*

During the site visit students stated that the study load of the programme is intensive but feasible. The committee finds that the study load of the programme is appropriate. It concludes that the programme has a clear structure. The critical reflection states that the courses are structured in such a way that each tutorial session builds upon the previous one. The committee confirms that this is indeed the case. The last tutorial of the module integrates all theoretical approaches and issues that have been discussed in the preceding seminars. This structure has a positive effect on the feasibility of the programme, the committee concludes.

The programme management puts a lot of effort into cohesion, the committee noted. This is important because the first semester of the programme is the same for all nineteen universities, and because of the student mobility in the second semester. The programme therefore has a core list of texts and topics (the ESST Handbook) for the first semester, which is used by all universities. The committee studied the Handbook and noted that all learning outcomes are translated into specific learning objectives. Also, the programme management explained that not only students move between the universities, the staff do, too. Twice a year a meeting takes place with all Directors of Studies within the Association to discuss the functioning and content of the programme.

#### *Intake*

The critical reflection states that there is a maximum intake of 30 students each year. Following the last academic review, the programme decided to add an essay to the selection procedure, in order to assess the level of English proficiency. The committee studied the selection criteria, which include a relevant bachelor's degree, and concludes that they are appropriate.

The programme states that it has never achieved the target intake of 30 students. The reason for this, the management feels, is that the name of the programme does not clearly indicate what it is about. The management would prefer the programme to attract more students with

a natural science profile, because it feels that a diverse student population is valuable to the programme. Therefore, it has put a lot of time and energy in different ways into reaching this target group. The committee understands that the name of the programme cannot be changed easily. It appreciates the attention the programme pays to attracting more students, especially students with a natural science background.

## **2.2 Staff**

The committee assessed the quality and quantity of the staff of both programmes by studying the information provided in the critical reflections and the meetings with lecturers and students during the site visit.

The committee concluded that the international profiles of both programmes are sufficiently reflected in the composition of the staff. Lecturers come from the Netherlands, Poland and Austria. The staff also come from different departments, such as the History, Politics, Philosophy and International Relations. They participate in national or international research schools and networks. In the critical reflection, the programmes state that they aim to involve practitioners who actively bridge the academic and practical world in their professional lives in order to be able to pass on the link between academia and practice. During the site visit the committee spoke to students and verified that many of their lecturers are indeed active practitioners. Also, the programme regularly invites guest speakers with relevant and interesting backgrounds. The committee appreciates that the areas of expertise of the staff are closely related to the intended learning outcomes of both programmes.

Lecturers must acquire their Basic Teaching Qualification (BKO). During the site visit the lectures confirmed that new lecturers have to obtain their BKO within a year. In the critical reflections, the committee found that 64% of the EPA staff and 38% of the ESST staff have a BKO. The committee stresses that the percentage of ESST staff with a BKO is quite low. Students of both programmes were positive about the quality of the lecturers, and the course evaluations showed no signs of structural problems with the didactical skills of the staff. The committee concludes that the didactical quality of the staff is sufficiently guaranteed.

Based on the meetings with the students and the Programme Committee and the evaluation results it studied during the site visit, the committee concludes that students are content with the didactical qualities of their lecturers, and the staff quality is related to the content.

## **2.3 Programme-specific quality assurance**

During the site visit, the committee gained a positive impression of the Programme Committees. The Programme Committees take an active approach. For example, they study radically revised course books, and have a strong overview of the programmes. They noted that the management takes its evaluation results seriously. Based on the minutes of the Programme Committees, the committee concludes that the programme-specific quality assurance guarantees that the programme takes suitable measurements for improvement as necessary.

Concerning the ESST master's programme, the committee was curious about the way the programme can ensure the quality of all participating universities. The programme management stated that, for example, the evaluation results of semester two have led to a temporary suspension of two partner universities. The committee concludes that apparently the consortium of European partner universities is not afraid to take measures if the quality of a programme cannot be guaranteed.

It concludes that the quality assurance inside as well as outside Maastricht works adequately.

## Considerations

### *Master's programme European Public Affairs*

The committee concludes that the didactical approach of the programme matches the intended learning outcomes. Furthermore, it is positive about the programme's focus on skills with the introduction of the Integrated Skills Track. However, it advises the programme to develop the Integrated Skills Track further as its main focus currently lies on professional skills. Academic skills are not trained sufficiently. The literature students read for the courses guarantees the academic orientation of the programme. Also, the content-related learning outcomes are sufficiently translated into the programme. The committee is positive about the high completion rate of the programme.

### *Master's programme European Studies: European Studies on Society, Science and Technology*

The committee concludes that PBL works adequately in the programme. It is positive about the supporting role of the tutors in the seminars. It concludes that the content-related learning outcomes are achieved in the programme. It confirmed that students train their academic skills sufficiently throughout the programme. It finds that the programme has a strong theoretical orientation, which is also evident from the fact that the vocational orientation focuses primarily on academic careers. The structure of the programme has a positive effect on its feasibility.

### *Both master's programmes*

The committee appreciates that the areas of expertise of the staff are closely related to the intended learning outcomes of both programmes. Guest lecturers provide a link between academia and the professional field. The didactical quality of the staff is adequate, although the committee strongly advises the ESST programme to actively encourage staff members to obtain their BKO.

The committee concludes that the quality assurance, inside as well as outside Maastricht, guarantees that measurements for improvement are taken as necessary.

## Conclusion

*Master's programme European Public Affairs:* the committee assesses Standard 2 as **satisfactory**.

*Master's programme European Studies: European Studies on Society, Science and Technology:* the committee assesses Standard 2 as **satisfactory**.

### **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.

## **Findings**

### **3.1 System of examination**

The Faculty has one Board of Examiners. The Board informed the committee that it monitors the quality of the achieved learning outcomes by checking the examination file of the individual students. During the site visit the Board stated that this check has a procedural character, for example, focussing on plagiarism and a completed assessment form. It plans to start monitoring the content of the examinations and theses.

Concerning the EPA master's programme, the Board of Examiners stated that it had advised the programme to elaborate the academic component further in the final stage of the programme. The programme management can decide for itself whether this should be in the internship or the evaluation paper.

The Board of Examiners is also working on an internship assessment policy. The committee concludes that the Board plays a pro active role in the quality assurance of the assessments in both master's programmes.

The committee studied exams from the core modules of the EPA master's programme during the site visit. It concludes that the exams thoroughly assess academic knowledge and its application. Students stated that many of the assignments they work on involve finding solutions for practical problems, for example as a consultant. The committee concludes that the methods of assessment are varied and suitable for the assessment of the learning outcomes. During the site visit the programme management stated that the internship report as well as the evaluation paper (module four) are assessed by two staff members.

During the site visit the committee studied exams and assignments from modules of the first semester of the ESST master's programme. It also examined the overview of assessment forms that the programme provided with its critical reflection. It found that the programme uses a great variety of assessment formats. It concludes that the assessment criteria for all formats are made explicit. For example, the programme has formulated criteria for the grading of class participation, oral presentations and teamwork. The committee appreciates this, as they form a large component of the intended learning outcomes. The level of the examinations it studied is adequate. It appreciates that the thesis is assessed by two lecturers, one of whom is from a partner university other than Maastricht.

The committee concludes that the system of assessment is valid and transparent for both programmes.

### 3.2 Achieved learning outcomes

#### *Master's programme European Public Affairs*

In order to assess the achieved learning outcomes, the committee studied internship reports before the site visit. It also examined evaluation papers that students had written for module four, as the programme management had stated that these papers reflect the academically oriented learning outcomes. The committee encountered several problems in determining whether the learning outcomes had been achieved.

First, it is difficult to assess the achieved learning outcomes without a thesis as a final project. The committee stresses that the achieved learning outcomes, as far as academic research and writing skills are concerned, ideally culminate in a thesis.

Second, the committee concludes that the evaluation papers of module four do not consistently comprise substantial academic research. In many of the papers it studied, the emphasis on academic literature that it found in the courses is not reflected in the essays. Many students used only the compulsory literature discussed in the core courses. The programme management stated that the academically oriented learning outcomes are mainly achieved in this paper. However, the committee observed that the character of the evaluation papers has a more descriptive than academic nature. Also, up until 2013/2014 students can pass module four with a grade lower than a 6 for the evaluation paper. Therefore, the evaluation paper cannot serve as a final project with which the achieved learning outcomes can be assessed. The committee states that the achievement of the academic learning outcomes on a master's level cannot be guaranteed. In 2013/2014, this practice will be redeemed as students will then have to pass alle elements that constitute the final work in order to graduate.

Third, the internship report does not have a substantial academic component. The critical reflection states that students should be able to translate their theoretical knowledge into a real-world setting. The requirements that the programme has set for the internship report do not contain explicit academic criteria that one would expect in a final project. As is the case with the evaluation paper, students are merely asked to report on the internship in relation to the programme. The academic component needs to be made more explicit. The committee concludes that if the evaluation paper can be compensated and the internship report does not contain a research component, students can graduate without having demonstrated academic research skills.

The critical reflection states that the programme has taken various measures to improve the academic level of the programme. As of the 2012-2013 academic year, for example, students are no longer able to obtain their degree without a pass for the evaluation paper of module four. Also, the Integrated Skills Track was designed to ensure the development of different skills. While the committee approves these steps, it also notes that the 2006 review committee also advised guaranteeing the academic level of the final projects. Although the introduction of the Integrated Skills Track has improved the training of academic skills, the committee still finds that the academic skills need to be trained more thoroughly throughout the programme, as the academic level of the internship reports and the reflective essays was not sufficient.

The committee strongly advises the programme to develop the evaluation paper of module four further into a significant research project that can serve as a master's thesis.



As students do not conclude their studies with a substantial written account of academic research, and neither the evaluation paper nor the internship report contain a substantial amount of research, the committee concludes that the programme cannot guarantee that students achieve the expected academic research and writing skills. As academic research is essential to an academic master's degree, the committee concludes that the most important learning outcomes cannot be achieved in the programme.

*Master's programme European Studies: European Studies on Society, Science and Technology*

The thesis project covers 16 weeks in the second semester. After having completed the specialisation course, students prepare a research outline based on the ESST Handbook.

The committee studied the list of final projects between 2010 and 2012 and noted that students are awarded a 'pass', 'good' or 'excellent' score instead of a grade. Students stated that they do not find this a problem. The students stated that they receive detailed feedback, and in the end passing the programme is what matters the most. They are satisfied with the opportunity to obtain an 'excellent'. The committee verified that the students do receive sufficient feedback.

The committee studied 16 theses before the site visit. It found that the theses that were assessed as 'excellent' by the programme were indeed of high quality. It noted that the theses reflected the students' good grasp of the theoretical and substantive literature. Also, it found that the theses were generally efficiently structured. It concludes that the programme can guarantee that all students achieve the intended learning outcomes.

## Considerations

*Both programmes*

The committee concludes that the system of assessment is valid and transparent for both programmes. The level of the examinations from the core modules and common courses of both programmes is adequate.

*Master's programme European Public Affairs*

It is difficult for the committee to assess the achieved learning outcomes without a final thesis. It studied the evaluation papers of module four and internship reports instead. It concludes that the evaluation papers of module four do not consistently comprise substantial academic research, and the internship reports do not have a substantial academic component. It therefore concludes that the learning outcomes reflecting the academic orientation of the programme are not achieved. It strongly advises the programme to develop the evaluation paper of module four further into a significant research project that can serve as a master's thesis.

*Master's programme European Studies: European Studies on Society, Science and Technology*

Based on the adequate quality of the theses the committee studied, it concludes that the programme guarantees that students achieve the intended learning outcomes.

## Conclusion

*Master's programme European Public Affairs:* the committee assesses Standard 3 as **unsatisfactory**.

*Master's programme European Studies: European Studies on Society, Science and Technology:* the committee assesses Standard 3 as **satisfactory**.

## General conclusion

The committee has taken the assessments for all standards into account, as well as the rules and guidelines set up by the NVAO.

Given the unsatisfactory assessment of Standard 3 for the *master's programme European Public Affairs*, the committee assesses this programme as unsatisfactory.

Given the satisfactory assessment of all standards for *master's programme European Studies: European Studies on Society, Science and Technology*, the committee assess this programme as satisfactory.

## Conclusion

The committee assesses the *master's programme European Public Affairs* as **unsatisfactory**.

The committee assesses the *master's programme European Studies: European Studies on Society, Science and Technology* as **satisfactory**.

# Appendices



## Appendix 1: Curricula Vitae of the members of the assessment committee

**Prof. dr. Marjan Schwegman** is directeur van het NIOD, instituut voor oorlogs-, holocaust- en genocidestudies te Amsterdam, een instituut van de Koninklijke Nederlandse Akademie van Wetenschappen. Daarnaast is zij onbezoldigd hoogleraar met als leeropdracht ‘politiek en cultuur van de lange twintigste eeuw’. Van 2003 tot 2007 was zij directeur van het Koninklijk Nederlands Instituut te Rome. Daarvoor was zij in verschillende wetenschappelijke functies verbonden aan de Universiteit Leiden, de Universiteit van Amsterdam, de Universiteit Maastricht en de Universiteit Utrecht. Haar onderzoek wordt gekenmerkt door een biografische benadering en richt zich met name op de Italiaanse geschiedenis van de 19<sup>de</sup> en 20<sup>ste</sup> eeuw. Zij promoveerde in 1989 op een biografie van de Italiaanse feministe Gualberta Beccari (1842-1906). Haar in 1999 gepubliceerde biografie van de reformpedagoge Maria Montessori werd in verschillende talen vertaald. Haar recente en lopende onderzoek richt zich op de betekenis van gender en oorlogsheroïek voor processen van natievorming.

**Prof. dr. Luc François** is gewoon hoogleraar in de geschiedenis aan de Universiteit van Gent, met als specialisatie ‘nieuwste geschiedenis’. Van 2001 tot 2006 was hij onderwijsdirecteur van deze universiteit en van 2004 tot maart 2011 directeur van de Associatie Universiteit Gent. Momenteel is hij rectoraal adviseur internationalisering. In de Vlaamse Interuniversitaire Raad is hij voorzitter van de Commissie Opleidingenaanbod en co-voorzitter van de werkgroep ‘Learning outcomes’. Sinds oktober 2011 is hij voorzitter van de HBO5-commissie, die de minister van Onderwijs en Vorming advies verleent over de aanvragen tot inrichting van HBO5-opleidingen (‘associate degrees’). Op verzoek van de NVAO zetelt hij in diverse commissies, belast met de audits aan Nederlandse hogescholen met betrekking tot de institutionele toets kwaliteitszorg.

**Harmen Bredeveld MSc** is student geschiedenis aan de Universiteit Leiden. Zijn specialisaties zijn Atlantische geschiedenis en geschiedenis van de ontwikkelings-samenwerking. Naast geschiedenis heeft hij ook economie gestudeerd, hierin behaalde hij in 2008 zijn masterdiploma. Harmen Bredeveld is als student lange tijd actief geweest in de studentenvertegenwoordiging aan de Universiteit Leiden. Hij heeft zich ingezet binnen de Opleidingscommissie van Geschiedenis, in de Faculteitsraad van de Faculteit der Geesteswetenschappen en als assessor (student-lid) van het Faculteitsbestuur van Geesteswetenschappen. Naast zijn studie Geschiedenis doceert Harmen Bredeveld parttime economie aan de Faculteit der Rechten van de Erasmus Universiteit Rotterdam.

**Dr. Jan van Herwaarden** was tussen 1964 en 2005 verbonden aan achtereenvolgens de Rijksuniversiteiten van Groningen en Utrecht en de Erasmus Universiteit Rotterdam, laatstelijk als bijzonder hoogleraar Cultuurgeschiedenis i.h.b. van Middeleeuwen en Renaissance. Hij was één van de oprichters van de studierichting Maatschappijgeschiedenis (thans ESHCC) aan de EUR (1978). Hij promoveerde in 1978 in Groningen op het proefschrift *Opgelegde bedevaarten*. Zijn talrijke publicaties betreffen in eerste instantie bedevaarten, en dan speciaal die naar Santiago de Compostela, maar gaan ook over stadsgeschiedenis, met name van Dordrecht (1996) Floris V en zijn tijd (1988; 1996) en Erasmus (vooral sedert 1998). Zelf beschouwt hij (na zijn proefschrift) als zijn belangrijkste publicatie *Between Saint James and Erasmus* (Boston-Leiden 2003).

**Prof. dr. Jan Orbie** is professor in the rank of senior lecturer at the Department of Political Science and co-director of the Centre for EU Studies at Ghent University in Belgium. He lectures different courses in the Master for EU Studies at Ghent University, such as Theories of European Integration, European External Policies, Current Issues in EU Politics, and EU

Trade Politics. His research focuses on the international policies of the EU. He is the author of numerous chapters, articles and edited books on EU trade politics and development, the EU's global social policy, and EU democracy promotion. He is also Erasmus coordinator of the Department of Political Science. He has been a member of several visitation committees on European Studies in Flanders in 2010-2011.

**Anne Stickers BA** is in februari 2013 afgestudeerd aan de bacheloropleiding Internationale Betrekkingen & Internationale Organisatie van de Rijksuniversiteit Groningen. In 2008 behaalde zij daarnaast een propedeuse in Midden-Oosten Studies. Anne Stickers heeft veel ervaring in de studentenvertegenwoordiging. Ze zat een jaar in de Opleidingscommissie van Midden-Oosten Studies en was een jaar student-lid van het Afdelingsbestuur van Internationale Betrekkingen. Ook was zij studentvertegenwoordiger in verscheidene sollicitatiecommissies. Naast haar studie heeft Anne Stickers veel activiteiten ondernomen voor de studievereniging en de Europese studentenvereniging AEGEE. In het eerste half jaar van 2013 loopt Anne Stickers stage bij de International Fellowship of Reconciliation, een internationaal netwerk van vredes- en mensenrechtenorganisaties. In september 2013 zal zij beginnen aan haar masteropleiding.

**Dr. Ulrich Tiedau** is docent geschiedenis van de Lage Landen (Senior Lecturer in modern Low Countries history and society) aan de afdeling Nederlands van het University College London (UCL). Daarnaast is hij Associate Director van het UCL Centre for Digital Humanities. Zijn belangrijkste gebieden van onderzoek zijn transnationale uitwisselingen tussen de Benelux-landen en hun buurlanden, culturele en sociale aspecten van oorlogen, en border studies. Hij heeft gepubliceerd over onderwerpen zoals intellectuele geschiedenis, culturele transfers en identiteit in grensregio's, en de Europese gedachte, evenals over afstandsonderwijs en digitale geesteswetenschappen. Sinds 2005 is hij hoofdredacteur van *Dutch Crossing: Journal of Low Countries Studies*, het belangrijkste peer-reviewed tijdschrift in het Engels over interdisciplinaire Lage Landen Studies, waarvoor hij in december 2009 een eervolle vermelding in de Phoenix Prijs voor Significant Editorial Achievement werd toegekend door de *MLA Council of Editors of Learned Journals* (CELJ).

**Prof. dr. Ingeborg Tömmel** is professor emeritus voor internationale en Europese politiek en Jean Monnet Chair in European Politics and Policies aan de universiteit Osnabrück. Van 2007 tot 2011 was zij directeur van het Osnabrück Jean Monnet Centre of Excellence in European Studies. Zij won de Diefenbaker-Award van de Canadian Council voor het academische jaar 2005/06. Eerder hield zij posities aan de universiteiten van Berlijn (FU) en Nijmegen (NL); verder doceerde zij als *visiting professor* aan de universiteiten van Victoria (BC, Canada), Ottawa (ON, Canada) en Kairo (Egypte). Zij is auteur van talrijke publicaties over het politieke stelsel van de EU, governance und policy-making van de EU en de implementatie van Europese politiek in de lidstaten.

**Dr. Amanda Kluvel** is als universiteit hoofddocent verbonden aan de Faculteit der Cultuur- en Maatschappijwetenschappen van de Universiteit Maastricht. Zij is tevens opleidingsdirecteur van de internationale bacheloropleiding Cultuurwetenschappen/Arts and Culture. Voorheen was zij voorzitter van de opleidingscommissie Geschiedenis en propedeusecoördinator van de opleiding Geschiedenis van de Faculteit der Geesteswetenschappen van de Universiteit van Amsterdam (UvA). Aan de UvA was zij voorzitter van de Klankbordgroep Onderwijs van de Faculteit der Geesteswetenschappen en lid van de universitaire Werkgroep Studiesucces (en één van de auteurs van het (interne) rapport: Studiesucces aan de Universiteit van Amsterdam -2009). Aan de Universiteit voor Humanistiek was zij voorzitter van de Universiteitsraad en lid van de Opleidingscommissie.

Zij is enige tijd gedetacheerd geweest door de afdeling Onderwijsontwikkeling en Onderwijsresearch van de Universiteit Maastricht voor een onderzoek naar taken in het probleem gestuurd onderwijs (pgo) voor de doctoraalopleiding Cultuur- en Wetenschap Studies (CWS) aan de toenmalige Faculteit der Algemene Wetenschappen.





## Appendix 2: Domain-specific framework of reference

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### Domeinspecifiek referentiekader visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen

#### 1. Inleiding

Dit referentiekader is bedoeld voor de bachelor- en masteropleidingen aan de universiteiten in Nederland, die in het kader van de landelijke onderwijsvisitatie in de Geesteswetenschappen worden beoordeeld. Het betreft hier de bachelor en masteropleidingen Geschiedenis en Europese Studies en de masteropleidingen Internationale Betrekkingen.

Omdat de visitatie betrekking heeft op een breed spectrum van opleidingen, is gekozen voor een referentiekader dat niet prescriptief van aard is, maar veel ruimte geeft aan opleidingen om naar de aard van het object van studie dat centraal staat en naar de aard van de eigen invalshoek keuzes te maken en accenten te leggen. Het QANU-kader vraagt van de opleidingen om bij die keuze heldere doelstellingen te formuleren en om te onderbouwen dat aan de NVAO-criteria voor niveau en oriëntatie wordt voldaan.

Bij het opstellen van dit referentiekader is gebruik gemaakt van referentiekaders van collega's in het buitenland, met name op het onderzoek naar History van het *Trans-national European Evaluation Project* (TEEP) van ENQA<sup>1</sup>, de *Subject benchmark statement: History* van de Quality Assurance Agency for Higher Education (UK)<sup>2</sup> en de *Tuning Template European Studies*.<sup>3</sup> In het navolgende wordt allereerst ingegaan op de doelstellingen die door de opleiding bereikt moeten worden, met name de domeinspecifieke eindtermen en kwalificaties. Aansluitend worden in de domeinspecifieke eisen de inrichting en inhoud van het programma besproken.

#### 2. Doelstellingen en aard van de opleidingen

De bachelor- en masteropleidingen die in de visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen worden beoordeeld, hebben als doel studenten op te leiden tot een elementair (bachelor), dan wel meer specialistisch (master) wetenschappelijk niveau op het gebied van het object van de studie. Daarnaast bereiden ze studenten voor op een maatschappelijke loopbaan, waarbij de kennis en vaardigheden die binnen de studie verworven zijn in praktijk kunnen worden gebracht. Dit verwijst niet zozeer naar een bepaalde beroepsactiviteit, als wel naar wat de samenleving in de eerste plaats verwacht van bachelors en masters van de opleidingen, die in de visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen worden beoordeeld. Dit betekent dat zowel het wetenschappelijk niveau als de maatschappelijke relevantie dienen te zijn gegarandeerd. Actuele ontwikkelingen binnen het vakgebied krijgen voldoende aandacht in de opleiding. Eén van de doelen van de bacheloropleiding is de student zodanig op te leiden dat hij gekwalificeerd is voor een masteropleiding. Voor de (research) master geldt dat de student zodanig wordt opgeleid dat hij zelfstandig wetenschappelijk onderzoek kan uitvoeren. In principe houdt dit een dusdanig niveau in, dat de afgestudeerde master zelfstandig een proefschrift kan schrijven, al zal in de praktijk de master die doorstroomt in een promotietraject, vaak ook nog aanvullend of specifiek onderwijs volgen alvorens zelfstandig wetenschappelijk onderzoek uit te kunnen voeren.

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<sup>1</sup> <http://www.enqa.eu/files/TEEP%20Hist%20final%20pdf0.pdf>

<sup>2</sup> <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/history07.pdf>

<sup>3</sup> [http://www.unideusto.org/tuningeu/images/stories/documents/Template\\_European\\_Studies.pdf](http://www.unideusto.org/tuningeu/images/stories/documents/Template_European_Studies.pdf)

De commissie verwacht van de bachelor- en masteropleidingen die in het kader van de visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen beoordeeld worden, dat zij tot doel hebben:

1. Kennis van en inzicht te bieden in het vakgebied van de opleiding. Dat houdt voor de opleidingen Geschiedenis in het aanleren van kennis over de mondiale historische ontwikkelingen, in het bijzonder in Europa; voor de opleidingen Europese Studies het aanleren van kennis over Europese historische en relevante contemporaine ontwikkelingen (politiek en cultuur in brede zin) en, in specifieke gevallen, over het proces van Europese integratie, en voor de opleidingen Internationale Betrekkingen kennis van de complexiteit en de interdependentie van mondiale politieke, economische en culturele ontwikkelingen; voor alle opleidingen geldt dat zij inzicht bieden in de (historische en/of hedendaagse) meest relevante (internationale) kwesties, instituties en academische paradigma's;
2. De student zodanig te vormen dat hij zich in woord en geschrift goed op academisch niveau kan uitdrukken;
3. De student vertrouwd te maken met de waarde van de wetenschappelijke benadering, waar inzicht in theorie en methodologie en een optiek van relativiteit van interpretaties een wezenlijk onderdeel van uitmaken;
4. Een kader te bieden waarbinnen de student probleemgericht leert omgaan met de verworven theorie en kennis, en het verworven inzicht op een wetenschappelijke manier leert toe te passen op verschillende soorten (historische) bronnen en literatuur;
5. Een evenwicht te bieden tussen breedte en diepte van kennis en inzicht, waarbij het accent verschuift van breedte in de bachelor naar diepte in de master;
6. Studenten bewust te maken van de discipline- en nationale grenzen die worden overschreden dan wel geslecht in de praktijk van wetenschappelijk onderwijs en onderzoek;
7. De student de vaardigheden te leren die nodig zijn voor zelfstandige oriëntatie op relevante beroepssectoren.

De bacheloropleiding biedt een algemene en brede basisopleiding en leidt op tot een elementair academisch niveau. De masteropleiding biedt specialisatie en verdieping per vakgebied. Bij de masteropleiding is het ook denkbaar dat de specialisatie en verdieping meerdere vakgebieden bestrijken en/of een interdisciplinair karakter heeft.

### **3. Eindtermen en kwalificaties van de bacheloropleiding**

Studenten die een bachelor hebben afgerond in een van de opleidingen die in het kader van de visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen beoordeeld worden, beschikken over de volgende domeinspecifieke kennis en vaardigheden. Opleidingen kunnen naar de aard van het object van studie en de eigen invalshoek keuzes maken en accenten leggen.

#### *Kennis*

- Voor de opleidingen Geschiedenis kennis van en inzicht in historische epochen van de oudheid tot en met het heden en in de voornaamste ontwikkelingen in de geschiedwetenschap en historiografie; voor de opleidingen Europese Studies kennis van en inzicht in historische en actuele ontwikkelingen op Europees niveau of in een Europees vergelijkend perspectief, alsmede kennis van de belangrijkste historiografische, geesteswetenschappelijke en/of politiek-wetenschappelijke en theoretische stromingen in de studie van Europa, waaronder het proces van Europese samenwerking en voor de opleidingen Internationale Betrekkingen kennis van en inzicht in de ontwikkeling en de

onderlinge samenhang van belangrijke processen, instituties en ideeën in een internationaal / mondiaal perspectief, alsmede van de relevante theoretische benaderingen op het terrein van de internationale betrekkingen.

- Kennis van en inzicht in de eigentijdse ontwikkelingen vanuit een historisch/maatschappelijk/politiek/geesteswetenschappelijk/internationaal perspectief;
- Kennis van theoretische en wetenschapsfilosofische achtergronden en tradities van geschiedkundig onderzoek, dan wel (geesteswetenschappelijk en/of politiek wetenschappelijk) onderzoek op het terrein van de Europese Studies of het terrein van de geesteswetenschappelijke en/of politiek wetenschappelijke bestudering van de internationale betrekkingen;
- Besef van historische contexten; van Europese en van internationale / mondiale complexiteit, diversiteit en samenhang;
- Vermogen tot oordeelsvorming over historische processen en hun doorwerking in de eigen tijd; voor opleidingen Europese studies meer in het bijzonder oordeelsvorming over bijvoorbeeld bestuurlijke processen op bovennationaal niveau;
- Kennis van interdisciplinaire werkwijzen.

#### *Vaardigheden*

- In staat tot analyse van wetenschappelijke teksten en tot schriftelijke en mondelinge rapportage daarover;
- In staat tot snel verzamelen, selecteren en organiseren van secundaire literatuur en bronnen en hiermee zelfstandig kunnen werken;
- In staat tot het schrijven van een werkstuk volgens de eisen van de wetenschappelijke discipline;
- Het beheersen van voor het vakgebied relevante ICT-vaardigheden;
- In staat om vraagstukken te beoordelen dan wel in staat om vraagstukken vanuit een vergelijkend (disciplinair, internationaal, Europees en/of mondiaal) perspectief te beoordelen;
- In staat om theorie en methode toe te passen in praktijk-gerelateerde opdrachten;
- Het beschikken over flexibiliteit om de (historische en/of politiek wetenschappelijke) kennis en (historische en/of politiek wetenschappelijke) vaardigheden te integreren in een beroep dat niet strikt aansluit bij de opleiding;
- Studenten zijn zich bewust van de discipline- en nationale grenzen die worden overschreden dan wel geslecht in de praktijk van wetenschappelijk onderwijs en onderzoek;
- In staat tot zelfstandige oriëntatie op relevante beroepssectoren.

#### *Academische attitude*

- Blijk geven van het vermogen tot oordeelsvorming op het vakgebied mede gebaseerd op het afwegen van relevante sociaal-maatschappelijke, wetenschappelijke en ethische aspecten;
- Blijk geven van het vermogen tot reflectie op eigen verantwoordelijkheid;
- Respect tonen voor de meningen van anderen.

#### *Afstemming op de arbeidsmarkt*

Uit de opleiding blijkt dat de eindkwalificaties afgestemd zijn op de eisen van de arbeidsmarkt.

De bacheloropleidingen binnen het domein Geschiedenis, Europese Studies en Internationale Betrekkingen zijn vanuit beroepsperspectief overwegend generalistische opleidingen, die hun waarde op de arbeidsmarkt ontleen aan de academische vorming en vaardigheden die boven omschreven zijn.

Voor interdisciplinaire opleidingen Europese studies geldt in het bijzonder dat afgestudeerden in staat zijn om beleidsthema's en/of maatschappelijke vraagstukken vanuit verschillende perspectieven te analyseren en onderling op elkaar te betrekken

#### **4. Eindtermen en kwalificaties masteropleiding**

De masteropleiding bouwt wat kennis en vaardigheden betreft voort op de bacheloropleiding. Onderstaande eindtermen zijn van toepassing, afhankelijk van de keuze voor één of meerdere specialismen in de masteropleiding.

Studenten die een master hebben afgerond in één van de opleidingen die in het kader van de visitatie Geschiedenis, Europese Studies en Internationale Betrekkingen worden beoordeeld, dienen over de volgende kennis en vaardigheden te beschikken. Opleidingen kunnen hierin naar de aard van het object van studie en naar de aard van de eigen invalshoek keuzes maken en accenten leggen.

##### *Kennis*

- Kennis van en het vermogen tot actieve deelname aan de wetenschappelijke activiteiten van de discipline(s), in het bijzonder op het gebied van de gevolgde specialisatie. Dit impliceert voldoende kennis en inzicht voor het zelfstandig opzetten en uitvoeren van historisch onderzoek, dan wel geesteswetenschappelijk onderzoek naar Europese vraagstukken of geesteswetenschappelijk onderzoek naar internationale betrekkingen;
- Grondige kennis van en inzicht in de belangrijkste theorieën en de kernbegrippen, de onderzoeksmethoden en –technieken;
- Kennis van de complexiteit en diversiteit van het verleden en het vermogen om deze kennis bij de beoordeling van eigen en ander onderzoek toe te passen.

##### *Vaardigheden*

- Het beschikken over technische en theoretische vaardigheden om op een zelfstandige en wetenschappelijke wijze (historische en/of politiek wetenschappelijke) bronnen en literatuur te verzamelen, te analyseren en te beoordelen met als doel op een creatieve wijze verklarende of inzichtelijke werkhypothesen te formuleren en te toetsen en daarmee een bijdrage te leveren aan relevante wetenschappelijke debatten;
- In staat om theorie en methode toe te passen in praktijkgerelateerde opdrachten;
- Het beschikken over mondelinge en schriftelijke vaardigheden om de (historische en/of politiek wetenschappelijke) kennis en de resultaten van (eigen) wetenschappelijk onderzoek op een heldere en boeiende wijze kenbaar te maken aan zowel vakgenoten als het bredere publiek;
- In staat tot omgaan met divers en weerbarstig bronnenmateriaal.

##### *Academische attitude*

- Bereid en in staat tot rekening houden met sociaal-maatschappelijke, wetenschappelijke en ethische aspecten bij de oordeelsvorming over en analyse van complexe vraagstukken op het eigen vakgebied;
- Bereid en in staat tot reflectie op methodische, historische en ethisch-maatschappelijke aspecten van de betrokken wetenschap;

- Reflectie op morele vraagstukken, verband houdend met het eigen vakgebied.

#### *Afstemming op de arbeidsmarkt*

Afgestudeerden beschikken over voldoende van de genoemde vaardigheden om academische beroepen of functies te kunnen vervullen, waarvoor een wetenschappelijke masteropleiding, vereist of dienstig is. Onder academische beroepen worden beroepen verstaan, waarin duurzame kennisontwikkeling, -verwerving of -verwerking, bereidheid om nieuw en/of onontgonnen terrein te betreden en het dragen van verantwoordelijkheid samengaan.

### **5. Inhoud/programma bacheloropleiding**

Tijdens de bacheloropleiding dienen studenten te worden ingewijd in het analyseren van teksten, in het uitvoeren van wetenschappelijk onderzoek en in het schrijven van wetenschappelijke teksten.

De verantwoordelijken voor de opleiding bezinnen zich op de toenemende noodzaak van kennis van de Engelse taal in het (geven van) onderwijs en in de wetenschappelijke communicatie.

In de bacheloropleiding wordt aandacht geschonken aan de maatschappelijke inbedding van het vakgebied.

De bacheloropleiding wordt afgesloten met een bachelorscriptie of een vergelijkbare opdracht.

### **6. Inhoud/programma masteropleiding**

In de masteropleiding specialiseert de student zich in één of meerdere domeinen. Het programma biedt ruimte voor grondige bestudering van methodologie en theorie en voor de samenstellende of ondersteunende disciplines. In multidisciplinaire opleidingen wordt ruim aandacht besteed aan de integratie van de verschillende disciplines.

In het programma van de masteropleiding is voldoende ruimte aanwezig voor de ontwikkeling van de specifieke onderzoeksvaardigheden zodat een masterstudent in staat is een masterscriptie te schrijven op het vakgebied.

In de masteropleiding wordt aandacht geschonken aan de maatschappelijke inbedding van het vakgebied.

De verantwoordelijken voor de opleiding bezinnen zich op de toenemende noodzaak van kennis van de Engelse taal in het (geven van) onderwijs en in de wetenschappelijke communicatie.

Uit de wijze van presentatie van de masteropleiding blijkt dat de opleiding zich er rekenschap van geeft welke andere masteropleidingen er op het eigen en verwante gebieden bestaan en wat de plaats van de aangeboden masteropleiding daarbinnen is.



## Appendix 3: Intended learning outcomes

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### Bachelor's programme European Studies

1. BA ES graduates have acquired knowledge and understanding of the main ideas, concepts, theoretical debates and methods related to the interdisciplinary field of European Studies, both regarding historical and contemporary developments in Europe. More specifically, this concerns disciplinary insights, approaches and methods from the fields of economics, history, international relations, law, philosophy, political science and sociology. BA ES graduates have acquired knowledge and understanding of:

- ideas, concepts, theoretical debates and methods related to the history and development of Europe;
- European history since the nineteenth century, in particular state- and nation-building;
- the European integration process, the main European institutions, and important policies and policy making procedures;
- Europe's internal cultural and political diversity;
- the basic principles of European law and its origins;
- the basic principles of micro- and macro-economics and their application in the European context;
- knowledge of Europe's place in the world, from the perspective of international relations theory as well as from the perspective of Europe's external relations;
- contemporary European affairs and debates, ranging from political debates in Brussels to broader social debates on such matters as culture and identity in a globalising Europe;
- normative questions concerning the quality of administration and governance in Europe;
- a second language other than English.

2. BA ES graduates possess the ability to apply their knowledge and understanding to historical and contemporary issues related to the interdisciplinary field of European Studies. They are able to:

- evaluate academic and non-academic studies in the field of European integration, by utilising different disciplinary insights, approaches and methods from the fields of economics, history, international relations, law, philosophy, political science and sociology;
- assess – in a qualitative, systematic and methodologically sound way – new political, social and cultural developments in Europe, whether they are situated at the local, regional, national or supranational level;
- study issues, policies and problems from a comparative perspective;
- identify links between past and current developments in the field of European Studies, based on the ability to place current debates and developments in their historical context;
- execute interdisciplinary research on their own, supervised by a member of the academic staff (sometimes together with a representative from an external partner);
- execute interdisciplinary research in a team consisting of people with different backgrounds, supervised by a member of the academic staff (sometimes together with a representative from an external partner).

3. BA ES graduates can use their knowledge and skills to judge complex situations in the field of European Studies. They are able to:

- formulate balanced and informed judgements and choices regarding academic and societal issues and challenges related to the interdisciplinary field of European Studies, by making use of the conceptual and analytical tools that they have acquired during their studies, which include (basic) qualitative and quantitative methodology;
- formulate informed judgements and choices regarding the aforementioned academic and societal issues and challenges, taking into account relevant academic, ethical and social facets;
- identify alternative accounts of both past and current affairs, for example regarding European integration or the role of the nation-state in contemporary international affairs;
- critically assess, analyse and evaluate past and current affairs, even when information is missing, incomplete or biased, such as may be the case for political documents;
- critically assess, analyse and evaluate theories and methods;

4. BA ES graduates are able to communicate their findings in a constructive and eloquent way to both academic and non-academic audiences. They:

- are fluent in English, both orally and in writing, and have a basic understanding of a second European language (beyond their native language);
- possess the rhetorical skills to present their findings, both orally and in writing;
- have a sense of different audiences and are able to communicate their findings to academic and non-academic audiences, the latter ranging from the general public to professional audiences;
- are able to engage in a constructive debate about their findings in an informed and convincing manner, while presenting fair and balanced arguments and taking into account alternative accounts;
- are able to use modern information and communication technologies to present their findings.

5. BA ES graduates have developed the learning skills that allow them to continue studying with a high level of autonomy. They are able to:

- make choices regarding research topics and approaches;
- identify relevant literature and data;
- identify avenues for further study;
- efficiently manage their own time, in particular regarding preparations for lectures, tutor meetings and exams;
- learn from feedback and from mistakes, rather than perceive them as failures;
- decide which choices have to be made in order to continue their studies at MA level and reach their desired professional position;
- employ these learning skills to actively and constructively work in groups, by contributing to collective learning processes, but also by taking up specific responsibilities, such as acting as a chair or taking minutes.



## Master's programme European Studies

MA ES graduates:

1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context. MA ES graduates demonstrate advanced knowledge, and specifically:
  - a. can understand the historical context of European integration and how this may explain current challenges/tensions/puzzles;
  - b. can understand the multi-level system of actors and interests involved in European policy-making, and the relations between the EU, its Member States and other international bodies;
  - c. can understand academic concepts, frameworks and theories and their usefulness for analysing contemporary debates in Europe and doing EU policy analysis.
2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. MA ES can apply knowledge and problem-solving abilities, and specifically:
  - a. can apply historical, political science or public policy concepts to analyse new political developments and policy cases;
  - b. can develop and implement a research design for analysing regional, national, European or global politics/policy-making.
3. have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments. MA ES graduates can handle complexity and formulate judgments, and specifically:
  - a. can cope with informational complexity to pinpoint the key issues and perspectives, and make objective statements;
  - b. can identify and retrieve sources and data to build evidence-based arguments to explain policy developments;
  - c. can interpret and draw pertinent conclusions from data gathered and can formulate courses of action while being aware of the redistributive effects of these decisions.
4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously. MA ES can communicate clearly and unambiguously, and specifically:
  - a. can communicate with an awareness to the sensitivities of inter-cultural communication
  - b. can express ideas in written academic English to an advanced level (written communication) using different types of forum (academic publications, press, new media);
  - c. can express ideas convincingly in spoken English using an appropriate academic register, vocabulary and tone (oral communication).

5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous. MA ES have learning skills as independent researchers, and specifically:

- a. can adapt to group settings and work in an international professional environment;
- b. can undertake self-guided research and/or analysis;
- c. can engage in a process of critical self-reflection and make constructive use of feedback.

## Master's programme European Public Affairs

The MA EPA achieves the following specific final qualifications through alignment with the five second cycle Dublin Descriptors and the subject-specific reference framework:

1. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
  - a. MA EPA graduates demonstrate advanced knowledge of the academic concepts and theories relevant to understanding the system of European governance.
  - b. MA EPA graduates demonstrate advanced knowledge and understanding of how policy is made in the European Union in the main fields of the Union's competences, and per stage of the policy cycle.
  - c. MA EPA graduates demonstrate advanced knowledge of contemporary events, developments and debates related to the process of European integration.
2. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
  - a. MA EPA graduates demonstrate the ability to tackle a specific EU-related policy problem, by
    - i. retrieving the appropriate primary and secondary sources,
    - ii. applying the relevant academic theories and research methods,
    - iii. formulating feasible policy solutions,
    - iv. reporting on the above process and the envisaged recommendations.
  - b. MA EPA graduates demonstrate the ability to apply the skills and knowledge gained in a specific working environment.
3. Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
  - a. MA EPA graduates demonstrate the ability to understand, use and reflect upon different disciplinary perspectives on EU governance, and are able to formulate policy recommendations on that basis.
  - b. MA EPA graduates demonstrate the ability to understand, reflect upon and manage the complexity of EU-related policy problems, and they have the ability to formulate specific courses of action and policy recommendations, whilst being aware of the impact of these changes.
4. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialists and non-specialist audiences clearly and unambiguously.
  - a. MA EPA graduates demonstrate the ability to write an academic policy evaluation paper.
  - b. MA EPA graduates demonstrate the ability to write a policy paper.
  - c. MA EPA graduates demonstrate a high level of presentation and 'pitching' skills of policy analyses and solutions.
  - d. MA EPA graduates demonstrate a high level of debating skills.

5. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
- a. MA EPA graduates demonstrate the skills to constructively work and cooperate in international and interdisciplinary teams.
  - b. MA EPA graduates demonstrate the skills to (jointly) plan and manage (group) projects within a strict time frame.
  - c. MA EPA graduates demonstrate the skills to reflect upon one's own learning process.

## Master's programme European Studies: European Studies on Society, Science and Technology

The MA ESST achieves the following specific final qualifications through alignment with the five second cycle Dublin Descriptors and the subject-specific reference framework:

1. Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.
  - a. MA ESST graduates evince advanced knowledge of the academic core concepts and theoretical frameworks relevant for understanding and analysing the interrelationship between science, technology and society, and their strengths and weaknesses.
  - b. MA ESST graduates distinguish different levels of analysis and relevant methodologies to analyse innovation processes and their socio-political implications.
  - c. MA ESST graduates evince sophisticated knowledge of contemporary and historical techno-science developments in e.g. industries and universities, and its (contested) expectations and governance.
2. Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.
  - a. MA ESST graduates employ their interdisciplinary approach or adapt other approaches in related fields, such as innovation studies, organisational studies and cultural studies to new issues and problems, by
    - i. formulating feasible problem definitions and their appropriate research design, applying the relevant theories and qualitative and quantitative research methods;
    - ii. retrieving the appropriate sources;
    - iii. formulating feasible solutions or recommendations;
    - iv. reporting about the above process to the involved stakeholders..
3. Have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments.
  - a. MA ESST graduates understand, use and reflect on different disciplinary perspectives of the science, technology and society interrelationship.
  - b. MA ESST graduates explicate the implied normativity, political influences, power distribution and ethical consequences of research and innovations, as well as position themselves in regard to these implications.
  - c. MA ESST graduates understand, reflect upon and cope with the complexity of the development of new emerging technologies in society, and formulate appropriate strategies and recommendations for different stakeholders, while being aware of the (differential) impact of these strategies on the allocation of values.

4. Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialists and non-specialist audiences clearly and unambiguously.
  - a. MA ESST graduates communicate ideas fluently on an advanced level as necessary for working in an international, professional environment.
  - b. MA ESST graduates effectively and convincingly communicate, both orally and in writing about issues regarding contemporary societies with stakeholders from different domains of society: scientists, engineers, politicians, businesspeople and the public, and act as 'bridge builders' between the 'two cultures'.
  - c. MA ESST graduates communicate without the use of jargon with non-specialist audiences on specialist topics.
  
5. Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.
  - a. MA ESST graduates acquire the skills to work constructively and cooperate in international and interdisciplinary teams and undertake self-guided research and/or analysis and deliver original, advanced level work..
  - b. MA ESST graduates actively sustain and further develop their skills to engage in a process of critical reflection and making constructive use of feedback/peer review.
  - c. MA ESST graduates actively sustain and further develop skills required for continuous learning in an autonomous way and also the skills required to reflect upon this process.

## Appendix 4: Overview of the curricula

### *Bachelor's programme European Studies*

#### Overview core courses

	Year 1	Year 2	Year 3
<b>Sept. Oct.</b>	The Idea of Europe	EU Law 1	European Environments
<b>Nov. Dec.</b>	Bloody Diversity	Policy Domains	One World
<b>Jan.</b>	Europe and Global Politics since World War II	International Relations	
	Faultlines	Placing Europe	
<b>Feb. March</b>	An Economist's Point of View	Area Studies	EU Law II
	Micro/Macro Economics	Comparative Government and Politics	Culture and Identity
	Faultlines		Lifting the Iron Curtain
<b>April May</b>	EU Politics	Making a European Market	Power and Democracy
		International Economics	After Babel
			External Relations of the European Union
			A Long and Winding Road

All courses in the programme are designed to build upon each other and there tend to be references between them. For example, the knowledge students acquire in Europe and Global Politics forms a vital basis for EU Politics. Some courses specifically feed into others, in particular with regard to the third-year electives: the courses marked in orange feed into an EU external affairs oriented trajectory, the courses marked in aqua feed into a culture &

identity oriented trajectory, the courses marked in yellow feed into a law & democracy oriented trajectory, and the courses marked in pink feed into the economics trajectory.

Overview learning trajectory research, language and professional skills

		Language Skills	Professional skills*	Research Skills			Paper Dossier
				Basic Research and Writing	Qualitative Research Skills	Quantitative Research Skills	
Year 1	Sept.-Oct.	Diagnostic Test: English Language					
		Academic Writing Skills: English Language		Research and Writing			
	Nov.-Dec.	Academic Writing and Presentation Skills: English Language					
	Jan.			What is Good Science?			
	Feb.-March						
	April-May			Back to the Sources			
Year 2	Sept.-Oct.		Negotiation Skills				Bachelor Paper I
	Nov.-Dec.			Qualitative Research Skills I			
	Jan.				Quantitative Data Analysis I		
	Feb.-March	Second Language		Qualitative Research Skills II			
	April-May						



		Language Skills	Professional skills*	Research Skills			Paper Dossier
				Basic Research and Writing	Qualitative Research Skills	Quantitative Research Skills	
<b>Year 3</b>	<b>Sept.-Oct.</b>				Qualitative Interviewing **		
	<b>Nov.-Dec.</b>				Virtual Ethnography **		
	<b>Jan.</b>						Bachelor Paper II
	<b>Feb.-March</b>	Second Language ***				Quantitative Data Analysis II***	
	<b>April-May</b>		Practicalities of Policy Making***				

\* PBL and study skills do not feature as separate trainings, but prominently feature during the introduction day and in a follow-up lecture in week 2 of the first period. Throughout the three years of their studies, students continuously practice these skills as they are part of the programme's didactical approach.

\*\* Trainings for students who do not opt for an internship or study elsewhere.

\*\*\* Students choose 2 out of 3 trainings.

MA ES	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6
40 weeks (60 ECTS)	8 weeks (12 ECTS)	8 weeks (12 ECTS)	4 weeks (6 ECTS)	8 weeks (12 ECTS)	4 weeks (6 ECTS)	8 weeks (12 ECTS)
	Semester 1			Semester 2		
Specialisation 1 → European Politics and International Relations	EUS4001 International Relations/Conflict and Co-operation <i>Skills – Foreign Policy Analysis I (Introduction)</i>	EUS4002 The European Policy Process <i>Skills – Policy Analysis I (The Policy Cycle)</i>	Common Course EUS4003 The EU as an International Player <i>Skills – Academic Research &amp; Methods</i>	EUS4006 EU Foreign and Security Policy <i>Skills – Foreign Policy Analysis II (Leadership)</i>	EUS4004 EU External Economic Policies <i>Skills – Debating/Negotiation</i>	Common Course EUS4800 Researching and Writing the Thesis (12-15,000 words)
Specialisation 2 → European Public Policy and Administration	Common Course EUS4012 Post-War Europe: Political and Societal Transformation <i>Skills – Intercultural Communication/Academic Writing</i>	EUS4008 The Search for Empire <i>Skills – Reflections on the Production of Knowledge</i>	EUS4010 Citizenship and Migration in Comparative Perspective <i>Skills – European Migration Law</i>	EUS4005 Europeanisation and Domestic Change <i>Skills – Policy Analysis II (Evaluation)</i>	EUS4007 Civil Society and European Integration <i>Skills – Writing Policy Briefs and Blogs</i>	
Specialisation 3 → Europe from a Global Perspective	EUS4013 Critical Approaches to Globalisation and Development <i>Skills – Reading Popular Culture</i>	EUS4011 Democracy in a Globalising World <i>Skills – Presentation Skills</i>				
Thesis trajectory →	Skills – Academic Research & Writing = Identify thesis topic by end October	Identify possible supervisors; students matched by early December	Skills – Research Design & Methods = extended research proposal by end January	Staff-student supervision with regular email contact (early February-end June)/meet on average once a month until submission of the thesis		

Overview of the academic year

September, October	<p><b>Module 1 – Perspectives on Europe</b></p> <p>ECTS: 11                  Core question: Which domestic backgrounds and theoretical concepts matter for European integration?                  Core disciplines: Political science, comparative politics, economics, law, cultural studies, history</p>	<p><b>Integrated Skills Track</b></p> <p>ECTS: 4</p> <p><i>Communication cluster</i></p> <ul style="list-style-type: none"> <li>• Presenting for a professional audience (briefing, pitch)</li> <li>• Negotiation skills</li> <li>• Debating skills</li> <li>• Meeting/chairing</li> </ul> <p><i>Team work and personal effectiveness</i></p> <ul style="list-style-type: none"> <li>• Group dynamics</li> <li>• Project management</li> <li>• Time management</li> </ul> <p><i>Research cluster</i></p> <ul style="list-style-type: none"> <li>• Working with EU documents</li> <li>• Working with statistics</li> <li>• Policy analysis (with an emphasis on policy evaluation)</li> </ul> <p><i>Text skills cluster</i></p> <ul style="list-style-type: none"> <li>• Academic writing</li> <li>• Writing for policy</li> <li>• Letter/CV writing</li> <li>• Speech writing</li> <li>• Avoiding plagiarism</li> <li>• Speed reading</li> </ul>
November, December	<p><b>Module 2 – Governance in the EU</b></p> <p>ECTS: 11                  Core question: How does 'Brussels' work?                  Core disciplines: Public administration, political science, economics, international relations</p>	
January	<p><b>Module 3 – Lobbying in the EU</b></p> <p>ECTS: 5                  Core question: How can one influence the EU policy process?                  Core disciplines: Political science, public administration, cultural studies</p>	
February, March	<p><b>Module 4 – Implementation and Evaluation of EU Policy</b></p> <p>ECTS: 11                  Core question: How do EU policies fare in action at the Member State level?                  Core disciplines: Public administration, policy analysis, law</p>	
April, May, June	<p><b>Module 5 – Internship</b></p> <p>ECTS: 18                  Core question: How can one apply the acquired knowledge and skills in practice?</p>	

Overview of the academic year

September	<p><b>Module 1 – Introduction in Science and Technology Studies</b>            ECTS: 6            Core question: What are the different approaches towards the relationship between science, technology and society            Core disciplines: Sociology of technology, philosophy of technology, cultural studies            Theoretical focus: Deterministic perspectives on science, technology and society            STS perspectives on science, technology and society</p>	<p><b>Integrated Skills Track</b></p> <p><i>Writing skills</i></p> <ul style="list-style-type: none"> <li>• academic writing</li> <li>• writing a review paper</li> <li>• writing a research proposal</li> </ul> <p><i>Strategic communication</i></p> <ul style="list-style-type: none"> <li>• communication skills</li> <li>• presentation of data and/or theoretical insights</li> <li>• argumentative skills</li> </ul> <p><i>Team work and personal effectiveness</i></p> <ul style="list-style-type: none"> <li>• group dynamics</li> <li>• project management</li> <li>• time management</li> </ul> <p><i>Research skills</i></p> <ul style="list-style-type: none"> <li>• Research design: problem statements, hypothesis formulation, research structure</li> <li>• data collection: literature review, library techniques</li> <li>• text analysis</li> <li>• project management</li> </ul>
October	<p><b>Module 2 – Science and technology in the making</b>            ECTS: 6            Core question: How are the facts and artefacts constructed? What is the relation between science, industry and the state?            Core disciplines: Science studies, philosophy of science, anthropology of science, innovation studies            Specific skills: Participant observation, interview training            Theoretical focus: Stabilisation of facts and artefacts; triple helix (university-state-industry)</p>	
November	<p><b>Module 3 – Interpreting the history of science and technology</b>            ECTS: 6            Core question: How to interpret the history of science and technology?            Core disciplines: History of science and technology, historiography            Specific skills: Archival studies            Theoretical focus: Historiographic approaches of science and technology</p>	
December	<p><b>Module 4 – Science and technology dynamics</b>            ECTS: 6            Core question: What are the dynamics of science and technology from an Economics and policy making perspective?            Core disciplines: Innovation studies, evolutionary economics, political science            Specific skills: Interpreting quantitative data            Theoretical focus: Innovation, globalisation, regulation, institutions</p>	
January	<p><b>Module 5 – The politics of knowledge</b>            ECTS: 6            Core question: How to analyse controversies about technology and risks as conflicts about knowledge and expertise?            Core disciplines: Political science, risk studies            Specific skills: Text review            Theoretical focus: Policy and politics of science and technology, risk society, transnational research policy expertise and authority</p>	
February, March	<p><b>Module 6 – Specialisation course</b>            ECTS: 8            Core question: What are the main debates, key texts, core methods and research questions in the field of specialisation?            Core disciplines: Depends on specialisation chosen            Specific skills: Research design, qualitative/quantitative methodologies            Theoretical focus: Depends on specialisation</p>	
April-August	<p><b>Research and thesis writing</b>            ECTS: 22</p>	

## Appendix 5: Quantative data regarding the programmes

### Data on intake, transfers and graduates

#### *Bachelor's programme European Studies*

Cohort and composition bachelor's programme: first-year registrations (only one registration)

Pre-education	2006	2007	2008	2009	2010	2011	2012
International background	128	177	245	249	302	308	320
HBO	9	5	2	4	6	4	4
Other	59	2		2		1	1
Other university	48	67	43	16	2		1
UM	6	3	1	2			
VWO	31	33	44	41	66	59	43
Total	281	287	335	314	376	372	369

Percentage drop-outs vwo-intake only (cumulative)

Academic year	2007	2008	2009	2010	2011
No. of students	33	44	41	66	59
Graduated	13	11	9	0	0
Still registered	0	6	11	34	36
After 1 year	19	25	19	31	23
% After 1 year	58	57	46	47	39
% After 2 years	58	59	46	48	N/A
% After 3 years	58	59	51	N/A	N/A
% Selectivity first year	100	96	90	N/A	N/A
Total %	60	61	51	48	39

Completion (vwo-intake)

Cohort	2006	2007	2008	2009
Completion after 3 years	65	57	53	52
Completion after 4 years	84	83	70	
Completion after 5 years	93	97		
Completion after 6 years	95			

Completion (total intake) (% cumulative)

Cohort	2006	2007	2008	2009
Completion after 3 years	67	73	71	75
Completion after 4 years	84	90	84	
Completion after 5 years	92	95		
Completion after 6 years	93			

#### *Master's programme European Studies*

Cohort: education-origin-intake: first-year registrations

Pre-education	2006	2007	2008*	2009	2010	2011	2012
International background	1	2	2	41	35	51	52
HBO				2	1	4	8
Other	26	39	46	4			
Other university				10	16	4	3
UM				1	1	3	

<b>Pre-education</b>	<b>2006</b>	<b>2007</b>	<b>2008*</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
WO BA non-FASoS	1		2	3	1		1
WO BA FASoS	28	30	32	35	16	11	27
WO MA non-FASoS			1	2			
Total	56	71	83	98	70	73	91

Success rates

<b>Cohort</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Success rate	81%	88%	70%

*Master's programme European Public Affairs*

Cohort: education-origin-intake: first-year registrations

<b>Pre-education</b>	<b>2006</b>	<b>2007</b>	<b>2008*</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
International background		1	2	12	14	18	21
HBO		1		1	1		
Other	23	17	21	2			
UB				6	4		2
UM		1			2	1	1
VWO	1		1				
WO BA non-FASoS					1		3
WO BA FASoS	1	3	3	5	6	6	1
WO MA FASoS		1					
Total	25	24	27	26	28	25	28

Success rates

<b>Cohort</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Success rate	96%	93%	80%

*Master's programme European Studies: European Studies on Society, Science and Technology*

Cohort: education-origin-intake: first-year registrations

<b>Pre-education</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
International background	1		1	11	10	8	11
HBO					1	2	
Other university			1	1	5		1
VWO		2				1	
WO BA non-FASoS	2	3	1	1	3	1	2
WO BA FASoS	1	2	2	2	8	6	7
WO MA non-FASoS	3	1	1				
WO MA FASoS					1	5	2
Other	15	10	11				
<b>Total</b>	<b>22</b>	<b>18</b>	<b>17</b>	<b>15</b>	<b>28</b>	<b>23</b>	<b>23</b>

Success rates

<b>Cohort</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
Success rate	87%	92%	81%



## Teacher-student ratio achieved

*Bachelor's programme European Studies*

Ratio	23:1
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*Master's programme European Studies*

Ratio	17:1
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*Master's programme European Public Affairs*

Ratio	23:1
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*Master's programme European Studies: European Studies on Society, Science and Technology*

Ratio	23:1
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## Average amount of face-to-face instruction per stage of the study programme

*Bachelor's programme European Studies*

Year of study	1	2	3
Contact hours	9,17	8,65	8,61

*Master's programme European Studies*

Year of study	1
Contact hours	8.71

*Master's programme European Public Affairs*

Year of study	1
Contact hours	10

*Master's programme European Studies: European Studies on Society, Science and Technology*

Year of study	1
Contact hours	12



## Appendix 6: Programme of the site visit

### DAG 1

8.30	10.30	<b>Voorbereidend overleg en inzien documenten commissie</b>
10.30	11.30	<b>Gesprek met inhoudelijk verantwoordelijken</b>
		BA ES opleidingsdirecteur dr Patrick Bijsmans MA ES opleidingsdirecteur (destijds) dr Paul Stephenson; tegenwoordig dr Gergana Noutcheva MA EPA opleidingsdirecteur dr Esther Versluis MA ES: ESST opleidingsdirecteur dr Jessica Mesman
11.30	12.30	<b>Gesprek met studenten BA en MA ES</b>
	BA	Year 1: Antoine Caroli (BA ES, year 1) (Belgium/Wallonie) Year 1: Nantke Hinrichs (BA ES, year 1) (Germany) Year 2: Hang Tai Chan (BA ES, year 2) (China) Year 3: Helen Craggs (BA ES, year 3) (UK) Year 3: Bob Jennekens (BA ES, year 3) (NL)
	MA	*M - Ulazdimir Dzenisevich (OSF), Belarus (MA ES, specialisation 1) *F - Marie Kasperek, Germany, former BA ES (MA ES, specialisation 1) *F - Karolina Jermakovicuite, Lithuania (MA ES, specialisation 2) *M - Theo Voortman, Dutch (MA ES, specialisation 3) former pre-master
12.30	13.30	<b>Lunch en overleg commissie</b>
13.30	14.30	<b>Gesprek met docenten BA en MA ES</b>
		Walter Jansen (BA ES; docent 4 UFO), prof. Dr. Sophie Vanhoonacker (BA ES; MA ES: specialisation 1), dr. Arjan Schakel (BA ES; MA ES), dr. Maarten Vink (BA ES; MA ES: specialisation 3), dr. Bernard Rulof (BA ES), dr. Julia Hermann (BA ES), Tessa Fox (BA ES; PhD candidate), dr. Gergana Noutcheva (BA ES; MA ES)
14.30	15.00	<b>Nabespreking gesprekken BA en MA ES en pauze</b>
15.00	15.45	<b>Gesprek met studenten MA EPA en MA ESST</b>
		Tom Fillis (MA EPA) Emanuele Guicciardi (MA EPA) Lesia Ogryzko (MA EPA) Saskia van Dijk (MA EPA) Diego Velazquez (MA ESST, background in humanities) Magda Cichon (MA ESST, background in social science/ ES) Chris Smith (MA ESST, background in natural sciences)

<b>15.45</b>	<b>16.30</b>	<b>Gesprek met docenten MA EPA en MA ESST</b>
		Dr. Christine Arnold (MA EPA) Dr. Arjan Schakel (MA EPA) Dr. Jaap Hoogenboezem (MA EPA) Dr. Klaartje Peters (MA EPA) Dr. Jessica Mesman (MA ESST) Dr. Geert Somsen (MA ESST) Dr. Saeed Parto (MA ESST)
<b>16.30</b>	<b>16.45</b>	<b>Nabespreking gesprekken MA EPA en MA ESST</b>
<b>16.45</b>	<b>17.30</b>	<b>Gesprek met alumni</b>
		Anne-May Janssen (BA ES) Simone Pekelsma (BA ES) Natasja Reslow (MA ES) (current PhD FASoS) Lorcan Murray (MA ES) current intern British Embassy, The Hague until end Feb, then BritNed working on EU regulation of European energy networks (provisional) Christina jankowski (MA EPA; Grayling consultance, Brussels) Josine Polak (MA EPA; PhD candidate Faculty of Law, UM) Benjamin Baelus (MA EPA; Attaché Landbouw en Visserij, Permanente Vertegenwoordiging van België bij de EU) elina griniece (MA ESST) Sjouke Beemsterboer (MA ESST)
<b>19.00</b>	<b>21.00</b>	<b>diner en voorbereiding dag 2</b>

## DAG 2

<b>8.45</b>	<b>9.00</b>	<b>Aankomst commissie</b>
<b>9.00</b>	<b>9.30</b>	<b>Inzien documenten, voorbereiding gesprekken</b>
<b>9.30</b>	<b>10.15</b>	<b>Gesprek met leden van de Opleidingscommissie</b>
		Dr. Jens Lachmund (BA ES; MA ESST) Dr. Aneta Spendzharova (MA ES, MA EPA) Dr. Anique Hommels (MA ESST) Dr. Wiebe Bijker (MA ESST; student in buitenland voor studie) Philipp Hermann (BA ES) Daan Eijwoudt (MA ES) Alexandra Zalafoldi (MA EPA)
<b>10.15</b>	<b>11.00</b>	<b>Gesprek met leden van de Examencommissie en studieadviseur</b>
		Dr. Elissaveta Radulova (chair; politics) Dr. Manuel Stoffers (deputy chair; history) Dr. Charles van Leeuwen (member; arts & literature) Dr. Giselle Bosse (member; politics) Lucie van Gastel (secretary) Drs. Pia Harbers (student advisor)

<b>11.00</b>	<b>12.00</b>	<b>Pauze en voorbereiden eindgesprek met formeel verantwoordelijken</b>
<b>12.00</b>	<b>12.45</b>	<b>Eindgesprek met formeel verantwoordelijken</b>
		BA ES opleidingsdirecteur dr Patrick Bijsmans MA ES opleidingsdirecteur (destijds) dr Paul Stephenson; tegenwoordig dr Gergana Noutcheva MA EPA opleidingsdirecteur dr Esther Versluis MA ES: ESST opleidingsdirecteur dr Jessica Mesman
<b>12.45</b>	<b>16.30</b>	<b>Opstellen voorlopige bevindingen (inclusief lunch)</b>
<b>16.30</b>	<b>16.45</b>	<b>Mondelinge rapportage voorlopig oordeel</b>



## Appendix 7: Theses and documents studied by the committee

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Prior, during and after the site visit, the committee studied the theses of the students with the following student numbers:

### *Bachelor's programme European Studies*

0516953	6000919	486434
6000496	6004549	592110
0579440	6002043	517119
0604461	6000928	447773
6003941	6009535	604267
6009536	6001348	613290
0495042	6001179	490660
6011889	6003938	
0555053	0600938	

### *Master's programme European Studies*

427543	6024406	425117
6021019	311413	375284
6016121	379530	477451
6009215	6009783	340847
247251	6024664	352632
6021503	6016054	

### *Master's programme European Public Affairs*

6024166	6031426	6024166
6022337	6041060	6022337
6023780	6031541	6023780
433144	6033655	433144
6019021	6041136	6019021
504386	6036486	504386
6018141	6039888	6018141
6024786	6017845	6024786
0489247	6041086	

### *Master's programme European Studies: European Studies on Society, Science and Technology*

347094	6041066	500771
504777	6043645	6019915
6028522	6044011	6020164
6032334	455393	6025564
6040171	468878	6026085

During the site visit, the committee studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Reports of relevant committees such as the Board of Examinations and the Education Committee;
- (Analysis of) recent evaluation results and relevant management information;
- Assessment and examination materials of all courses;
- Documentation on staff- and student polls.

Of the courses listed below, at least the following documents were studied:

- Study guidelines
- Literature
- Examinations and assessment criteria
- A representative selection of examinations (such as presentations, internships, assessments and portfolio's) and assessments: 15 per course of which 5 sixes, 5 sevens and 5 eights or higher)
- Results of course evaluations of the past two academic years

*Bacheloropleiding European Studies*

- Europe and Global Politics since WW II (BA ES year 1 – EU external affairs) (take home exam – 4,5 EC)
- Policy Domains (BA ES year 2 – Law & Democracy) (group paper, individual paper, group presentation) (8,5 EC)
- International Relations: Contemporary Issues and Actors (BA ES year 2 - Course Elective EU external affairs) (individual paper) (4,5 EC)
- EU Law II (BA ES year 3 – Law & Democracy) (assignments/ short essays and collective exam) (9 EC)
- Culture & Identity (BA ES year 3 – Course Elective Culture & Identity) (3 debate assignments/ paper) (9 EC)

*Masteropleiding European Studies*

- EUS4012 Post-War Europe: Political and Societal Transformation (Common Course – Skills: Intercultural Communication/ Academic Writing) (12 EC)
- EUS4003 The EU as an international player (Common Course – Skills: Academic Research & Methods) (6 EC)
- EUS 4001 International Relations/ Conflict and Co-operation (Specialization 1 European Politics and IR – Skills: Foreign Policy Analysis 1/ Introduction) (12 EC)
- EUS4005 Europeanization and Domestic Change (Specialization 2 European Public Policy and Administration – Skills: Policy Analysis II) (12 EC)
- EUS 4010 Citizenship and Migration in Comparative Perspective (Specialization 3 Europe from a Global Perspective – Skills: European Migration Law) (12 EC)

*Masteropleiding European Studies: European Studies on Society, Science and Technology*

- Module 1 – Introduction in Science and Technology Studies (6 EC)
- Module 4 – Science and technology dynamics (6 EC)
- Module 6 – Specialization Course (8 EC) (Science and public policy)

*Masteropleiding European Public Affairs*

- Module 1 – Perspective on Europe (11 EC)
- Module 2 – Governance in the EU (11 EC)



## Appendix 8: Declarations of independence

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### ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE *Maijan Schwegman*

NAAM: *Luttik Oudorp 27*

ADRES: *1811 MT Alkmaar*

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

ZIE BIJLAGE *Geschiedenis, IB en Europese Studies*

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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 Zouden 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: *Alkmaar*

DATUM: *17 oktober 2012*

HANDTEKENING: 

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: *Luc FRANÇOIS*

ADRES: *Chrysantenbeemd 19  
B-8400 Oostende  
België*

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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 Zouden 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:

Utrecht

DATUM:

18.10.2012

HANDTEKENING:

A handwritten signature in black ink, appearing to be 'J. van der...' followed by a long, sweeping flourish that extends to the right.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Jan Orban

ADRES: Ledingsloot 73  
3050 Ledingsloot  
België

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

**ZIE BIJLAGE**

AANGEVRAAGD DOOR DE INSTELLING:

**ZIE BIJLAGE**

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 Zouden 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:

*Utrecht*

DATUM:

*18/11/2012*

HANDTEKENING:

A handwritten signature in black ink, consisting of a stylized, cursive script that is difficult to decipher but appears to be a personal name.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: ULRICH TIEDAU

ADRES: 10 LAWRENCE ROAD  
RICHMOND, SURREY  
TW10 7LR  
VERENIGD KONINKRIJK

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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 Zouden 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: *UTRECHT*

DATUM: *18/10/2012*

HANDTEKENING: *Wim Tiedan*





## **ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING**

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Prof. Dr. Ingeborg Tömmel

ADRES: Schölerbergstr. 37, 49082 Osnabrück, Duitsland

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

VERKLAART HIERBIJ GEEN (FAMILIE)RELATIES OF BANDEN MET BOVINGENOEMDE 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 Zouden 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: Osnabrück

DATUM: 6 February 2013

HANDTEKENING:

A handwritten signature in black ink, consisting of a stylized 'U' followed by a 'G' and a long horizontal line ending in a small flourish.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: Anne Stickers

ADRES: Zoutstraat 27  
9712 TB Groningen

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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 Zouden 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: Utrecht

DATUM: 18 - 10 - 2012

HANDTEKENING:

A handwritten signature in black ink, consisting of a large, stylized initial 'D' followed by several loops and a horizontal line across the bottom.

## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM: MURIEL JANSEN

ADRES: WAGENDWARSTRAAAT 70  
3581 NN UTRECHT

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

ZIE BIJLAGE

AANGEVRAAGD DOOR DE INSTELLING:

ZIE BIJLAGE

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 Zouden 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: UTRECHT

DATUM: 29-10-2012

HANDTEKENING:

A large, stylized handwritten signature in black ink, consisting of several loops and a long horizontal stroke at the bottom.



## ONAFHANKELIJKHEIDS- EN GEHEIMHOUDINGSVERKLARING

INDIENEN VOORAFGAAND AAN DE OPLEIDINGSBEOORDELING

ONDERGETEKENDE

NAAM:

Melissa Frederike

PRIVÉ ADRES:

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

Geschiedenis, Internationale Betrekkingen &  
Europese Studies

AANGEVRAAGD DOOR DE INSTELLING:

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: Utrecht

DATUM: 26/09/2013

HANDTEKENING:

A handwritten signature in black ink, consisting of several overlapping loops and a long horizontal stroke extending to the right.