

**Additional assessment**

**Master's programme  
European Studies**

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

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This report was finalised on 9 December 2015.



# Report on the additional assessment of the master's programme European Studies of Maastricht University

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (22 November 2011).

## Administrative data regarding the programme

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### 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
Specialisations or tracks:	European Politics and International Relations, European Public Policy and Administration, Europe in a Globalising World
Location(s):	Maastricht
Mode(s) of study:	full time
Expiration of accreditation:	29-06-2016

## 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 programme

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The required quantitative data regarding the programme are included in the assessment report 'History, International Relations and European Studies. Faculty of Arts and Social Sciences, Maastricht University' (QANU, 15 January 2014).

## Composition of the assessment panel

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

- Luc François (chair), professor emeritus of Contemporary History at Ghent University, Belgium;
- Jan Orbie, senior lecturer on EU External Relations at the Department of Political Science and co-director of the Centre for EU Studies at Ghent University, Belgium;
- Sebastian Oberthür, professor for Environment and Sustainable Development at the Institute for European Studies (IES) at the Vrije Universiteit Brussel (VUB).

The panel was supported by Adrienne Wieldraaijer-Huijzer, MA, who acted as project manager and secretary.

The board of Maastricht University and the Accreditation Organisation of the Netherlands and Flanders (NVAO) approved the composition of the panel. Appendix 1 contains the curricula vitae of its members. All members of the panel and the project manager signed a declaration of independence as required by the NVAO protocol to ensure that they judge without bias, personal preference or personal interest, and the judgement is made without undue influence from the institute, the programme or other stakeholders.

## **Brief description of the procedures**

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### *Previous assessment*

On 5 and 6 March 2013, the master's programme European Studies was evaluated by an assessment panel. On 15 January 2014, the assessment report based on the NVAO Assessment Framework for Limited Programme Assessments was finalised. The panel assessed Standard 1 (Intended learning outcomes) and Standard 2 (Teaching-learning environment) of the programme as 'satisfactory'. Standard 3 (Assessment and achieved learning outcomes), however, was assessed as 'unsatisfactory'. The assessment panel formulated recommendations for improvement for the programme.

Based on these recommendations, the management of the programme prepared an improvement plan, which was sent to the NVAO on 31 January 2014 together with the request to grant the programme an improvement period. In a letter dated 10 April 2014, the NVAO indicated that the improvement plan insufficiently addressed some issues put forward by the panel. It requested to address these issues in an addendum to the improvement plan, which had to be submitted to the panel for approval. In the addendum, the programme addressed the comments of the panel and the NVAO about its final qualifications and the unclarity of the profile of 'Europe from a global perspective' (Standard 1). It also announced measures to improve the academic skills training and the training for students (and new staff) in the Problem-Based Learning (PBL) method (Standard 2), and mentioned plans to organise a comprehensive review of the skills training and assessment methods in the programme with course coordinators in 2014-2015 (Standard 2 and 3).

The 2013 panel approved the improvement plan and the addendum. Given the advice of the assessment panel, the NVAO decided to extend the accreditation of the programme and to grant the programme an improvement period to implement its proposed adjustments in order to fulfil the criteria for accreditation.

The 2015 assessment panel consisted of two members from the previous assessment panel (Professor Luc François and Associate Professor Jan Orbie) and one new member, Professor Sebastian Oberthür.

### *Preparations and working method*

The improvement measures of the master's programme European Studies included adjustment of its final qualifications, redesign of the curriculum of the 'Europe in a globalizing world' specialisation, redesign and reorganisation of the academic skills training in the programme, improvement of the introduction of PBL to students and new staff, adjustment of the final work procedure and, finally, a review of the skills training and assessment methods in all specialisations of the programme.

According to the panel, it should be possible to judge the implementation and the effectiveness of the above-mentioned measures with an assessment based on written material. Therefore, in accordance with the 'NVAO points of departure for the assessment of

programme granted an improvement period', it opted for a proportional approach. In order to prepare for the additional assessment, the management of the master's programme European Studies provided a report describing the current state of affairs. The panel studied this report and the additional information that was provided. It also read several MA theses (for an overview, see Appendix 2). These theses were completed in the summer of 2015 and give a clear impression of the current state of affairs, but not of the effect of all improvement measures. As described above, the programme carried out a review of skills training and assessment methods in 2014-2015. This review will result in curriculum changes in 2015-2016. The results of these changes will only be noticeable when the students from this cohort have finished their thesis.

Since its findings were positive, the panel decided that it was not necessary to plan a site visit. On 14 October 2015, it held a closed meeting to discuss its findings.

#### *Report*

Based on the panel's findings, the secretary drafted a report that was commented upon by the panel members. Subsequently, the programme was given the opportunity to check for factual irregularities. Comments by the programme were discussed with the chair and – when necessary – with other panel members. A few days later, the report was finalised.

#### *Decision rules*

In accordance with the NVAO's Assessment Framework for Limited Programme Assessments (as of 22 November 2011), the assessment panel used the following definitions for the assessment of both the 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.





## Summary judgement

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On 5 and 6 March 2013, an assessment panel assessed the master's programme European Studies. It assessed Standard 1 (Intended learning outcomes) and Standard 2 (Teaching-learning environment) as 'satisfactory'. Standard 3 (Assessment and achieved learning outcomes), however, was assessed as 'unsatisfactory'. Consequently, in line with the framework's decision rules, the panel assessed the programme as a whole as 'unsatisfactory'. The most important reason for this outcome was that the panel was not convinced that all graduates had achieved the intended learning outcomes; too many theses revealed a lack of analytical skill. It recommended that the programme reflect on the development of analytical skills in the programme, the introduction of PBL to master's students from other universities, the profile of the 'Europe from a Global Perspective' specialisation, and the assessment procedure of the final thesis. In response to these findings, the programme developed an improvement plan, and later an addendum to this plan. On 30 June 2014, the NVAO approved of the improvement plan plus addendum and decided to extend the accreditation of the programme and to grant the programme an improvement period of two years (until 29 June 2016) to implement the measures.

On 14 October 2015, an assessment panel again assessed Standard 3 of the programme in order to examine whether the improvement measures had been implemented successfully and had been effective.

The panel found that the programme management took the advice of the previous assessment panel seriously and carried out the required improvement measures in a professional manner. It not only implemented measures from the improvement plan plus addendum, it also paid attention to the sustainability of the improvements and showed its awareness of the importance of the evaluation of the effects of improvement measures.

The programme introduced a 'Thesis Course' that offers training of the full spectrum of academic skills and is organised around the main steps in the research process. The panel observed that students in the programme now receive a solid training in academic and analytical skills. The programme management has indicated clear deliverables for each important step in the research process, which guarantee that the acquisition of skills by individual students is actively monitored. It also revised one of the programme's three specialisations; 'Europe in a globalizing world'. According to the panel, the alignment between the title, the final qualifications and the curriculum of this specialisation is now much better. The panel also agrees with the implementation of the new course in 'Comparative Regionalism'.

As required by the NVAO, the programme management and the Faculty Board also took measures to improve the introduction of PBL to students and new staff and to improve the quality assurance and assessment procedure of the MA thesis. The panel concluded that the programme has adequately tackled the objections of the previous panel to the PBL practice in 2013. PBL is still an important part of the programme, but students and staff now receive better information about the expectations and requirements regarding PBL. The panel is also positive about measures to strengthen the independence of the second reader and the introduction of thesis calibration workshops for thesis assessors. Furthermore, it applauds the development of a document outlining necessary and sufficient conditions for passing the MA thesis.

The panel read 9 MA theses that were finalised in June 2015 and determined that they were of satisfactory academic quality. The programme management conducted evaluations of the effects of improvement measures and identified further improvement measures to be introduced in the academic year 2015-2016. Although the effect of these measures is not yet noticeable, the 2015 panel concluded that the measures taken have already yielded results.

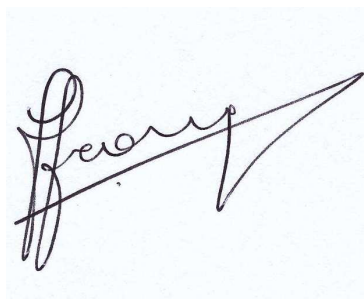
The panel assessed the standards from the Assessment framework for limited programme assessments in the following way:

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

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

The chair and the secretary of the assessment panel hereby declare that all members of the panel 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: 9 December 2015.



Prof. Luc François  
Chair



Adrienne Wieldraaijer-Huijzer, MA  
Secretary

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

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### 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 programme. The tests and assessments are valid, reliable and transparent to the students.

### Relevant issues of the 2013 assessment

The Faculty of Arts and Social Sciences (FASoS) of Maastricht University has one Board of Examiners. In 2013, the panel concluded that the Board of Examiners of the Faculty had introduced an adequate assessment system, and that from September 2013 onwards it would monitor the achieved learning outcomes by examining random samples of MA theses. It also observed that assessments of MA courses always consist of an exam and a paper, that the transparency and grading of examinations in the programme are sufficient, and that the programme works with two assessors per thesis.

To assess the achieved learning outcomes of the programme, the 2013 panel studied 25 theses, of which 7 were assessed as unsatisfactory. The problems with those theses were mainly related to analytical skills. The panel observed that some unsatisfactory theses lacked a clear phrasing of the research question and contained an under-defined and/or poorly applied theoretical framework. Some of them were inadequately structured or provided weak conclusions. In addition, the panel found that the comments on the assessment form did not always match the final grade. It recommended that the programme reflect on the development of analytical skills in the programme, the introduction of PBL to master's students from other universities, the profile of the 'Europe from a Global Perspective' specialisation, and the assessment procedure of the final thesis.

The approved improvement plan (plus addendum) of the programme promised a redesign of the curriculum of the 'Europe in a globalizing world' specialisation (Standards 1 and 2), redesign and reorganisation of the academic skills training in the programme (Standard 2), improvement of the introduction of PBL to students and new staff (Standard 2), revision of the Faculty assessment procedure (Standard 3), organisation of assessment information and collegial review sessions (Standard 3) and, finally, a review of the skills training and assessment methods in all specialisations of the programme, resulting in curriculum changes in 2015-2016 (Standard 2).

### Findings in 2015

The 2015 panel was commissioned to reassess Standard 3 and to review the manner in which the programme had improved the shortcomings identified earlier, i.e. the implementation of the improvement measures including their effect on Standard 3. On 29 September 2015, the panel received a report describing the current state of affairs with regard to the implementation of the approved improvement measures in the programme. It studied this report and concluded that it offers a detailed overview of the current state of affairs of the improvement measures. The panel learned that the management of the programme took the advice of the previous assessment panel seriously and carried out the required improvement

measures in a professional manner. It not only implemented measures from the improvement plan plus addendum, it also paid attention to the sustainability of the improvements and showed awareness of the importance of conducting regular evaluations of the effects of improvement measures. For example, the programme reviewed the skills training and assessment methods in the 2014-2015 academic year and subsequently introduced further curriculum changes in the 2015-2016 academic year.

The measures in the improvement plan and the addendum concerned immediate adjustments as well as measures that had not yet been implemented, or only partly, at the time. The immediate adjustments were endorsed by the 2013 panel in its approval of the improvement plan plus addendum in its letter of 19 May 2014, e.g. the adjustment of the final qualifications (in Annex 3 of the addendum to the improvement plan). The other measures were not yet (fully) implemented or were subject to further observations and advice from the panel. Below, the 2015 panel describes its findings of the improvement measures that were not yet (fully) implemented in 2014 and of the effect of the measures taken. The overall effect of all of the measures is not yet noticeable. The programme will introduce some curriculum changes in the 2015-2016 academic year. The results of these changes will become clear once the students from this cohort have finished their thesis.

The state of affairs report categorised all observations, recommendations and required improvement measures into four main areas of improvement: Academic skills, Problem-based learning, the stronger profile of 'Europe in a Globalising World' specialisation, and the Final work procedure.

#### *Academic skills*

In response to the 2013 panel's criticism of the analytical skills training of its master's students, the programme decided to bring together the previously fragmented academic skills training in a 'Thesis Course'. This course was given for the first time to students in all three specialisations in the 2014-2015 academic year. Because the 'Thesis Course' starts in period 1, students are now instructed to start working on the thesis from the beginning of the academic year. They are also guided more actively to choose research questions that match the staff's research profiles.

The Thesis Course in 2014-2015 was organised around the main steps in the research process. In period 1, the students received skills training on specifying a research objective, formulating a research question, identifying the relevant literature/analytical frameworks and deriving hypotheses from existing theoretical frameworks; in period 2, they conducted independent research; in period 3, the lectures and tutorials focused on justifying the use of methods, formulating data requirements, gathering and interpreting data, and drawing valid conclusions from research findings; in periods 4 and 5, the students received individual thesis supervision; and in period 6, they finalised their thesis. In addition, the programme organised an MA thesis workshop in period 5 in which students presented their research and received feedback from various faculty members and from their peers. The students' progress on academic skills acquisition was assessed with four deliverables: 1. Introduction to the thesis (research question and contextualisation); 2. Extended MA thesis proposal; 3. Presentation of thesis draft in the MA thesis workshop; and 4. Final version of the MA thesis.

In March and May 2014, the thesis coordinator and the director of studies and the programme committee met to evaluate the quality of a sample of thesis proposals from 2014-2015. According to the state of affairs report, they were satisfied with the earlier start of the thesis process in comparison to previous years and noticed significant improvements in the

proposals with regard to the literature review section, research question and structure. They also identified further improvements, to be introduced in the Thesis Course in 2015-2016. For example, extension of educational activities to period 2 and of the number of deliverables from 4 to 6. An overview of the MA Thesis Course in 2014-2015 and 2015-2016 is included in Appendix 3.

The panel has studied the set-up of the MA Thesis Course in 2014-2015 and 2015-2016 and concluded that students now receive a more solid training in academic and analytical skills. The course includes clear deliverables for each important step in the research process. The effect of the improved skills training in 2014-2015 is noticeable in the theses that the panel studied (see below). According to the panel, the continued efforts to develop the quality of the course signal that the programme management has taken the implementation of the improvement measures very seriously.

#### *Problem-based learning (PBL)*

The previous assessment panel observed that graduates from other universities who enrol in the master's programme may have some problems adjusting to PBL. It advised the programme to pay attention to this. In its improvement plan, the programme promised to improve the introduction of PBL to students and new staff. The 2015 panel observed that the introduction to PBL has indeed been improved. In September 2014, the programme organised an extra lecture on active learning for all students, followed by practical training sessions. Furthermore, the PBL training for new staff has been revised, and the programme introduced a new follow-up workshop to this training. To encourage debate about everyday practices in PBL, the Faculty Board developed a policy paper 'PBL and FASoS' and discussed their experiences and ideas about PBL with students as well as course coordinators. Furthermore, the university funded the development of a DVD that presents how experienced tutors from various fields deal with critical PBL incidents

The 2015 panel concluded that the programme management has adequately tackled the objections of the previous panel to the PBL practice. PBL is still an important part of the programme, and students and staff now receive better information about the expectations and requirements regarding PBL. The panel complimented the Faculty Board on the initiatives it has taken to encourage debate about everyday teaching practices in PBL, and advises the board to continue doing so. It fully supports the statement in the state of affairs report that it is important not only to train interdisciplinary and international staff in PBL, but also to encourage a debate about its everyday teaching practices.

#### *Stronger profile of the 'Europe from a global perspective' specialisation*

The previous panel commented on the (un)clarity of the profile of one of the three specialisations; 'Europe from a global perspective'. The improvement plan plus addendum reviewed the final qualifications and included a proposal to rename the specialisation 'Europe in a globalising world' and to redesign the curriculum of this specialisation to accommodate the revised final qualifications. The previous panel approved these proposed measures.

The 2015 panel observed that the 'Europe from a global perspective' specialisation has indeed received a new profile and name: 'Europe in a globalizing world'. As it stands now, this specialisation focuses on the EU's role in global governance. The programme management recruited new staff members with a strong research profile in this field to enhance the staffing of this specialisation. Furthermore, the curriculum of the specialisation was redesigned. A new course in 'Comparative Regionalism' was introduced, and three existing courses were

adjusted in the 2014-2015 academic year. An overview of the revised curriculum of this specialisation is included in Appendix 3.

The panel studied the revised curriculum of the 'Europe in a globalizing world' specialisation. It observed that the alignment between its title, the final qualifications and the curriculum is now much better. It agrees with the implementation of the new course in 'Comparative Regionalism', since it connects to recent developments in that academic field.

#### *Final work procedure*

As announced during the site visit and endorsed by the 2013 panel, the 2013-2014 academic year saw the introduction of a formal faculty-wide assessment procedure. This procedure included the introduction of an independent second reader who initiates the assessment process and the inclusion of a third reader when the independent reader and supervisor fail to come to an agreement about the final grade. The 2013 panel recommended reflecting further on the assessment and quality assurance procedures of the final thesis. The current panel concluded that the programme management has taken adequate measures to improve these procedures. The adjusted final work procedure has been laid down in the 'FASoS Final Work Procedure', which is updated every year and communicated to all assessors. The panel is particularly positive about measures to strengthen the independence of the second reader and the introduction of thesis calibration workshops for thesis assessors. It believes that regular discussions about assessment criteria and grading will improve the validity of the thesis assessments. Since the 'FASoS Final Work Procedure' is updated every year, it encourages the programme management to sustain the new assessment procedures in the future. It applauds the development of a document outlining necessary and sufficient conditions for a passing the MA thesis. However, it believes that it is also important to clarify to students and staff the necessary and sufficient conditions for graduating with distinction. It recommends that the programme also add the criteria that have to be met for passing a thesis with an 8.0 or higher to this document.

#### *The effect of the improvement measures on the quality of the MA theses*

The panel read 9 MA theses that were finalised in June 2015. Although the effect of measures implemented in the 2015-2016 academic year is not yet noticeable, the 2015 panel concluded that the measures taken have already yielded results. It observed that the quality of the MA theses in the programme has improved significantly, especially with regard to analytical skills, formulation of a scientific problem and conclusions underpinned by solid arguments. It considers the level of all 9 selected theses to be of satisfactory academic quality. From the assessment forms, it concluded that the assessment of the theses is now more thorough, transparent and correct. In summary, the combined approach of improving the curriculum to reflect the final qualifications and formalising the assessment procedure has been successful.

### **Conclusion**

*Master's programme European Studies:* the panel assesses Standard 3 as 'satisfactory'.

## **General conclusion**

The programme has carefully implemented the planned improvement measures. It has included a new 'Thesis Course' in the programme, redesigned the curriculum of the 'Europe in a globalizing world' specialisation, improved PBL training for students and new staff, and made changes in the Faculty final work procedure and the assessment of the MA thesis. These measures have been effective. The panel read 9 MA theses that had been produced since the previous assessment and concluded that they are of satisfactory academic quality. It is convinced that the programme management and the Examination Board have established a system of coherent rules and procedures that guarantee adequate quality assurance of the achieved intended learning outcomes.

## **Conclusion**

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





# Appendices



## **Appendix 1: Curricula vitae of the members of the assessment panel**

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**Luc François** is Professor Emeritus of Contemporary History at Ghent University, Belgium. He also served as Director of the Department of Education (2001-2006) and Rectoral Advisor on Internationalisation (2011-2014). He was chairman of the "HBO5" Committee (2011-2014), which advises the Minister of Education on applications for the set-up of new associate degrees. As of April 1, 2014, he is chair of the Higher Education Committee. He joined several NVAO audit panels assessing the quality of either institutes or educational programme in the field of history.

**Jan Orbie** is senior lecturer at the Department of Political Science and co-director of the Centre for EU Studies at Ghent University, Belgium. He lectures in 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 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 (2010-2011) and History, European Studies and International Relations (2012-2013).

**Sebastian Oberthür** is Professor of Environment and Sustainable Development at the Institute for European Studies (IES) at the Vrije Universiteit Brussel (VUB). Trained as a political scientist with a strong background in international law, he focuses on issues of international and European environmental and climate governance, with an emphasis on institutional issues and perspectives. Before joining the IES in 2005, Sebastian Oberthür was assistant professor at Bamberg University (2001-05) and senior research fellow at the Ecologic Institute in Berlin. He received his PhD in political science/International Relations from the Free University Berlin in 1995.



## Appendix 2: Documents studied by the assessment panel

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### *Final project products*

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

The assessment panel studied 9 theses of students with the following student numbers:

6038861	6001560
6092901	6079840
6093281	6099528
6002599	6085549
6098811	

In addition, the assessment panel studied the following documents:

- The assessment report 'History, International Relations and European Studies. Faculty of Arts and Social Sciences, Maastricht University' (QANU 15 January 2014);
- Improvement Plan bachelor's programme European Studies, master's programme European Studies, master's programme European Public Affairs (January 2014);
- 'NVAO Besluit strekkende tot het verlengen van de geldigheidsduur van het accreditatiebesluit van 27 november 2007 zoals bedoeld in artikel 5a12a van de Wet op het hoger onderwijs en wetenschappelijk onderzoek (WHW) van de opleiding wo-master European Studies van Maastricht University' (30 June 2014);
- State of Affairs Report improvement plan Master European Studies (September 2015);
- Master's programme European Studies:
  - Minimum criteria thesis MA European Studies;
  - Final Qualifications / Spec. 'Europe in a globalizing world';
  - Link between thesis topic and staff expertise.



## Appendix 3: Overview of improvement measures in the curriculum

Overview of the curriculum and improvement measures, as implemented in year 2014-2015

Specialisations	First semester			Second semester		June
	Period 1 Sept – Oct 8 weeks	Period 2 Nov – Dec 8 weeks	Period 3 Jan 4 weeks	Period 4 Feb – March 8 weeks	Period 5 April – May 8 weeks	Thesis
1 European Politics & IR	Post-War Europe  Political and Societal Trans- formations (12 EC)	International Relations and Global Governance (12 EC)	The EU as an international player (6 EC)	EU Foreign and security policy (12 EC)	EU External Economic Policies (6 EC)	<b>THESIS (12 EC)</b>
2 European Public Policy & Admin.		The European Policy Process (12 EC)	EU Budget and Economic Governance (6 EC)	Europeanization and Domestic Change (12 EC)	Civil Society and European Integration (6 EC)	
3 Europe in a globalizing world		<b>International Relations and Global Governance (12 EC)</b>	<b>Comparative Regionalism (6 EC)</b>	<b>The European Union and International Migration (12 EC)</b>	<b>The European Union and International Development (6 EC)</b>	
<b>All Specialisations</b>	<b>PBL training students &amp; staff</b>			<b>May: Student thesis conference</b>		
	<b>THESIS COURSE, part 1</b>			<b>THESIS COURSE, part 2</b>		

The MA Thesis Course in 2014-2015: Trainings and 4 deliverables

First semester			Second semester		June
Period 1	Period 2	Period 3	Period 4	Period 5	Thesis
Skills training on research design and methodology - <i>part 1</i>  <b>Deliverable 1:</b> Introduction to the thesis (research question + contextualization)	Independent Research	Skills training on research design and methodology - <i>part 2</i>  <b>Deliverable 2:</b> Extended MA thesis proposal	Independent Research	MA thesis workshop  <b>Deliverable 3:</b> Presentation of thesis draft	Independent research  <b>Deliverable 4:</b> Final version of MA thesis
Lectures and tutorials in small groups		Lectures and tutorials in small groups	Individual thesis supervision		

*The MA Thesis Course in 2015-2016: Trainings and 6 deliverables*

First semester			Second semester		June
Period 1	Period 2	Period 3	Period 4	Period 5	Thesis
Skills training on research design  <b>Deliverable 1:</b> Introduction to the thesis (research question + contextualization + literature review and analytical framework)	<b>Methods Training</b>  <b>Deliverable 2:</b> Revised <b>Literature review + analytical framework</b> in addition to case selection rationale and justification of methodology choice	Completing the MA thesis proposal  <b>Deliverable 3:</b> Extended MA thesis proposal – all elements, including methodology	Independent Research  <b>Deliverable 4:</b> <b>First draft of MA thesis</b>	MA thesis workshop  <b>Deliverable 5:</b> Presentation of thesis draft	Independent research  <b>Deliverable 6:</b> Final version of MA thesis
Lectures and tutorials in small groups		Research method clinics			
Individual thesis supervision					

*Curriculum specialisation 'Europe in a Globalizing World', 2014-2015.*

	Period 1	Period 2	Period 3	Period 4	Period 5
Course	Post-War Europe: Political and Societal Transformation  <i>(Common for all 3 specialisations)</i>	<b>International Relations and Global Governance</b>  <i>(Cross-listed with specialisation European Politics and International Relations)</i>	<b>Comparative Regionalism</b>	<b>The European Union and International Migration</b>	<b>The European Union and International Development</b>
Thesis Course					