POLITICAL SCIENCE

NIJMEGEN SCHOOL OF MANAGEMENT

RADBOUD UNIVERSITY

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0613.RU

Inhoud

This report was finalised on 10 July 2017

REPORT ON THE MASTER'S PROGRAMME IN POLITICAL SCIENCE, RADBOUD UNIVERSITY NIJMEGEN

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (19 December 2014).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Political Science

Name of the programme:	Political Science
CROHO number:	60203
Level of the programme:	Master
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	Comparative Politics (CP) International Relations (IR) Political Theory (PT) Comparative Politics, Administration and Society (COMPASS) Conflict, Power, and Politics (CoPoPo) International Political Economy (IPE)
Location(s):	Nijmegen
Mode(s) of study:	fulltime
Language of instruction:	English
Expiration of accreditation:	1 December 2017

The visit of the assessment panel Political Science to the Nijmegen School of Management of the Radboud University Nijmegen took place on 22-23 March 2017.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Radboud University Nijmegen
Status of the institution:	publicly funded university
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on Political Science. The panel that assessed the master's programme Political Science consisted of:

- Prof. dr. Marijke Breuning (chair), Professor of Political Sciences, Department of Political Science, University of North Texas in Denton, Texas;
- Dr. Renske Doorenspleet, Associate Professor, Department of Political Science and International Studies, University of Warwick;
- Dr. Christien Van den Anker, Associate Professor of Politics and International Relations, Faculty of Health & Applied Sciences, University of the West of England in Bristol;
- Prof. dr. Ferdi De Ville, co-director of the Centre for EU Studies, Ghent University;
- Prof. dr. Peter Vermeersch, Professor of Political Sciences, Faculty of Social Sciences, KU Leuven;
- Prof. dr. Dirk De Bièvre, Professor of International Politics, Department of Political Science, University of Antwerp;
- Kaisa de Bel, third-year bachelor student Political sciences and second-year bachelor student Law, Leiden University.

The panel was supported by dr. Els Schröder, who acted as secretary.

Appendix 1 contains the curricula vitae of the panel members.

WORKING METHOD OF THE ASSESSMENT PANEL

Preparation
In preparation for the assessment, the management provided a critical reflection for the bachelor's and master's programme. In these critical reflections, the management described the current state of affairs and provided useful information for the assessment of its programmes. The secretary checked the report for completeness of information before sending it to the panel members. In consultation with the chair, the secretary selected fifteen master theses, covering the full range of marks given and from all specialisations from the academic years 2014-2015 and 2015-2016. For a list, see Appendix 6. The panel members also received the grades and the assessment forms filled out by the examiners and supervisors. In a preparatory meeting on 21 March 2017, the panel members discussed their findings based on the critical reflection and studied material.

Site visit
A site visit to the Nijmegen School of Management took place at 22-23 March 2017 in the presence of all panel members, assisted by an NVAO-certified secretary. Prior to the site visit, the panel asked the programme to select representative interview partners. It met during the site visit with the programme management, current students, staff, alumni, members of the examination board and members of the programme committee of both programmes. The panel provided students and lecturers the opportunity to meet informally during a consultation hour outside the set interviews. No requests were received for this option. The panel used the final part of the visit for an internal meeting to discuss its findings. The visit was concluded with an oral presentation of the preliminary impressions and general observations by the chair of the panel. This presentation was open to all. For the programme of the site visit, see Appendix 5. The panel also examined relevant study material, assessment forms and additional material during the site visit. An overview of all documents and reviewed by the panel is included in Appendix 6.

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

Decision rules
In accordance with the NVAO's Assessment framework for limited programme assessments, the 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 master's programme.

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

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

Good
The programme systematically surpasses the current generic quality standard.

Excellent
The programme systematically well surpasses the current generic quality standard and is regarded as an international example.

SUMMARY JUDGEMENT

The master's programme Political Science is a one-year programme of 60 EC. It offers a common basis for all students and addresses epistemological, theoretical and methodological issues. The academic year consists of two semesters of 30 EC, both divided in two blocks. In the first semester, students follow a semester course of 6 EC and four block courses of 6 EC each. In the second semester, students follow two semester courses of 6 EC each, and work on their 18 EC master's thesis. All students have the option of either taking an elective or following an internship for 6 EC for further individual specialisation. The programme offers three disciplinary specialisations and three multidisciplinary specialisations. The disciplinary specialisations are: Political Theory (PT), Comparative Politics (CP) and International Relations (IR). The multidisciplinary specialisations are: Comparative Politics, Administration and Society, together with Public Administration (COMPASS); Conflict, Power and Politics (CoPoPo), together with the Centre for International Conflict Analysis and Management; and International Political Economy (IPE), together with the Department of Economics. The content of all courses is dependent on the specialisations taken, yet some of the specialisations share courses.

The panel considers the curriculum of the programme balanced with clear learning trajectories for all specialisations, guiding students to an advanced level of knowledge and research skills in a logical sequence of courses. It also deems the curriculum of the programme balanced with clear learning trajectories for each of the specialisations. As Political Science offers a one-year programme, students have limited options for further diversification within the programme. Nevertheless, the six specialisations offer a suitable amount of choice, including the option to take an elective, internship or to follow parts of their studies abroad. The panel is excited about the newest specialisation IPE that, in its view, bridges a gap in the field and may potentially draw new students.

The programme defines its distinct profile as based on three fundamental principles: the interrelationship between international and national politics; the juxtaposition of normative and empirical approaches; and the development of research skills. These characteristics apply to all six specialisations, reflecting a conscious decision to avoid the danger of overspecialisation while recognising the need to bridge the gap between subdisciplines. Because the programme awards a MSc degree, advanced qualitative and quantitative research methods are required for students in all specialisations. The programme has, in the eyes of the panel, a distinctive profile. The panel considers Nijmegen's profile as being founded on the study of theory and literature, with a strong research-based focus. In addition, the panel recognises the attention paid to advanced methodological training as typical for Nijmegen, both quantitatively and qualitatively.

The panel concluded that the intended learning outcomes are appropriate for an academic master's programme Political Science. They properly reflect the requirements of the domain-specific reference framework and the Dublin descriptors at master's level. The intended learning outcomes clarify what is expected from the programme's graduates in terms of knowledge and skills. The panel is impressed by the ways in which the programme acted upon the advice of last education review to offer more options to specialise. It considers the current six specialisations to be balanced. The panel would like to suggest to clearly define students' ability to function in a fully independent manner upon graduation, as 'autonomously' seems too cautious for a description of the level actually achieved. Additionally, the panel advises to tailor the intended learning outcomes more closely to the current distinct profile of the master's programme at Nijmegen.

The panel considers the programme's attention to theory, literature and quantitative and qualitative methods as its most defining features. These are named as part of the programme's profile, yet do not shine through the intended learning outcomes. Additionally, the panel suggests paying attention to the intended learning outcome focusing on the application and implementation of knowledge. At the moment, this particular intended learning outcome solely emphasises a focus on empirical research. The curriculum, however, fully recognises that theory-informed empirical research always has normative underpinnings and students are made aware that empirical research is normatively

informed. This reflexive ability, clearly demonstrated by students in their discussion with the panel, is considered a distinct and impressive feature of the programme as it shows that graduates complete the full empirical cycle within the programme. Hence, the panel suggests polishing the description of this particular learning outcome to match the curriculum's focus.

This would bring out Nijmegen's strong features even more: the distinctive nature of their specialisations as linked to the labour market, the programme's strong focus on the study of theory, literature and training in advanced qualitative and quantitative research methods, the level of independence achieved by its students and, most importantly, the ability of students to perform the complete empirical research cycle combining normative reflection and exemplary theory.

The panel applauds the programme's ability of linking research skills to practical abilities, which emphasises the value of a good, research-based methodological and theoretical training for the job market. It recognises the didactical methods underlying the curriculum of all specialisations, which include the complete research empirical cycle combining normative reflection and the use of exemplary theory, which benefits from an excellent structure-sequence model. As a result, students are fully trained both in normative and empirical methods at an advanced level. Additionally, the panel considers the programme's attention to forms of blended learning an asset. It encourages the programme to continue exploring innovative teaching methods, yet to also continue updating the used literature and exploring new research avenues.

Both teaching staff and students praised the interactive and mutually inclusive atmosphere, emphasising the open-door policy and prompt responses to each other's questions and needs. These observations countered the panel's concerns regarding the teachers' workload. The increase in students has, in its eyes, so far not influenced the quality of the interaction between students and staff, which the panel considers impressive and praiseworthy. The panel ascertains that students are ambitious and driven; it appreciated the enthusiasm of students and in particular the open, communal spirit amongst all members of the Political Science community in Nijmegen. With a well-laid out specialisation programme, a good premaster programme, responsive academic community, good supervision, and a professional staff, the programme's teaching-learning environment offers a good environment for students to achieve the intended learning outcomes. Some minor improvements could still be made. The panel recommends looking into the ways in which the internship could be connected to the thesis project, for example by creating the option of a research internship under close supervision of the academic staff. The panel also wants to underline that certain levels of standardisation may streamline the staff-student interaction, and could hence reduce the workload for the academic staff while simultaneously preserving the programme's strengths. This rings true in particular for feedback procedures and the organisation and planning of the thesis.

The panel finds that the master's degree in Political Science is based on a well-designed and good functioning assessment scheme. The quality of assessment is of an adequate level. The panel appreciates the wide variety of encountered assessment forms. Examiners are adequately trained and supported. They are actively challenged to evaluate and further improve their assessment practice. Peer review amongst staff is used to guarantee a fair, transparent and valid assessment. The BoE is fully in control and performs all its legal duties. It is actively engaged in monitoring, and guarantees the assessment of all courses, also regularly performing surveys of courses and theses. The BoE acts both reactively and proactively. The panel recommends to continue monitoring the BoE's workload, as the quality of the programmes' assessment is benefiting from the high quality standards achieved.

Based on the overall achievement level of the theses and the performance of graduates, the panel concludes that graduates achieve the intended learning outcomes of the programme at a good level. The theses reflect good and often original research and benefit from a good theoretical and methodological framework. Students are able to reflect well on the limitations of their studies and often identify interesting strands and topics for further research, hence contribute to research in Political Science. The panel established that some Nijmegen graduates publish in academic journals

and contribute to societal debates in the general media based on their thesis research. In addition, they have been awarded for the quality of their theses in both Nijmegen and national thesis competitions. The panel suggests setting a lower cap on the word count to further hone the graduates' communicative presentation skills. A respectable proportion of Nijmegen graduates pursue a research career and those entering the job market, seem, according to their own assessment, to manage well. Graduates indicated they feel appreciated for their statistical, analytical and communicative skills. The panel concluded that the programme is rightly proud of its community spirit, which continues to benefit the programme's achievement level and its graduates' careers alike.

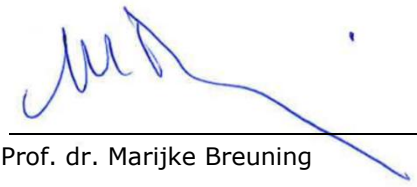
Based on its international experience (Belgium, USA, UK and Germany), the panel notes with appreciation that the programmes in Political Science in the Netherlands are comparatively better structured and well-considered than elsewhere. The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Master's programme Political Science

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	good
Standard 3: Assessment	good
Standard 4: Achieved learning outcomes	good
General conclusion	good

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

Date: 10 July 2017



Prof. dr. Marijke Breuning

dr. Els Schröder

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

Standard 1: Intended learning outcomes
The intended learning outcomes of the programme have been 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. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

Findings

Profile and distinctive features
The master's programme Political Science of Radboud University Nijmegen (hereafter: RU) aims to educate students in the analytical, reflective and communication skills needed to perform as a professional within the domain of Political Science. To this end, the programme offers three disciplinary specialisations based on the classic Political Science subdisciplines: Political Theory (PT), Comparative Politics (CP), and International Relations (IR). In addition, students can opt for three multidisciplinary specialisations: since 2014-2015 for (1) Comparative Politics, Administration and Society (COMPASS), together with Public Administration; and for (2) Conflict, Power and Politics (CoPoPo), together with the Centre for International Conflict Analysis and Management, and as of 2015-2016 for (3) International Political Economy (IPE), together with the Department of Economics.

The programme defines its distinct profile as based on three fundamental principles: the interrelationship between international and national politics; the juxtaposition of normative and empirical approaches; and the development of research skills. These characteristics apply to all six specialisations, reflecting a conscious decision to avoid the danger of overspecialisation while recognising the need to bridge the gap between subdisciplines. Because the programme awards a MSc degree, advanced qualitative and quantitative research methods are required for students in all specialisations. The panel was relieved to hear in meetings with the staff and management that the need to bridge the gap between the subdisciplines is actively addressed within the multidisciplinary specialisations. Also, proliferation of specialisations and overspecialisation are actively acknowledged as potential threats.

The panel applauds the way in which the RU reacted to student feedback and to the advice of the last education review panel. Both suggested that the master's programme needed to offer more options for specialisation. The panel considers the current six specialisations sufficient. In particular the new multidisciplinary specialisation IPE is considered a valuable addition to the field. In the eyes of the panel, IR may be challenged to further diversify to create within its traditional orientation a more unique profile in the field. Options could include paying attention to the interaction between the local and the global, and to societal developments concerning diversity and exclusion within a knowledge-based economy.

The panel agrees with the programme that these six specialisations offer the master's programme in Nijmegen a distinctive profile. The panel considers Nijmegen's profile as being founded on the study of theory and literature, with a strong research-based focus. In addition, the panel recognises the attention paid to advanced methodological training as typical for Nijmegen, both quantitatively and qualitatively. In discussion with students and graduates, the panel was impressed with the encountered level of identification with the RU profile. They had often made an informed choice for the programme based on its strong theoretical and research-oriented profile.

Aims and intended learning outcomes
The programme aims to deliver graduates who are prepared to participate in society as engaged and active citizens. According to the critical reflection, graduates of the programme will be able to address complex political questions and use advanced qualitative and quantitative research methods to contextualise these, while situating their findings in the relevant theoretical framework. They are able to design an empirical study autonomously and have the necessary analytical skills to interpret political phenomena at national, subnational, regional and international levels in light of empirical and normative theories. In addition, they have the communication and reporting skills to adequately account for their analyses and research and have acquired the necessary reflection skills to contextualise these, in particular on the role of power, influence, actors, institutions and scientific research. Upon graduation, students are prepared for an academic career or a professional position in the high skill labour market, nationally as well as internationally.

These aims have been described in terms of a set of intended learning outcomes (see Appendix 3), which have been discussed with and approved by the programme's Advisory Board. In this Board, members of the professional field partake and therefore a good benchmarking with the job market has taken place. The panel ascertained that the intended learning outcomes are in line with the Domain-Specific Framework of Reference (see Appendix 2) and the Dublin descriptors at master's level. The panel agrees that they properly reflect the intended learning outcomes of an academic master's programme in Political Science.

Nevertheless, the panel would like to offer some suggestions for further improvement, related to the programme's strong features. On the basis of discussions with staff and graduates, the panel would like to suggest to clearly define students' ability to function in a fully independent manner upon graduation, as 'autonomously' seems too cautious for a description of the level actually achieved. The panel considers the programme's attention to theory, literature and quantitative and qualitative methods as its most defining features. These are named as part of the programme's profile, yet do not shine through the intended learning outcomes. Additionally, the panel suggests paying attention to the intended learning outcome focusing on the application and implementation of knowledge. At the moment, this particular intended learning outcome solely emphasises a focus on empirical research. The curriculum, however, fully recognises that theory-informed empirical research always has normative underpinnings and students are made aware that empirical research is normatively informed. This reflexive ability, clearly demonstrated by students in their discussion with the panel, is considered a distinct and impressive feature of the programme as it shows that graduates complete the full empirical cycle within the programme. Hence, the panel suggests polishing the description of this particular learning outcome to match the curriculum's focus.

Finally, the panel suggests honing the description of the specialisations. The panel would like to suggest defining particular areas of expertise and abilities as part of graduates' specialisation to define the unique skill sets achieved. This has several benefits. Firstly, it could further demarcate the profiles of the two specialisations that are close in subject area: the multidisciplinary specialisation COMPASS and the disciplinary specialisation CP. Secondly, a closer demarcation may also translate the programme's aim to deliver engaged and active citizens that participate in society into the learning outcomes. And thirdly, it may result in a set of skills and abilities that could be linked to defined job profiles. The Domain-Specific Framework of Reference could serve as a starting point. Additionally, the programme may want to consider again discussing the intended learning outcomes in this light with the Advisory Board Political Sciences.

Considerations
The panel concludes that the intended learning outcomes are appropriate for an academic master's programme Political Science. They properly reflect the requirements of the domain-specific reference framework and the Dublin descriptors at master's level. The intended learning outcomes clarify what is expected from the programme's graduates in terms of knowledge and skills. The panel is pleased by the ways in which the programme acted upon the advice of last education review to offer more

options to specialise. It considers the current six specialisations balanced. The panel advises to tailor the intended learning outcomes more closely to the current distinct profile of the master's programme at Nijmegen. This would bring out its strong features even more: the distinctive nature of their specialisations as linked to the labour market, the programme's strong focus on the study of theory, literature and training in advanced qualitative and quantitative research methods, the level of independence achieved by its students and, most importantly, the ability of students to fully perform the entire empirical research cycle combining normative reflection and explanatory theory.

Conclusion
The panel 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
The master's programme Political Science is a one-year programme of 60 EC. It offers a common basis for all students and addresses epistemological, theoretical and methodological issues. The academic year consists of two semesters of 30 EC, both divided in two blocks. In the first semester, students follow a semester course of 6 EC and four block courses of 6 EC each. In the second semester, students follow two semester courses of 6 EC each, and work on their 18 EC master's thesis. All students have the option of either taking an elective or following an internship for 6 EC for further individual specialisation. The content of all courses is dependent on the specialisations taken, yet some of the specialisations share courses. For a schematic overview, see Appendix 4.

The programme offers three disciplinary specialisations and three multidisciplinary specialisations:

1. Disciplinary: Political Theory (hereafter: PT);
2. Disciplinary: Comparative Politics (hereafter: CP);
3. Disciplinary: International Relations (hereafter: IR);
4. Multidisciplinary: Comparative Politics, Administration and Society (hereafter: COMPASS), together with Public Administration;
5. Multidisciplinary: Conflict, Power and Politics (hereafter: CoPoPo), together with the Centre for International Conflict Analysis and Management;
6. Multidisciplinary: International Political Economy (hereafter: IPE), together with the Department of Economics.

The six specialisations share some block and/or semester courses. The disciplinary specialisations share two block courses in the first semester: 'Sociology, Philosophy and Ethics of Research' and 'Advanced Research Methods'. This last block course is also followed by students of the multidisciplinary specialisation of COMPASS and CoPoPo. Additionally, students of COMPASS and CoPoPo enrol with students of CP in the block course 'Contested (Non) Democracies'. COMPASS and CP students also both take the semester course 'Challenges to 21st-century Representative Democracy', whereas IR and CoPoPo students share the semester course 'Cooperation and Conflict in 21st Century'. In the second semester, students taking PT either join their fellow students of CP and COMPASS in 'Deliberative Democracy' or their fellow students of IR and CoPoPo in 'Just War Theory'. Students of IPE may additionally join their CP fellows in 'The Politics of Reform'. These shared courses are accompanied by specialisation-specific courses; for the multidisciplinary courses, these additional courses are often based in the other disciplinary department.

The curriculum of IPE, the newest specialisation of Political Sciences, shows less overlap with the other five specialisations due to the specific focus on the economical context next to the political. In the first semesters, students of IPE follow three Political Science courses: a methodological block course 'Methods of Empirical Analysis', a block course 'Current Debates in International Political Economy' and a block course 'Global Political Economy'. These are supplemented by a block course and a semester course at the Economics department. In the second semester, students of IPE choose between two Political Science courses, of which one is shared with CP as mentioned above, and between two Economics courses.

The panel considers the curriculum of the programme to be balanced and with clear learning trajectories for all specialisations. It is excited about the newest specialisation IPE that, in its eyes, bridges a gap in the field and has the potential to be a specialisation that will draw new students to Political Science. Through its discussions with staff and students, the panel established that both were able to define the major difference in content between the specialisations of CP and COMPASS, concluding that both specialisations offer different 'shades' of comparative politics and that the multidisciplinary track is an attractive options for students with an interest in Political Science in combination with a different disciplinary perspective. As Political Science offers a one-year programme, students have limited options for further diversification within the programme. Nevertheless, the six specialisations offer a suitable amount of choice, including the option to take an elective, internship or to follow parts of their studies abroad.

The panel is pleased that the programme values the connection with the labour market and allows time for an internship. Students, however, indicated in their conversation with the panel that internships often lead to study extensions, as they tend to last for a period of at least three months full-time, occasioning students to often make the deliberate choice of extending their studies. If internships could be combined with the master thesis project, the need for extensions would possibly subside. Hence, the panel would like to invite the programme to explore the possibility of connecting the internship to the students' master theses to counter the need for extensions; naturally, the chosen internships should then be research-driven at the appropriate master's level and carefully vetted and supervised by the thesis supervisor.

The panel also studied a selection of courses during the site visit. See Appendix 6 for this selection. It considered the used literature and theoretical models relevant and of the right degree level. The panel was particularly impressed by the course 'Advanced Research Methods', which is followed by all master students but for those taking the specialisation IPE, who are offered an alternative more tailored towards their specific needs. It recognised the didactical methods underlying this course, which include the complete empirical research cycle combining normative reflection and explanatory theory and benefits from an excellent structure-sequence model. As a result, students are fully trained both in normative and empirical methods at an advanced level. Also alumni of the programme stressed they realise the value of this particular course: they still use these skills on a regular basis in their daily work practice. The panel applauds the programme's ability to link research to practical skills, which underlines the value of a good, research-based methodological and theoretical training for the job market.

Staff indicated to be actually looking into the master courses and reading lists and acknowledged the need to continue diversifying the material, now that all six specialisations have taken shape and methodological changes have been applied throughout the curriculum. They already had some suggestions, which they enthusiastically shared. The panel was impressed by the gusto of the staff and it found the proposals of interest. It therefore feels more than satisfied that the programme responds adequately to the need to continuously innovate. The panel has some further suggestions that the programme may want to consider: for example, the interaction between the local and the global or societal developments concerning diversity and exclusion within a knowledge-based economy. Rethinking some of the courses' content may potentially diversify some of the more traditional disciplinary specialisations. Hence, it could be a good response to the perceived 'threat'

by multidisciplinary degree programmes, which the programme's self-evaluation indicated as a matter of concern.

Teaching staff and didactical approach
The information provided shows that the available staff is well-qualified for teaching the master's programme. In Political Science, all staff members but one have obtained a PhD and hold a (Senior) University Teaching Qualification. The panel also ascertained that staff members teaching in the multidisciplinary specialisations deriving from other departments are equally well-qualified. All involved staff members are active researchers. For certain courses they are assisted by teaching assistants that head discussion groups. These are supervised by the course leader and are praised by both students and course leaders as knowledgeable and helpful. The students are very positive about all members of the teaching staff, their accessibility and willingness to provide detailed and timely feedback. At the time of the site visit, the programme was hiring an additional 1.0 FTE, having filled another 2.0 FTE over the course of the academic year 2016-2017 to reduce the staff-to-student ratio (which, at the start of 2016-2017, was high at 1:33).

The master's programme in Nijmegen has been successful in increasing its annual intake considerably over the period under consideration. The annual intake has increased from 18 students in 2010-2011 to 72 students in 2016-2017. This growth has, so far, not negatively influenced the programme's didactical approach. Teaching methods are intensively student-oriented, reflected in a deliberate choice for small group teaching, and are built on a strong interaction between staff and students and amongst students themselves. The programme reacted to the increased intake by actively dividing seminars in multiple smaller groups, which are taught back to back by staff. Both teaching staff and students praised the interactive and mutually inclusive atmosphere in panel meetings, emphasising the open-door policy and prompt responses to each other's questions and needs. These observations countered the panel's concerns regarding the teachers' workload. So far, the increase in students has, in its view, not influenced the high quality of interaction, which the panel considers praiseworthy.

The panel was struck by both the students' satisfaction with the programme, and the teachers' enthusiasm and support for upholding small group teaching. It considers this personal approach and shared value a true asset of the programme, but it also slightly worries the panel in the light of the steeply increased intake over the last couple of years. This may potentially threaten the connection between teaching and research and could also influence the potential for innovation, if not adequately addressed. The panel discussed this matter with both staff and management and both agree that in the future, a cap may need to be agreed upon to continue guaranteeing the continuation of the interactive classroom. The panel also wants to underline that certain levels of standardisation may be helpful in streamlining the staff-student interaction, and could therefore be a tool to reduce the workload for the academic staff while simultaneously preserving the programme's strengths. This rings true in particular for feedback procedures that could benefit from more formal measures, such as defined assessment criteria – as discussed below under standard 3.

At the moment, students work on their theses in a very independent manner. They set their own deadlines and are fully in control of their own thesis planning. Even though the panel consider these skills useful, this free structure could also result in an uncontrollable workload for staff members and lead to peak demand. Fixed deadlines for the research design, the go/no go moment and submission could give staff members more control. It would have the additional benefit of motivating students to finish in a more timely manner, as both students and staff agreed that the competitive and positive atmosphere also resulted in 'overachieving' – students who kept on going and going. the panel suggests to modify the current thesis seminar, and to pay specific attention to both a functional deadline structure for students and the work load of the staff. The thesis seminar could additionally serve as a platform for students to present and test their research ideas, for example through poster presentations.

The panel established that a variety of didactical instruments are used within the courses. During most courses, students practice their academic writing skills in written assignments and

communicating skills as group and/or discussion leader. In addition, students are invited to organise mock conferences and mock editorial meetings and they write book reviews and review essays, practicing skills of clear importance for succeeding in academia. Students are also encouraged to take half-day workshops on applying additional relevant methods in 'Advanced Research Methods', which supports them in connecting their academic research skills to work practice. They also adequately train their professional skills: next to essays, students write policy papers, present in class on current issues and affairs and practice policy briefs, and they go on field trips to relevant institutions and organisations. Guest lecturers from the professional field teach several seminars throughout the curriculum. Their contributions are highly appreciated by the students, as these lecturers offer an insight into the connection between course work and the work floor.

The panel established that the programme also uses forms of blended learning and interactive tools, such as Shakespeak and Feedback Fruit in some courses. All these various methods result in an active, engaged and interactive classroom with an eye for inclusivity, which the panel applauds. It therefore encourages the programme to continue exploring innovative teaching methods. In panel meetings, the staff and management pointed out to eagerly await the move of the Political Science department to a new purpose-built building to which the programme will be moved in the coming years. The current building does not suffice any longer for the interactive classroom of the future. In the light of the rapid growth of the programme, the new surroundings may, however, quickly prove too small. The panel shared the concerns of the programme in this matter and actively encourage them to continue addressing this potential threat to the quality of the programme.

Admission and study progress
The advantages of standardisation have already been met at the level of admission and enrolment. The premaster programme has been redesigned and standardised for students with a background other than a bachelor in Political Science. A premaster's programme for international students has been designed, which is starting to attract more students to Nijmegen. Admission to the master's programme is clearly defined. Students must hold a bachelor's degree in Political Science and should demonstrate an adequate level of training in quantitative and qualitative methods and have a strong English proficiency.

During the site visit, the panel met master students who took their bachelor's degree at Nijmegen and wider afield. In their eyes, the programme provided a smooth transition and clearly met their expectations. All master students considered their preparation adequate. Those who followed the premaster were positive about it. They did not encounter particular problems in following suit during their master's studies and praised their mentors' involvement and the engaging and motivating study climate amongst students. In their view, the programme is feasible within the allocated time and they did not complain about particular courses or the workload, although many of them opted for additional courses and/or experiences to be even better prepared to enter the job market. Students mentioned the competitive study climate that motivated students to aim high; they considered themselves ambitious and hard-working. Staff endorsed this portrayal. They agreed that master students easily worked 40 hours, or more, a week. The panel considers the study climate healthy and has the impression that the programme is feasible within the designated time. Nevertheless, the panel is convinced that occasional students that engage in overrunning do so by choice, rather than as the result of poor supervision or flaws within the curriculum.

Community spirit
The panel found a true community spirit in Nijmegen, which shines through at all levels. The panel learnt from staff members that they feel heard by the management and that they engage in open discussions, both about the direction of the programme and about the content. Students commented on their ability to always speak with members of staff. Their feedback, both formal through the Programme Committee and Study Organisation and informal in the form of direct discussion with lecturers and members of the management, is taken into account and acted upon. The panel established that staff is fully committed to the feedback loop in reaction to course evaluations and programme evaluations and did not notice any complaints. Everyone at the department felt involved

and they felt that their studies (students) and research (staff) was considerably strengthened by their engagement.

In the critical reflection, the programme claims to aim to work towards a relationship between teachers and students that increasingly resembles one between peers throughout the master's year. Alumni looked back at the programme in exactly those terms, and they also are still part of the Nijmegen Political Science community. They regularly contribute to career events for current students, organised both by the programme and by students themselves. In the Advisory Board of the programme, alumni are valued members whose input is taken at heart. They also feel well-supported by their former programme. They commented on the good advice and willingness of staff to introduce them to their networks and to support applications for PhD positions and to write letters of recommendation, even years after graduation. The panel would like to congratulate the programme on the established community spirit, which creates a stimulating and challenging learning environment that supports students well in achieving the intended learning outcomes.

Considerations
The curriculum is well-structured, guiding students to an advanced level of knowledge and research skills in a logical sequence of courses. The panel considers the curriculum of the programme to be balanced and with clear learning trajectories for each of the specialisations. As Political Science offers a one-year programme, students have limited options for further diversification within the programme. Nevertheless, the six specialisations offer a suitable amount of choice, including the option to take an elective, an internship or to follow parts of their studies abroad. The panel is excited about the newest specialisation IPE that, in its view, bridges a gap in the field and has the potential to draw new students.

The panel applauds the programme's ability to link research skills to practical abilities, which emphasises the value of a good, research-based methodological and theoretical training for the job market. It recognised the didactical methods underlying the curriculum of all specialisations, which include the complete empirical research cycle combining normative reflection and explanatory theory and which benefits from an excellent structure-sequence model. As a result, students are fully trained both in normative and empirical methods at an advanced level. Additionally, the panel considers the programme's attention to forms of blended learning an asset. It encourages the programme to continue exploring innovative teaching methods, yet to also continue updating the used literature and to continue exploring new research strands.

Some minor improvements could still be made. The panel recommends looking into the ways in which the internship could be connected to the thesis project, for example by creating the option of a research internship under close supervision of the academic staff. The panel also wants to underline that certain levels of standardisation may streamline the staff-student interaction, and could hence reduce the workload for the academic staff while simultaneously preserving the programme's strengths. This rings true in particular for feedback procedures and the organisation and planning of the thesis.

Both teaching staff and students praised the interactive and mutually inclusive atmosphere, emphasising the open-door policy and prompt responses to each other's questions and needs. These observations countered the panel's concerns regarding the teachers' workload. So far, the increase in students has, in its view, not influenced the quality of the interaction between students and staff, which the panel considers impressive and praiseworthy. The panel ascertained that students are ambitious and eager; it appreciated the enthusiasm of students and in particular the open, communal spirit amongst all members of the Political Science community in Nijmegen. With a well-laid out specialisation programme, a good premaster programme, responsive academic community, good supervision, and a professional staff, the programme's offers a good teaching-learning environment for students to achieve the intended learning outcomes.

Conclusion
The panel assesses Standard 2 as 'good'.

Standard 3: Assessment
The programme has an adequate assessment system in place.

Explanation:
The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

Findings
The panel checked whether the program has an adequate system of assessment. It has devoted its attention to the functioning of the Board of Examiners (BoE), the policy of assessment, assessment procedures and variation used in the design and use of examinations and tests.

The BoE is an independent committee that overlooks the assessment procedures and guarantees the quality of assessment for the bachelor's and master's degree programme in Political Science. It is supported by a professional secretariat and the programmes' study adviser. Hours are allotted to the members so that they can carry out their tasks properly. An external member has a seat in the BoE. Tasks include the official assignment of examiners, giving directions for organising and securing good examination practice, controlling course descriptions and connecting assessment forms to learning objectives for courses and the programmes as a whole. In addition, the BoE handles students' requests, complaints and cases of fraud within the statutory frameworks, and it surveys examination and assessment results systematically and on a regular basis.

The BoE examines course modules both reactively and proactively. Every year, outliers are investigated in close detail. Alongside these investigations, a representative sample of course modules and theses and their assessments and examination methods are looked at into detail in turn. During these surveys, the BoE checks the quality of feedback, the underpinning of grades, the course assessment design, variation and execution. The outcomes are discussed with the relevant examiner(s) and, if necessary, an improvement plan is agreed upon and followed through. An additional suggestion could be to compare essay assessments and the use of marking criteria from different course modules side-by-side in the near future, to further professionalise and improve the marking standards regarding essay assessments. This exercise could potentially be part of the training of new teachers, who may both learn and apply the proper use of marking criteria through this assignment.

The panel learnt that the BoE experienced a high workload as a result of the growth of both the bachelor and master programme over the last years. As a result, the committee members found their proactive tasks at risk. The programme management has adequately reacted to these work pressures by hiring a professional secretary. The panel recommends to continue monitoring the BoE's work load, as the quality of the programmes' assessment are clearly benefiting from the high quality standards achieved by the BoE. The panel is impressed by the proactive attitude and professional execution of the BoE's monitoring tasks. It finds that the BoE has consistently exercised its monitoring, controlling and improvement role and is, from the panel's viewpoint, fully in control.

All examiners authorised by the BoE for assessment are senior members of staff and have obtained a University Teaching Qualification (UTQ) and therefore possess the required qualifications to develop tests and set assignments. Tests and the associated marking criteria and assessment keys are prepared by authorised examiners and peer reviewed by colleagues with examiner status. The Nijmegen School of Management UTQ Commission investigates and evaluates the assessment expertise of junior and new staff members during the preparatory trajectory and the assessment for the (senior) UTQ. This system seems to function adequately, when discussed with the various staff members. All staff is regularly invited to either train, develop or refresh their assessment skills in

university courses. They discuss assessment standards and methods during regular staff meetings and at optional lunch meetings. Staff members indicated to feel well-supported by their colleagues and the management, and they expressed their appreciation for the professional (individual) guidance of the University's Education Support Office.

During the visit, the panel studied the assessment forms and assignments of various course modules. The programme has an elaborated assessment scheme (in Dutch: 'Toetsplan') that is reviewed annually. Staff members are informed about changes in the Faculty's assessment policy, and these changes are implemented in a systematic way in the course modules' assessment plan. The panel considers the assessment methods to be balanced and of good quality. A wide variety of assessment forms is used to test students' development. Students are assessed on assignments, papers, presentations, examinations and participation. The panel concluded that these are appropriately matched to the learning objectives of both the master's course modules and programme as a whole. It also recognised the cumulative structure of the programmes in the assessment scheme, which it highly appreciated.

The encountered assessments, assessment forms and assessment criteria are considered transparent by the panel: the format, weighting and content of all tests are described in the course guide. Students are offered access to sample examinations in order to prepare for the course module assessments. The quality of assessment is part of course module evaluations and negative feedback is acted upon, as confirmed by both the BoE and the master students. Students are satisfied with the received feedback, which they consider sound and constructive. They also feel adequately heard by the BoE. The panel concludes that the validity, reliability and transparency of the assessments are sufficiently guaranteed at a good level of quality.

Although the panel finds that the marking criteria are sufficiently transparent, the panel proposes to circulate these to students alongside with the official feedback to assignments and tests. In the eyes of the panel, this could further enhance the learning potential of the assessment. Through it, students can get a better insight into their development areas. Students indicated to the panel that they often received this kind of feedback in informal, oral feedback sessions. By standardising this feedback, the panel feels that staff members could potentially save time. With the observed increase of students in both the bachelor and master programme, standardisation may be a way to guarantee the quality of feedback in the near future.

The panel is of the view that the quality of assessment of the master thesis is appropriately guaranteed. The thesis is assessed by the supervisor, who is assisted by a second assessor for an independent check. The second assessor is chosen for his/her expertise and his/her appointment is checked by the specialisation coordinator to ensure variation and to prevent the occurrence of fixed couples. Each thesis considered a pass by both examiners is checked for plagiarism, using specialised software. Upon agreement, the candidate is put forward for oral examination. The thesis is assessed both on the written content and the oral performance of the candidate. The two examiners agree on the assessment and justification, using a standardised assessment form. In case of disagreement between the two examiners, a third examiner is appointed by the BoE to add his/her expertise to the weighing.

As more and more students take an internship, the BoE pays close attention to the used marking criteria, after student complaints regarding transparency. New marking criteria and marking sheets were developed to improve the quality of assessment of the internships. The internship is currently assessed by an internal supervisor based on the internship report and an assessment interview with due attention to theoretical reflection. The advice of the external supervisor is taken into account, but does not form part of the official assessment. Both staff and master students indicated that the issues raised were adequately met by the BoE and the programme. The panel considers the marking of the internship transparent and fair and the reaction of the BoE an example of its adequate functioning.

Considerations
The panel finds that the master's degree in Political Science is based on a well-designed and good functioning assessment scheme. The quality of assessment is of an adequate level. The panel appreciates the wide variety of encountered assessment forms. Examiners are adequately trained and supported. They are actively challenged to evaluate and further improve their assessment practice. Peer review amongst staff is used to guarantee a fair, transparent and valid assessment. The BoE is fully in control and performs all its legal duties. It is actively engaged in monitoring, and guarantees the assessment of all courses, also regularly performing surveys of courses and theses. The BoE acts both reactively and proactively. The new standardised internship marking sheets are a good example of the BoE efforts. The panel recommends to continue monitoring the BoE's workload, as the quality of the programmes' assessment is benefiting from the high quality standards achieved. For all above reasons, the panel evaluates standard 3 as 'good'.

Conclusion
The panel assesses standard 3 as 'good'.

Standard 4: Achieved learning outcomes
The programme 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.

Findings
The panel studied fifteen master's theses 15 graduates from the 2014-2015 and 2015-2016 cohorts. The panel confirms that all theses are at least of sufficient quality, and that the average level of achievement is good and in individual cases outstanding. By and large, the panel agreed with the assessment of the studied theses. The panel noted that feedback differed considerably in length, even though it considered the feedback transparent and fair. As discussed above under standard 3, the panel suggests formally distributing marking criteria with the thesis feedback to students in order to clearly communicate the standards underlying the achievement level.

The panel ascertained that graduates achieve the intended learning outcomes of the programme and in some ways even surpass these, in particular with respect to the level of independence achieved and the ability of the programme's graduates to complete the empirical research cycle combining normative reflection and explanatory theory. The panel considered the average level of achievement high: many of the theses they scrutinised stood out in their good use of theory and up-to-date discussions of the relevant literature as well as a good contextualisation of well-developed case studies. Many theses explored relevant and interesting subjects, often reflecting originality of choice and a freshness of insight into current concerns and societal issues. Students used appropriate quantitative and/or qualitative research methods at a good achievement level. They were also good in justifying their choices and showed a good awareness of the limitations of their studies. Especially the level of reflection on these limitations impressed the panel, as it often suggested many appropriate topics for further research. Some master students publish in academic journals and contribute to societal debates on the basis of their theses. Graduates also won awards in both Nijmegen and national thesis competitions for their master theses. These signs of appreciation of the quality of the students' performance, is recognised and valued by the panel.

The theses were in general well-written and well-developed, yet varied considerably in length. The panel considers the current length of 35,000 words rather high. During the site visit, the panel learned that the programme has deliberately withheld setting a lower cap on the word count, emphasising that students should be at liberty to explore all avenues of research. The management and staff see this freedom as part of the student's learning process, e.g. students should to be able to define a topic and to demarcate it accordingly. Students and graduates value this trust in their

abilities. When asked about the difference between writing a bachelor and master thesis, all graduates agreed that writing their master theses had been an individual journey, in which they were in full control of the process. In the eyes of the panel, they clearly communicated an advanced level of independence, even surpassing what is required for a master's degree programme; students worked fully autonomously from their supervisors in choosing their topics and designing their research and in choosing the scope of their research project – including making decisions regarding the breadth and length of their theses. Although the panel values these skills, it would still suggest considering setting a lower word cap: being concise is also a valued communicative skill. Some of the theses studied by the panel would have benefited from further editing: they were interesting, but unnecessary wordy. A lower cap could potentially result in the necessary cuts to raise the achievement level from a good to an excellent level. Additionally, a lower cap may streamline the thesis process slightly – stimulating students to finish in time rather than to dwell on their research.

Another measure of the programme's quality is the achievement level of its alumni. The panel studied the information on alumni's careers gathered by the programme for the years 2010-2015, based on the available information in the professional profiles of 133 out of 144 alumni over this time period. Although graduates of Political Science enter a job market that is rather competitive, the Nijmegen graduates seem to manage well within their first jobs. Many end up in business and consultancy (40%), governmental jobs (23%), NGO's (9%) and media (8%). A respectable amount of alumni enrolled in PhD programmes in the Netherlands and at internationally competitive universities and started in research jobs at think thanks (12%). This positive impression was confirmed by graduates of the programme. They described a competitive job market, in which they – and their fellow RU graduates – seem to manage well. The programme's graduates felt appreciated for their high-developed statistical, analytical and communicative skills in their current careers. The graduates were also full of praise for the attention paid by the staff to alumni and part of the Nijmegen Political Science community, as discussed in more detail under standard 2.

Considerations

Based on the overall achievement level of the theses and the performance of graduates, the panel concludes that graduates achieve the intended learning outcomes of the programme at a good level. The theses reflect good and often original research and benefit from a good theoretical and methodological framework. Students are able to reflect well on the limitations of their studies and often identify interesting strands and topics for further research, hence contribute to research in Political Science. The panel would like to recommend setting a lower cap on the word count to further hone the graduates' communicative presentation skills. Nevertheless, the wordy presentation of some of the studied theses does not affect the high quality of the theses.

The panel established that some Nijmegen graduates publish in academic journals and contribute to societal debates in the general media based on their thesis research. In addition, they have been awarded for the quality of their theses in both Nijmegen and national thesis competitions. A respectable amount of Nijmegen graduates pursue a research career and those entering the job market, seem, according to their own assessment, to manage well. Graduates indicated to feel appreciated for their statistical, analytical and communicative skills. The panel concluded that the programme is rightly proud of its community spirit, which continues to benefit the programme's achievement level and its graduates' careers alike. In the panel's view, the achieved learning outcomes of the programme clearly surpass the generic quality standards. Therefore, the panel assesses Standard 4 as 'good'.

Conclusion

The panel assesses Standard 4 as 'good'.

GENERAL CONCLUSION

Based on its international experience (Belgium, USA, UK and Germany), the panel notes with appreciation that the programmes in Political Science in the Netherlands are comparatively better structured and well-considered than many programmes elsewhere. The master's programme Political Science in Nijmegen stands out for the programme's strong focus on the study of theory, literature and training in advanced qualitative and quantitative research methods, the level of independence achieved by its students and, most importantly, the ability of students to complete the entire empirical research cycle combining normative reflection and explanatory theory. The panel applauds the way in which the RU reacted to complaints of students and to the advice of the last education review panel. Both suggested that the master's programme needed to offer more options for specialisation. The panel considers the current six specialisations sufficient. In particular, the new multidisciplinary specialisation IPE is considered a valuable addition to the field. The panel concludes that the intended learning outcomes are appropriate for an academic master's programme in Political Science. They properly reflect the requirements of the domain-specific reference framework and the Dublin descriptors at master's level.

The panel applauds the programme's ability of linking research skills to practical abilities, which emphasises the value of good, research-based methodological and theoretical training for the job market. It recognises the didactical methods underlying the curriculum of all specialisations, which include the complete empirical research cycle combining normative reflection and explanatory theory and which benefits from an excellent structure-sequence model. As a result, students are fully trained in normative and empirical methods at an advanced level. With a well-laid out specialisation programme, a good premaster programme, responsive academic community, good supervision, fair and transparent assessment and a professional staff, the programme offers a good teaching-learning environment to achieve the intended learning outcomes, which students accordingly do at a level that clearly surpasses the generic academic quality. The panel concludes that the programme is rightly proud of its community spirit, which continues to benefit the programme's achievement level and its graduates' careers alike.

Conclusion
The panel assesses the *master's programme Political Science* as 'good'.

MEASURES FOR IMPROVEMENT

The panel advises to tailor the intended learning outcomes more closely to the current distinct profile of the master's programme at Nijmegen. This would bring out its strong features even more. It encourages the programme to continue exploring innovative teaching methods, yet to also continue updating the used literature and to continue exploring new research strands. The panel also wants to underline that certain levels of standardisation may streamline the staff-student interaction, and could hence reduce the workload for the academic staff while simultaneously preserving the programme's strengths. The panel suggests comparing essay assessments and the use of marking criteria from different course modules side-by-side in the near future by the BoE, to further professionalise and improve the marking standards regarding essay assessments. This exercise could potentially be part of the training of new staff members. The panel would like to recommend to set a lower cap on the length of theses to further hone the graduates' communicative presentation skills.

APPENDICES

APPENDIX 1: CURRICULA VITAE OF THE MEMBERS OF THE ASSESSMENT PANEL

Dr. C. (Christien) van den Anker is Associate Professor of Politics and International Relations at the Faculty of Health & Applied Sciences at the University of the West of England in Bristol (UK) since 2006. Between 2001-20016, she worked as a Lecturer in Global Ethics and as Deputy Director at the Centre for Global Ethics at the University of Birmingham, UK. Christien is an internationally established specialist in human rights and contemporary slavery. In her work, she refocused the narrow human trafficking debate to encompass all forms of slavery, clarified the migration-slavery nexus, and pioneered partnerships working for research-based advocacy.

Prof. dr. M. (Marijke) Breuning (chair) is Professor of Political Science at the University of North Texas, USA. She specialises in foreign policy decision making, with a specific interest in development cooperation and small states, as well as the politics of international children's rights (and especially intercountry adoption), women/gender and politics, and the sociology of the profession. Marijke has published numerous refereed journal articles and book chapters, as well as three books. She has served as an editor of the *American Political Science Review* (2012-2016), and previously served as a member of the inaugural editorial team of *Foreign Policy Analysis*, a journal of the *International Studies Association*, an editor of the *Journal of Political Science Education*, and book review editor of *International Politics*. She serves – or has served – on several editorial boards and in various leadership positions in the International Studies Association and American Political Science Association.

K.J.M. (Kaisa) de Bel started her studies in Political Science in 2013 at Leiden University, specialising in International Relations. In 2015, she decided to read Law next to her Political Science studies at the same university. Kaisa is an active member of various committees of study association SPIL, and was in 2014-2015 a member of the board. Currently, she is a member of the advisory board of SPIL. Between 2014-2016, she offered secondary school pupils advice on studying Political Science.

Prof. dr. D. (Dirk) De Bièvre is Associate Professor of International Politics and International Political Economy at the University of Antwerp, Belgium. He studied in Leuven (Belgium), Louvain-la-Neuve (Belgium), Konstanz (Germany), and Firenze (Italy), where he obtained his PhD at the European University Institute (EUI) in 2002. He specialises in European trade policy, the World Trade Organisation, and interest group mobilisation. Before joining the Antwerp Faculty in 2006, Dirk was a post-doctoral researcher at the Max Planck Institute for Research on Collective Goods in Bonn (Germany), and an EU and Volkswagen Foundation research fellow at the Mannheim Centre for European Social Research (MZES). He has taught at the universities of Brussels, Mannheim, Dresden, Leuven, and was a visiting fellow at the Department of Government of the London School of Economics and Political Science (LSE) during the academic year 2014-15.

Prof. dr. F. (Ferdi) De Ville is Associate Professor at the Centre for EU Studies at Ghent University, Belgium. He received a master degree (2007) and a PhD (2011) in Political Science at Ghent University. In his dissertation he analysed the relationship between the international trade regime and European social, environmental and consumer protection. Ferdi has also done policy advisory research on European trade policy for the Flemish government.

Dr. R. (Renske) Doorenspleet is Associate Professor at the University of Warwick, UK. She is a graduate of the University of Leiden; after a postdoctoral fellowship at Harvard University (USA) in 2002/2003, she started a research project on democracy in divided countries, funded by NWO. She has taught courses on comparative politics, democratisation and development, statistics and research methods. During the academic year 2011-2012, she got an academic fellowship and grant of the Institute for Advanced Teaching and Learning, in order to innovate teaching in politics, combining film and theatre projects with academic research and teaching around the theme of

democracy. During 2012-2014, Renske was the political science coordinator of Warwick's interdisciplinary Q-step Centre, and developed new politics degrees offering quantitative social science training. Her research focuses on democratic transitions and consolidation in comparative perspective. Her articles have been published in academic journals such as *World Politics, Democratization, Acta Politica, the International Political Science Review, Ethnopolitics, Government and Opposition* and the *European Journal of Political Research*. She is also the author of *Democratic Transitions* (Boulder, CO: Lynne Rienner, 2005), co-editor of *One-Party Dominance in African Democracies* (Lynne Rienner, 2013) and of *Political Parties, Party Systems and Democracy in Africa* (Palgrave Macmillan, 2014). At the moment, she is working on a new book, which will explore the value of democracy in comparative perspective (Palgrave Macmillan, 2018).

Prof. dr. P. (Peter) Vermeersch is Professor of Politics at the KU Leuven, Belgium. He is currently director of the LINES Institute (Leuven International and European Studies) and affiliated as senior researcher with the Centre for Research on Peace and Development – both at KU Leuven. In 2007 and 2008, he was a visiting scholar at the Minda de Gunzburg Center for European Studies, Harvard University. Peter is a graduate of the University of Leuven, but he also studied, lived and conducted research in Central Europe and the Balkans. His research focuses on minorities and migration, democratisation, reconciliation and nationalism. His articles have appeared in academic journals such as *The European Journal of Sociology*, *Europe-Asia Studies*, *Ethnic and Racial Studies*, *Communist and Post-Communist Studies*, *The Journal of Ethnic and Migration Studies*, and *East European Politics and Societies*. Peter is also the author and editor of several academic books. In addition, he is an associate editor of *Nationalities Papers: The Journal of Ethnicity and Nationalism* and a board member of PEN Flanders, and he serves on the editorial board of *Karakter*, a Dutch-language journal that publishes essays about all aspects of science. In 2011 and 2012 Peter Vermeersch was part of the organising team of the G1000, a largescale deliberative citizens' initiative held in Belgium.

APPENDIX 2: DOMAIN-SPECIFIC FRAMEWORK OF REFERENCE

Note: As formulated on 22-01-2016 by LOOP (Landelijk Overleg Opleidingen Politicologie) the political science cluster in the framework of re-accreditation of the Vrije Universiteit Amsterdam, University of Amsterdam, Radboud University Nijmegen and Leiden University. This text is a translation.

The Political Science degree programme provides training in the independent practise of political science and the professional application of the scientific knowledge and skills acquired in the programme. The political scientist is specialised in identifying and analysing conflicts between and collective decision-making processes by groups and organisations, tangible and intangible interests, institutions and processes of power that influence these conflicts and decision-making, and the resulting societal effects. The political scientist is able, by virtue of their specialisation, to analyse the occurrence, causes and effects of contemporary societal trends such as globalisation and regionalisation, technological developments such as the ICT revolution and knowledge society, and the functions of diversity.

In line with agreements made at the European level with regard to political science (European Conference of National Political Science Associations, 1 September 2003) and with descriptions of the field of study worldwide, the following components of Political Science are regarded as fundamental to an effectual practise of the profession and should in any case be included in the course of study: political theory/history of political ideas/political philosophy, research methods (qualitative and quantitative), the national and EU political system, comparative political science, and international relations. These European agreements pertain to Bachelor's programmes. The emphasis placed on other components, as follows, may vary between institutions: management science and policy analysis, conflict studies, political decision-making, political economics, political conduct, political history, political sociology, and political psychology. Most Master's programmes do not cover the entire spectrum of political science, and instead focus on specific facets.

The Bachelor's programme trains students to practise a wide range of professions in the policy environment as well as to pursue advanced study that requires greater autonomy; the Master's in Political Science refines and deepens knowledge and skills, including research skills, in the field of political science and provides training for the independent practise of professions at the academic level. The programmes do not aim to train for any single specific professional profile apart from that of scientific researcher. Rather, the needs of the modern knowledge society call for broad professional expertise with sufficient mobility and flexibility to work in public, non-profit and hybrid organisations and the private sector alike. The current requirements on a sound academic degree programme that trains for work in the knowledge society furthermore entails that a Political Science programme educates students to be open to and possess an understanding of other disciplines, to be capable of communicating specialist political scientific knowledge to non-specialist audiences in a coherent manner, to be able to integrate a mass of information in a targeted and effective manner, to apply their knowledge to formulate decisions (also in collective contexts), to be active and critical participants in public debates on political scientific problems, and to keep up with the latest knowledge independently.

On the basis of the above description and the Dublin descriptors, the following distinctions can be made between the competences demonstrated by Bachelor's graduates of Political Science and Master's graduates of Political Science:

Dublin Descriptors	Bachelor's	Master's
Knowledge and understanding in the field of study	Sufficient knowledge of recent developments in the field of study to formulate scientifically founded judgements.	Capacity to integrate knowledge and handle complex subject matter.
		Insight into the specific position that political science occupies relative to other fields of scientific study.
Applying knowledge and understanding	Ability to incorporate knowledge and to apply knowledge to phenomena addressed during the Bachelor's study	Ability to incorporate knowledge from disciplines relevant to political science and apply it to the analysis of political scientific problems, as well as to apply knowledge to phenomena that were not explicitly addressed during the course of study.
	Ability to recognise and analyse societal problems based on an understanding of political science	Ability to recognise and analyse complex societal problems and to evaluate solutions based on an understanding of political science.
	Competences to devise and sustain arguments in general and solve problems within the field of study.	Ability to contribute original ideas to solve societal problems.
Research skills	Knowledge of the empirical cycle of research through supervised participation in all phases of scientific research.	Ability to independently formulate, carry out and report on scientific research.
Formulating judgements and reflecting on the field of study and societal phenomena	Ability to evaluate the structure and outcomes of empirical scientific research.	Ability to evaluate the structure and outcomes of empirical scientific research, including its methodological and methodical-technical aspects.
	Sufficient knowledge of normative theories to recognise the value loading of both scientific theories and policy intentions	In-depth knowledge of normative theories in order to take a substantiated position in debates on the value loading of both scientific theories and policy intentions.
Communication skills	Ability to communicate information, ideas and solutions.	Ability to communicate scientific knowledge, including the structure of research and the rationale and considerations underpinning it clearly and unambiguously. Participation in the scientific and public debate.

APPENDIX 3: INTENDED LEARNING OUTCOMES

Master's programme Political Science

Theory: Within their own specialisation, explaining the most important trends, approaches, recent focus areas and scientific debates, and explaining, applying and critically assessing the substantive methodological and normative aspects in their specialized field.

Research: Autonomously designing an empirical (quantitative and/or qualitative) study or political-theoretical study, implementing and assessing the study, and in this way contributing to the growth of scientific knowledge.

Application/Implementation: Analysing political phenomena at national, subnational, regional and international levels and interpreting them in the light of empirical and normative theories in Political Science by: (a) applying the comparative method to, and commenting on, the development of modern democratic systems and the political participation of citizens (Comparative Politics) or systems of multi-tier governance (Comparative Politics, Administration and Society); or (b) conducting an analysis of the interaction between political (and economic) phenomena of conflict and cooperation at the international, regional, European, national and subnational levels (International Relations; International Political Economy; Conflict, Power & Politics); or (c) conducting an analysis of a political(-philosophical) problem, using relevant philosophical perspectives and applying appropriate fundamental concept from political theory (Political Theory).

Reflection: Reflecting on the role of power, influence, actors, institutions and scientific research in a national and international scientific context and in modern and classical approaches to the state.

Communication: In a scientifically credible fashion, communicating and reporting on analyses and research, and adequately accounting for this analysis and research, in writing and orally, both in academia and in a professional environment.

After completion of the Master's programme, students are specialized in one of the following (multi) disciplinary fields:

- *Comparative Politics*: The specialization in Comparative Politics focuses on the analysis of processes and events at the intersection of democracy, political power, policy and policy change. Important issues are the challenges to representative democracy, in the light of globalization and Europeanization.
- *International Relations*: This specialization in International Relations focuses on the analysis of global political events, processes and actors. The specialization emphasizes the analysis of the causes and consequences of patterns of conflict and cooperation from various theoretical perspectives.
- *Political Theory*: The specialization in Political Theory focuses on analysing the relationship between power and morality in a world without borders. The specialization emphasizes philosophical questions about the relationship between recognition and redistributive justice, and the legitimacy of political principles, institutions and practices.
- *Comparative Politics, Administration, and Society* (COMPASS): The specialization of Comparative Politics, Administration, and Society focuses on the analysis of processes and events at the intersection of politics, governance and social change. The specialization emphasizes the analysis of the political and social causes of multi-level governance patterns and shifts in the relationship between government, society and markets.
- *Conflict, Power & Politics* (CoPoPo): The specialization of Conflict, Power & Politics focuses on the analysis of the origins, dynamics, and resolution of contemporary domestic and transnational conflict. It combines insights from Conflict Studies, International Relations, Comparative Politics and Political Theory.

- *International Political Economy* (IPE): The specialization of International Political Economy focuses on the interrelationship between (inter)national politics and (inter)national economics. It applies approaches from economics and political science to analyze contemporary problems in the world political economy.

APPENDIX 4: OVERVIEW OF THE CURRICULUM

Master's programme Political Science

<table>
<tr><td></td><td colspan="2">Semester 1</td></tr>
<tr><td></td><td>Block 1</td><td>Block 2</td></tr>
<tr><td rowspan="11">Block courses (6 EC)</td><td>Sociology, Philosophy and Ethics of Research
CP, IR, PT</td><td rowspan="2">Advanced Research Methods
CP, IR, PT, COMPASS, CoPoPo</td></tr>
<tr><td>Public Sector Reform [PA] or Transitions in Governance [PA]
COMPASS</td></tr>
<tr><td>Current Debates in International Political Economy
IR</td><td rowspan="2">Culture and Institutions [ECs] or Inequality and Development [ECs] or Macroeconomics and Policy [ECs]
IPE</td></tr>
<tr><td>Conflicting Theories [CICAM]
CoPoPo</td></tr>
<tr><td>Contested (Non) Democracies
CP, COMPASS, CoPoPo</td><td>Elective/Internship
CT</td></tr>
<tr><td>Current Debates in International Relations Theory
IR</td><td>Global Political Economy
IR</td></tr>
<tr><td>Power in Political Theory
PT</td><td>Recognition, Redistribution and Citizenship
PT</td></tr>
<tr><td rowspan="3">Methods of Empirical Analysis
IPE</td><td>Europeanization of Government and Policy [PA]
COMPASS</td></tr>
<tr><td>Global Political Economy
IPE</td></tr>
<tr><td>Political and Geographical Conflict Resolution [CICAM]
CoPoPo</td></tr>
<tr><td rowspan="4">Semester courses (6 EC)</td><td colspan="2">Challenges to 21st-century Representative Democracy
CP, Compass</td></tr>
<tr><td colspan="2">Cooperation & Conflict in the 21st Century
IR, CoPoPo</td></tr>
<tr><td colspan="2">Contemporary Debates in Political Theory
PT</td></tr>
<tr><td colspan="2">Pluralism in Economics [ECs]
IPE</td></tr>
</table>

Master's programme Political Science

	Semester 2	
	Block 3	**Block 4**
Block courses (6 EC)	The Politics of Reform *CP, COMPASS*	
	Elective/Intership *PT, IR, CoPoPo*	
	Changes in World Politics *or* The Rise of the BRIC Countries *or* The Politics of Rerform *IPE*	
	Current Issues in Economics [ECs] *or* Current Issues in International Economics and Development [ECs] *IPE*	
Semester courses (6 EC)	Deliberate Democracy *CP*	
	Just War Theory *IR, CoPoPo*	
	Deliberate Democracy *or* Just War Theory *PT*	
	Elective/Internship *COMPASS*	
Master thesis (18 EC)	Master thesis *CP, IR, PT, COMPASS, IPE, CoPoPo*	

ECs = Course of Economics
PA = Course of Public Administration
CICAM = Course from the Centre for International Conflict Analysis and Management

In *italics* the specialisations partaking in these courses

APPENDIX 5: PROGRAMME OF THE SITE VISIT

Woensdag 22 maart 2017

Wanneer	Wat	Wie
8.30-8.45	Aankomst commissie	
8.45-9.15	Voorbereidend overleg	
9.15-10.15	Gesprek met Management	Drs. Ward Kelder, directeur onderwijscentrum, Faculteit der Managementwetenschappen Prof. dr. Bertjan Verbeek, leerstoelhouder Politicologie en hoogleraar Internationale Betrekkingen Prof. dr. Marcel Wissenburg, sectievoorzitter Bestuurskunde & Politicologie en hoogleraar Politieke Theorie Dr. Andrej Zaslove, coördinator van de bachelor- en masteropleidingen en universitair docent Vergelijkende Politicologie
10.15-10.30	Overleg panel	
10.30-10.45	Pauze	
10.45-11.45	Overleg met studenten bacheloropleiding	Cherelle de Leeuw (v) (Ba1) Ben van Enk (m) (Ba1) Dominic Kok (m) (Ba2) Nanda van der Sloot (v) (Ba2) Nanne van Mil (v) (Ba2) Sandra Arntz (v) (Ba3) Gijs Kooistra (m) (Ba3) Marloes van Schaik (v) (Ba3)
11.45-12.00	Overleg panel	
12.00-13.00	Overleg met docenten bacheloropleiding	Daniëlle Flonk MSc, junior docent Politicologie Dr. Kristof Jacobs, universitair docent Vergelijkende Politicologie Dr. Gerry van der Kamp-Alons, universitair docent Internationale Betrekkingen Dr. Bart van Leeuwen, universitair docent Politieke Theorie Dr. Alex Lehr, universitair docent Vergelijkende Politicologie Dr. Thomas Eimer, universitair docent Internationale Betrekkingen
13.00-13.30	Lunch	
13.30-14.15	Overleg panel	
14.15-15.15	Overleg met studenten masteropleiding	Bram Geurkink (m) Specialization Comparative Politics Gé Kuijpers (m) Specialization International Relations

		Anna Napoletano (v) Specialization Comparative Politics Merel van Oeffelen (v) Specialization Comparative Politics Sam van Dijck (m) Specialization Political Theory Noortje Tilborghs (v) Specialization International Relations Lydia Vlagsma (v) Specialization International Relations Len Wentzel (m) Specialization Conflict, Power and Politics
15.15-15.30	Overleg panel	
15.30-15.45	pauze	
15.45-16.45	Overleg met docenten masteropleiding	Dr. Jutta Joachim, universitair docent Internationale Betrekkingen Dr. Angela Wigger, universitair hoofddocent Internationale Betrekkingen Dr. Bart van Leeuwen, universitair docent Politieke Theorie Dr. Mathijs van Leeuwen universitair hoofddocent Conflict Studies Dr. Maurits Meijers, universitair docent Vergelijkende Politicologie Dr. Anya Topolski, universitair docent Politieke Theorie Dr. Andrej Zaslove, coördinator van de bachelor- en masteropleidingen en universitair docent Vergelijkende Politicologie
16.45-17.00	Overleg panel	
17.00-17.45	Overleg met alumni	Roy Blokvoort (m) Anne Brockherde (v) Ruud van Druenen (m) Maud Gorissen (v) Tom Groot Haar (m) Laura Maas (v) Sosha van Rijnberk (v) Daniel de Rock (m) Maaike de Vries (v)
17.45-18.15	Overleg panel	
19.15	diner	

Donderdag 23 maart 2017

Wanneer	Wat	Wie
8.30-8.45	Aankomst commissie	
8.45-9.30	Voorbereidend overleg, inzien documenten en inloopspreekuur	

9.30-10.00	Overleg met Opleidingscommissie	Docenten: Prof. dr. Monique Leyenaar, voorzitter opleidingscommissie, hoogleraar Vergelijkende Politicologie Dr. Alex Lehr Dr. Thomas Eimer Studentleden: Margot Daris (v) (Ba3 student) Simon Putman (m) (masterstudent) Jasmin Sharif (v) (Ba2 student) Manouk Smeets (v) (masterstudent) Hans Kunstman (m) (Ba1 student, schaduwlid) Drs. Lynneke Spreeuwenberg, adviserend lid en studieadviseur
10.00-10.15	Overleg panel	
10.15-10.30	Pauze	
10.30-11.30	Gesprek met Examencommissie	Drs. Maarten Cras, ambtelijk secretaris Dr. Sandra Resodihardjo, extern lid en universitair docent Bestuurskunde Drs. Lynneke Spreeuwenberg, adviserend lid en studieadviseur Prof. dr. Anna van der Vleuten, voorzitter examencommissie en hoogleraar Contested Europeanization
11.30-12.30	Voorbereidend eindgesprek	
12.30-13.00	Lunch	
13.00-14.00	Eindgesprek met management	Drs. Ward Kelder, directeur onderwijscentrum, Faculteit der Managementwetenschappen Prof. dr. Esther-Mirjam Sent, Vice-Decaan Onderwijs Faculteit der Managementwetenschappen en hoogleraar Economische Theorie en Economisch Beleid Prof. dr. Bertjan Verbeek, Leerstoelhouder Politicologie en hoogleraar Internationale Betrekkingen Prof. dr. Marcel Wissenburg, sectievoorzitter Bestuurskunde & Politicologie en hoogleraar Politieke Theorie Dr. Andrej Zaslove, coördinator van de bachelor- en masteropleidingen en universitair docent Vergelijkende Politicologie
14.00-15.00	Opstellen voorlopige bevindingen	
15.00-15.15	pauze	
15.15-16.30	Opstellen voorlopige bevindingen	

16.30-16.45	Mondelinge rapportage voorlopige bevindingen (in Global Lounge)	
16.45	Borrel (Global Lounge)	

Informatie over studenten en alumni met wie de commissie in gesprek gaat

Bachelorstudenten

Student:		*Vooropleiding*	
	Ba Jaar	VWO	Anders, nl.
Cherelle de Leeuw (v)	1	X	American Studies (Radboud U)
Ben van Enk (m)	1	X	
Dominic Kok (m)	2	X	
Nanda van der Sloot (v)	2	X	
Nanne van Mil (v)	2	X	
Sandra Arntz (v)	3	X	Islam Studies (Radboud U)
Gijs Kooistra (m)	3	X	
Marloes van Schaik (v)	3	X	

Masterstudenten

Student:		*Vooropleiding*	
	Specia-lisatie	Bachelor	Premaster
Bram Geurkink (m)	CP	BSc Political Science (Radboud)	
Gé Kuijpers (m)	IR	BA American Studies (Radboud)	X
Anna Napoletano (v)	CP	BA Philosophy (Pisa, Italy)	X
Merel van Oeffelen (v)	CP	BSc Political Science (Radboud)	
Sam van Dijck (m)	PT	Research Master Philosophy (Erasmus Universiteit Rotterdam)	
Noortje Tilborghs (v)	IR	BA American Studies (Radboud)	X
Lydia Vlagsma (v)	IR	BSc Psychology (Radboud)	X
Len Wentzel (m)	CoPoPo	BSc Political Science (Radboud)	

Alumni

Alumnus	*Bachelor's degree*	*Master's Degree*	*Post-Graduation*
Roy Blokvoort (m)	Politicologie Radboud Universiteit 2014	Master Political Economy, King's College London 2016	Rijkstrainee Ministerie Economische Zaken, Den Haag
Anne Brockherde (v)	Bachelor of Business Administration Saxion Hogescholen 2012	Political Science (IR) Radboud University 2016 (daarvoor Premaster 2013)	NIVD Netherlands Industries for Defence and Security, Den Haag
Ruud van Druenen (m)	Politicologie, Radboud Universiteit 2012	Political Science (CP) Radboud University 2014	Rijkstrainee, Min Volksgezondheid (2014-6)

			Ministerie van Financiën (2016-)
Maud Gorissen (v)	Politicologie, Radboud Universiteit 2015	Political Science (IR) Radboud University 2016	LLM programme, University of Aberdeen
Tom Groot Haar (m)	Politicologie, Radboud Universiteit 2015	International Relations, Faculty of Arts, Leiden University (2017)	
Laura Maas (v)	Politicologie, Radboud Universiteit 2014	Political Science (Political Theory) Radboud University 2016	Adviestalent/Twynstra Gudde
Sosha van Rijnberk (v)	Politicologie, Radboud Universiteit 2016	Master in Politics & Government, LSE, London, UK	
Daniel de Rock (m)	English & Political Science, University of Iowa, USA	Political Science (IR) Radboud University 2015	PhD candidate University of Amsterdam
Maaike de Vries (v)	Politicologie Radboud Universiteit 2014	Political Science (PT) Radboud University 2016	Rijkstrainee, Ministerie van Veiligheid en Justitie

APPENDIX 6: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied the theses of the students with the following student numbers:

S0805238	S4032063	S4131339
S4166582	S4311213	S3055655
S4009061	S0603244	S4136004
S0720232	S4352734	S4134362
S3006220	S4108973	S4587022

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

- Course materials, sample exams and answer models of the following courses:
  - Current Debates in IR Theory
  - Advanced Research Methods
  - Europeanization of Government and Policy
  - Power in Political Theory
- Minutes and annual reports Programme Committee 2014-2015 and 2015-2016
- Minutes and annual reports Examinations Board 2014-2015 and 2015-2016
- Composition of the Advisory Council of Political Science
- Internships
- Didactic forms
- Contact hours per semester 2015-2016
- Methods entry exam
- Pre-Master's programme 2016-2017
- Enrolment per specialization
- Staff member's research expertise
- Careers alumni 2010-2015
- Learning goals per course
- Thesis assessment form and thesis manual
- Internship regulation and assessment form
- Education and Examinations Regulations 2016-2017 (OER)