

The Hague University of Applied Sciences

Bachelor European Studies

Limited study programme assessment

Summary

In November 2020 the Bachelor study programme European Studies of The Hague University of Applied Sciences (THUAS) was visited by an audit panel from NQA. In addition to a four-year full-time programme, THUAS offers also a three-year full-time programme of European Studies for students with a *VWO* or pre-university equivalent diploma. The programme is taught in English. The audit panel assesses the quality of the study programme as **conditionally positive**.

The European Studies programme of THUAS (ES THUAS) has a history of thirty years and is well established in its domain. The programme has been confronted by repeated management changes in the last few years, which has impaired its focus, which according to the panel should be more consistent. ES offers a clearly international programme, which is sufficiently practice-oriented, but despite the name of the study programme, should have a more consistent European focus. It is not sure whether all the programme's competences with a European dimension are realized at the intended end level. That is why the panel assesses the quality of the programme at present as conditionally positive. On a positive note, the panel is convinced that ES THUAS can address this problem properly within a short period of time. This judgement is based on the positive, enthusiastic and enterprising spirit the panel has encountered in the study programme. The ES team is powerful, creative and very dedicated to their work and to their students. There is an open feedback culture and willingness to improve and change. Other positive aspects to be mentioned here are the promising developments towards a new curriculum and the high quality assurance of student assessment.

Standard 1: Intended Learning Outcomes

The study programme **meets** the generic quality requirements for standard 1.

ES THUAS has a clear and comprehensive set of competences as set out in the *European Studies National Competency Profile 2013*. This also holds for the competences of the new *European Studies National Profile 2019*, on which the new curriculum will be based. Both sets of competences meet the Dublin Descriptors, which means that they are at an internationally recognised professional bachelor's level. The new competences have a greater focus on applied knowledge and professional skills. The programme has a broad international and interdisciplinary professional orientation and profile, involving both the public and private sector. On the one hand, this is ambitious, but it also provides the risk of losing out to the European dimension of the programme. As to the European dimension as such, the programme has to develop a clearer and shared vision on this. The study programme maintains a wide range of close contacts with the professional field, which was also involved in formulating the learning outcomes and is still involved in keeping them up-to-date. The study programme's Professional Field Board, which has a broad representation of the professional field, is actively involved with the study programme, not only with respect to the learning outcomes, but also with respect to the contents of the curriculum.

Standard 2: Teaching-Learning Environment

The study programme **meets** the generic quality requirements for standard 2.

The study programme enables students to achieve the intended learning outcomes. These are sufficiently covered by the curriculum. The curriculum offers students a proper knowledge and

skills basis for their future careers. It is strongly international, interdisciplinary and intercultural. Furthermore, it is well linked to the outside world. The programme offers students sufficient opportunities for customisation. In the courses, the link with the European dimension should be more consistent. There is also room for improvement regarding the training of research skills. The present curriculum is somewhat fragmented. This will be reduced in the new curriculum, which will have a more integrated approach.

The programme's educational vision and didactical approach fit in well with its intended learning outcomes and its interdisciplinary and international focus. Student mentoring is adequate, with special attention to limiting study delay. In that respect, students ask for further intensification of the student mentoring in higher years. Students are very pleased with the small size of groups, which benefits good mentoring. The study programme has a diverse, dedicated, highly-qualified and enterprising team of lecturers. Students are positive about the, accessibility, engagement and expertise of their lecturers. As to staff matters, special attention is requested for the workload of lecturers, the proficiency level of English of some lecturers and the further professionalization of lecturers when it comes to student assessment and curriculum development.

Standard 3: Student Assessment

The study programme **meets** the generic quality requirements for standard 3.

The study programme has adopted an assessment policy which is aligned with the learning outcomes. The overall quality of the assessments is satisfactory. They meet the requirements of validity, reliability and transparency. The study programme uses an adequate mix of exams and assessments. However, despite the development towards more integrated courses, there is still a considerable number of separate assessments. The grading of the exams and assessments is insightful. Students judge the assessment system and the various assessments as satisfactory, but they note a discrepancy between the levels of difficulty of the exams. They are positive about the feedback they get for the assessments. The quality assurance system for student assessment is well designed and works properly in practice, with calibration of grading and the consistent use of testing matrices and of the four-eyes principle. The Exam Board and Testing Committee are highly-qualified, very knowledgeable, pro-active and have an established position within the study programme.

Standard 4: Achieved Learning Outcomes

The study programme **partially meets** the generic quality requirements for standard 4.

On the basis of the main graduation products the panel has studied, Work Placement reports and Final Projects, the panel questions whether all competences having a European dimension are realized at the intended end level. The general level graduation products is up to standard, but in several Work Placements and Final Projects, there is no link to the (core) competences with European subject matter, such as European integration, EU-institutions and EU-policies.

With regard to the Final Projects, in general, the empirical research cycle can be further improved and can be further adjusted to practice-oriented research. The assessment forms could be more insightful and the feedback students get could be more elaborate. The supervision of students for writing the Final Project could be intensified. Alumni and representatives of the professional field are positive about the programme, but their positive judgement mainly relates to generic skills and attitude, but hardly to knowledge of and insight in specific European subject matter.

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Introduction

This is the assessment report of the Bachelor study programme European Studies offered by The Hague University of Applied Sciences (THUAS). The assessment was conducted by an audit panel compiled by Netherlands Quality Agency (NQA) and commissioned by THUAS. Prior to the assessment process, the audit panel had been approved by NVAO.

In this report, NQA gives account of its findings, considerations and conclusions. The assessment was undertaken according to the *Assessment Framework for the Higher Education Accreditation System of the Netherlands* of NVAO (September 2018) and the *NQA Guideline 2019 for Limited Programme Assessment*.

The site visit took place on 24 November 2020, with an online preparatory audit on 3 November 2020.

The audit panel consisted of:

- Drs. D.J.N.M. (Nies) Rijnders (chair)
- Dr. J. (Joris) Boonen (domain expert)
- B. (Bernd) Sandbrink MA (domain expert)
- I.R. (Ischa) Versluijs (student member)

For the site visit on 24 November 2020, ing. J.C. (Joep) de Jong acted as procedural chairman, since the actual chairman, Nies Rijnders, was not available that day due to personal circumstances.

Drs. M. (Mark) Fokkema, NQA-auditor, acted as secretary of the panel.

The Bachelor programme European Studies of THUAS was part of the audit cluster European Studies. The audit panels, consisting of expert peers, of this cluster have been tuned in with each other, in the first place through the instruction of their members about the NVAO assessment framework. Beforehand, the tuning was guaranteed by the overlap between the composition of all the panels. In addition, taking into account that each assessment of a study programme is an individual assessment, as a result of the overlap between the composition of the panels, there has been progressive reflection on previous site visits within the audit cluster when relevant. Furthermore, the tuning between panels is guaranteed by the support of the same panel secretary and by employing well-trained panel chairpersons.

Method of working of the panel and process

For the assessment, the study programme offered a critical reflection with appendices. For the assessment of the achieved learning outcomes, the panel has studied 21 graduate products (Final Projects) of graduates who recently finished their studies. Initially, the panel studied fifteen Final Projects, but because the panel scored two of them as insufficient, it studied an additional six. These Final Projects have been selected from the list of alumni of the last two academic years. In this selection, the variety in grading and learning paths have been taken into account.

Central in the assessment was the site visit by the panel. Three weeks before the audit, a preliminary meeting was held, in which the panel also met already representatives of the study

programme, the so-called 'preparatory audit'. This preparatory audit was held online, due to the Covid-19 measures. The actual site visit was held in The Hague, at the location of the study programme, but also due to the Covid-19 measures, one of the panel members, Bernd Sandbrink, participated in the site visit online, since he lives in Germany and was not able to travel to The Hague at the time. Also some of the stakeholders of the study programme participated online in the site visit.

In the preliminary meeting the panel members were instructed about NQA's method of working and about the *NVAO-Assessment Framework*. In this meeting the panel members also discussed their tentative findings. During both the preliminary meeting and during the actual audit, findings the panel members shared their findings with each other continuously. During the site visit the panel spoke with various stakeholders of the study programme, such as students, lecturers (assessors) and representatives of the professional field and it studied several documents, see appendix 3. At the end of the site visit the panel incorporated all the information it had obtained in an overall picture and in a tentative substantiated assessment. In the final oral feedback session the panel chairperson communicated the conclusive assessment and the major findings of the panel. The site visit finished with a development dialogue between the panel and representatives of the study programme.

Staff members and students of the study programme have had the opportunity to approach the panel (via mail) in confidence to bring to the attention of the panel those matters they deem of importance to the assessment. No one has made use of this opportunity.

The proceedings after the site visit were as follows. Since the panel has scored Standard 4 (Achieved Learning Outcomes) as *partially meets the standard*, it first presented its main findings and conclusion regarding this standard and conditions for improvement in writing to enable the study programme to start drafting a plan for improvement timely. Secondly, a draft report was formulated, which was presented to the panel. On the basis of the panel's input a second draft was made, which was presented to the study programme for a check on factual inaccuracies. The panel members have taken note of the reaction of the study programme and on the basis of that adapted the report. Subsequently, the report was established as definitive. With all information provided (orally and in writing) the panel has been able to make a deliberate judgement.

The audit panel declares that the assessment of the study programme was carried out independently.

Utrecht, 12 April 2021

Panel chairman



Drs. D.J.N.M. (Nies) Rijnders

Panel secretary



Drs. M. (Mark) Fokkema

Characteristic Features of the Study Programme

European Studies (ES) is one of the largest study programmes at The Hague University of Applied Sciences (THUAS) and has a 30-year history. ES THUAS offers a four-year programme (ES4) open to most prospective students with a Dutch havo-diploma or international equivalent and an accelerated three-year fast track (ES3) for students with higher-level secondary school diplomas such as the Dutch vwo or the international Baccalaureate. ES THUAS has two specialisations: Business Management and Public Policy & Governance. At the time of the site visit the programme had 1.435 students, of whom 85 ES3-students, with a total inflow of 430 new students for the 2020-2021 academic year. About 20% of the students of the four-year programme is non-Dutch; for the three-year programme, this is about 80%.

ES THUAS is one of the largest study programmes at THUAS and celebrated in 2020 its 30th anniversary. The programme is part of the Faculty of Management & Organisation (M&O) and has a management team consisting of a Programme Manager, who is responsible for the overall mission and strategy of the programme, as well as three Team Leaders, who are responsible for the day-to-day operations and supervising staff. This management team reports to the Faculty Director of M&O. Teaching staff, comprising 71 lecturers (56,7 FTE), are charged with developing, updating, teaching and assessing the curriculum and are currently divided into departments by discipline (business, public administration, English, foreign languages, etcetera). As part of a university-wide project, ES staff will move into a new structure involving cross-disciplinary teams in the near future. ES staff has been impacted by repeated changes to the management team and are in need of a stabilising influence, that will allow for more consistent focus on strategic goals. ES management and staff are also trying to balance the programme's budget in order to secure its future. The study programme aims at trying to reduce workload and bringing expenses in line with student numbers without compromising on quality.

ES THUAS is planning to roll out a new curriculum as from September 2021, based on a new Competence Profile that was developed with its sister programmes in 2019. This new curriculum will include an increased focus on culture and the opportunity to specialize in that field as well. This update was set to begin in September of 2020, but has been delayed due to complications from the COVID-19 crisis.

Originally known as the *Hogere Europese Beroepen Opleiding (HEBO)*, the programme was given the English name 'European Studies' in 2010, after it was decided at the national level that the new name was a better fit for the international character of the curriculum and its learning outcomes. The name change is also appropriate given that ES THUAS has been taught exclusively in English since 2015, because of the increased number of international students and staff and the programme's commitment to using the international classroom to prepare interculturally competent global citizens for an internationalised labour market. According to the programme, the use of English, in and of itself, is not enough to make a programme international, but it is a necessary tool in the creation of the right kind of inclusive international environment. Given the international focus and ambitions of the programme, the panel regards the English name of the programme and the use of English as the teaching language as self-evident.

Retrospective of the Previous Accreditation

On the basis of the outcomes of the previous accreditation in 2016, ES has focused on the following improvements:

- Efforts to strengthen the quality of teaching and assessment, including revised procedures and guidelines for evaluating courses, testing, final projects and work placement.
- Ongoing revision of the programme's internationalisation plan.
- Better integration of the professional field through a new board and further inclusion of assignment providers in advising on the assessment of Final Projects.
- The creation of a Student Mentor Team and a Study Delay Team to improve study success from the beginning to the end of the programme.
- Increased attention to community building with a revamped study association.

According to the panel, these improvements show that the programme has sufficiently followed up the main suggestions of the previous accreditation panel. For further elaboration, see the chapters on the four standards of the NVAO-assessment framework.

Impact Covid-19 pandemic

The Covid-19 pandemic has, of course, also effected the study programme. From the middle of March 2020 until the end of the 2019-2020 academic year, the teaching was completely online. In the first semester of the 2020-2021 academic year, there was also some on-site teaching, especially for first-year students, in addition to online learning. The Exam Board is closely involved in the changes of exams in the online setting. The study programme has closely monitored the effects of the online teaching through evaluations. The outcomes of the evaluations show that students were generally satisfied with the organization of the online teaching, although they miss the face-to-face contacts and some students sometimes suffer from concentration problems during online classes. Students are still positive about the support and reachability of their lecturers. This has a positive effect on their wellbeing. They are also positive about the quality of the online materials.

Basic Data of the Study Programme

Name of study programme as in CROHO (Central Register of Study Programmes in Higher Education in the Netherlands)	European Studies
ISAT-code	34419
Orientation and level study programme	Higher profession-oriented education (hbo)
Level study programme	Bachelor
For study programmes in higher profession-oriented education, the addition which is used for the degree. See the ministerial regulation and the incorporated reference list Stcrt 2013 (Netherlands Government Gazette), 35337 and its elaboration by NVAO. Deviations from it must be validated by the audit panel	Bachelor of Arts
Number of study credits	240/180 EC
Variant (s), including a possible 3-years track for VWO (pre-university education) in case of a study programme of higher profession-oriented education	4-Year Programme (ES4): 240 EC 3-Year Programme (ES3): 180 EC
Specializations	Business Management Public Policy & Governance
Location(s)	The Hague, the Netherlands
Teaching language	English

Assessment of NVAO standards

Standard 1 Intended Learning Outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline and international requirements.

Conclusion

Based on the considerations mentioned below, the audit panel assesses that the study programme **meets** the generic quality requirements for standard 1.

ES THUAS has a clear and comprehensive set of competences as set out in the *European Studies National Competency Profile 2013*. This also holds for the competences of the new *European Studies National Profile 2019*, on which the new curriculum will be based. Both sets of competences meet the Dublin Descriptors, which means that they are at an internationally recognised professional bachelor's level. The new competences have a greater focus on applied knowledge and professional skills. The programme has a broad international and interdisciplinary professional orientation and profile, involving both the public and private sector. According to the panel, this is ambitious, but it also provides the risk of losing out to the European dimension of the programme. As to the European dimension as such, the panel recommends the programme to develop a clearer and shared vision on this. The study programme maintains a wide range of close contacts with the professional field, which was also involved in formulating the learning outcomes and is still involved in keeping them up-to-date. The study programme's Professional Field Board, which has a broad representation of the professional field, is actively involved with the study programme, not only with respect to the learning outcomes, but also with respect to the contents of the curriculum.

Substantiation

Professional orientation and distinctive features

ES provides students with an international, multi- and interdisciplinary bachelor programme at the intersection of the private and public sector. It combines practical skills, modern foreign languages and knowledge in the fields of business management, culture, law and politics in a European context. The mission statement of ES is "Empowering the European professional to pro-actively resolve global challenges". The programme aims at providing its students with a multi-faceted outlook to the world. ES graduates run, market, represent and advise internationally-oriented organisations. The programme has identified career profiles in the following areas: policy advice, regulatory advice, marketing & international trade, social entrepreneurship and public relations.

While other European Studies programmes focus on the public sector and on policymaking, ES THUAS focuses on both public and private sector management. Furthermore, ES in The Hague aims to distinguish itself through its commitment to a vision for global citizenship that puts the programme at the forefront of the development of university-wide global goals for World Citizenship, Internationalisation and Networking (WIN-themes), laid down in the THUAS Educational Vision. Aligned with this, the programme focuses on intercultural competence and sustainable management & governance.

Compared to related programmes, such as business and public policy programmes, ES THUAS stresses that it distinguishes itself through its interdisciplinary approach. It states that this is not only shown in its combination of business, public policy, culture and languages, but also in its integration of knowledge with research and communications skills.

The panel acknowledges the wide scope of the programme’s professional orientation and profile, preparing students for a wide range of career opportunities. According to the panel, this wide scope is ambitious, but it also provides the risk of losing out to the European dimension of the programme. In this respect, the panel has also noted that students find it difficult to explain what is meant by the “European professional” the programme aims at. The panel has also noted that lecturers have a broad interpretation of the European dimension of the programme. Therefore, it recommends the programme to develop a clearer and shared vision of the European dimension of the programme.

Current set of learning outcomes

The present ES-programme of THUAS is based on the *European Studies National Competency Profile 2013*, which also includes details of the Body of Knowledge used in the programme. There are twenty competences, which have been further translated into learning outcomes for the courses, projects and other activities that make up the curriculum. These learning outcomes have been fully internationalized, with attention paid to international and/or multicultural aspects of every topic covered and to the intercultural development of each student. The following table shows the competences that the current ES-programma is based on, with the core-competences underlined:

Competences of the ES-THUAS	
1. <u>Ability to communicate in one’s own and foreign languages using the appropriate terminology</u>	11. Awareness of and respect for points of view deriving from different non-European national and cultural backgrounds
2. Ability to identify and utilize appropriately sources of information in all relevant areas	12. Awareness of the relevance of European Studies in de contemporary development of Europe
3. Ability to work in multicultural/intercultural teams	13. Knowledge of modern European history in a comparative perspective
4. <u>Ability to work in an interdisciplinary area</u>	<u>14. Knowledge of ideas/concepts of Europe</u>
5. Ability to reflect on one’s own values and to question concepts ideas and theories	<u>15. Knowledge of Europe’s changing role in the world</u>
6. Awareness of and ability to use different disciplinary methodologies in an integrated way	16. Awareness of the complexity of the EU enlargement and integration process
7. Ability to comment or annotate documents appropriately in relation to critical issues in European Studies.	17. Knowledge of integration theories
8. Ability to interpret European events, developments and policies in national, regional and local frameworks	<u>18. Knowledge of (the history of) European integration</u>
9. Awareness of the complexity of the process of wider European Co-operation	<u>19. Knowledge of European Union institutions and decision-making process</u>
10. Awareness of and respect for points of view deriving form different European national and cultural backgrounds	<u>20. Knowledge of European Union policies.</u>

The new competence profile

The new curriculum, which will be rolled out from September 2021 onwards, will be based on the new *European Studies National Profile 2019*. The new profile was developed with the ES THUAS sister programmes of NHL Stenden, Zuyd UAS and NTI. The competence profile is formed by a cohesive set of six core competences for the European Professionals who are educated in ES-programmes, with a greater focus on applied knowledge and professional skills. In the new national profile of 2019 the programmes have indicated a clear link between the old and new competences. For an overview of the new competences, see the table below.

Competency	Description
1. Europe's challenges	The student applies their knowledge of Europe to analyse challenges related to Europe and its changing role in the world.
2. EU Policy	The student applies their knowledge of the European Union multi-level policy framework to advise organisations.
3. Connecting cultures	The student establishes professional relationships, and collaborates in an intercultural and interdisciplinary environment.
4.- Applied Research	The student researches and critically evaluates contemporary issues linking theory and practise to formulate concrete recommendations for organisations active in a European context.
5. Foreign Languages	The student uses English to communicate in a professional context and at least one other European language foreign to one's own native language to communicate in a work-related context.
6. Personal leadership	The student demonstrates, in their behaviour and attitude, awareness of their own strengths and weaknesses on the path towards becoming a European professional.

According to the panel, the competences of both the old and new profile fit the professional orientation of the programme and correspond with the level of a professional bachelor. Both the old and new set of competences have been developed using the Dublin descriptors. This means that they are at an internationally recognised professional bachelor's level.

Connected to the professional field

The study programme maintains close links with the professional field, according to the panel. Its Professional Field Board was reorganized in 2017 to strengthen its ties with relevant organizations and developments in the professional ES-field. The present Professional Field Board has a broader representation of the professional field. Based on its reports and the meeting the panel had with some of its members, the panel is impressed by the active involvement of the Professional Board with the study programme. Next to the board's role in contributing to an up-to-date curriculum, it expresses its views on the competences (knowledge, skills and attitude) the programme uses as its intended learning outcomes. The programme's collaboration with THUAS lectorates, especially the lectorate Changing Role of Europe (CREU), is also beneficial for the connection with the professional field, especially through CREU's international professional network. Furthermore, a large number of lecturers have recent experience or are still active in the professional field.

Standard 2 Teaching-Learning Environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Conclusion

Based on the considerations mentioned below, the audit panel assesses that the study programme **meets** the generic quality requirements for standard 2.

The study programme enables students to achieve the intended learning outcomes. These are sufficiently covered by the curriculum. The curriculum offers students a proper knowledge and skills basis for their future careers. The curriculum is strongly international, interdisciplinary and intercultural. Furthermore, it is well linked to the outside world. The programme offers students sufficient opportunities for customisation. The panel is of the opinion that in the courses, the link with the European dimension should be more consistent. There is also room for improvement regarding the training of research skills, see further Standard 4. The panel notes that the present curriculum is somewhat fragmented and therefore, it is pleased with the development of the new curriculum with a more integrated approach.

The programme's educational vision and didactical approach fit in well with its intended learning outcomes and its interdisciplinary and international focus. Student mentoring is adequate, with special attention to limiting study delay. In that respect the panel supports the students' recommendation to further intensify the student mentoring in higher years. Students are very pleased with the small size of groups, which benefits good mentoring. The study programme has a diverse, dedicated, highly-qualified and enterprising team of lecturers. Students are positive about the accessibility, engagement and expertise of their lecturers. As to staff matters, special attention is requested for the workload of lecturers, the proficiency level of English of some lecturers and the further professionalization of lecturers when it comes to student assessment and curriculum development.

Substantiation

Educational vision and didactical approach

The panel is of the opinion that the programme has a clear educational vision and didactical approach, which fit in with its intended learning outcomes and its interdisciplinary and international focus.

The current curriculum is based on the following principles from the programme's educational vision (2016):

- ES THUAS is a competency-based programme that provides students with the knowledge, skills and attitudes required by the professional field.
- It takes an interdisciplinary approach to learning to allow students to experience interdependent and interconnected relationships in today's world.

- It offers scaffolded and integrated learning based on the horizontal and vertical alignment of a series of continuums, namely intercultural competence, body of knowledge, professional skills, modern foreign languages, project management and research skills.

These principles have gone hand in hand with a didactic approach that aims to create international professional situations, using professional products - such as proposals, position papers, simulation games, advisory reports, marketing/export plans - for assessments whenever possible, while employing a diversity of activating and challenging teaching methods in an intercultural environment. Methods include lectures and seminars, simulation games, presentations, blended learning courses and projects.

Structure and content of the study programme

The two versions of the ES programme at THUAS, the four-year programme and the accelerated three-year track, cover the same content and competences, but the three-year track is more compact, has a slightly different course load and requires more self-study. Both programmes feature a foundation year in which students are introduced to different perspectives of Europe, learning about European politics, business and culture in the first semester, while sharpening professional skills (research and communication) and learning foreign languages. The second semester focuses on enhancing knowledge of public and private sector organisations operating within the European framework, with a comprehensive study of management and marketing and continued work on skills and languages.

After the first year, students start their Bachelor phase in which they will continue their interdisciplinary career preparation and have the opportunity to customise their study according to their own career goals. During the first year, students also choose a specialization for the remainder of their study and can focus on public or private sector management. Students can also customise their studies through additional options for languages, electives, minors, the kind of work placement and topic selection for the Final Project. For a select group of students with the specialization in the public sector, a pre-master trajectory is open, offered in collaboration with Leiden University. Most students follow an exchange programme during their Bachelor phase to study abroad for five months at one of over 100 partner institutions, worldwide, not only in Europe. After further training and advanced courses on European issues affecting both the private and public sector, all students must complete two challenges to obtain their Bachelor diploma: a five-month work placement (internship) for an international employer and a final research project (Final Project). For an overview of the curricula, see appendix 1.

Internationalisation

Internationalisation is strongly embedded in the programme, according to the panel. The programme has a fully internationalised curriculum that earned a distinctive quality feature in its 2016 accreditation, resulting in a Certification for Excellence in Internationalisation from ECA (European Consortium for Accreditation). The programme plans to re-apply for this certificate in the near future. Internationalisation is present throughout the curriculum in course content, in the ongoing assessment of intercultural competence, in the study abroad programme and in internationally oriented work placements. Students also follow courses in German, French and Spanish. The international context of the programme is further supported by its international student population. Over the past two decades between 20 and 30 percent of each cohort consists of international students, apart from the incoming international exchange students (+100)

every semester. This results in diverse classes with a variety of cultural backgrounds. The teaching staff is also considerably international, including at least 16 nationalities.

ES THUAS has been taught exclusively in English since 2015, when it was decided to merge the Dutch variant of the four-year programme with the English variant that was created in 2010. Merging the programmes allowed ES to offer all students – not only those in the three-year track, which was already taught in English – a fully international experience that has since then facilitated the development of intercultural competence and strengthened the sense of global citizenship, while also preparing students for a globalised labour market.

Research skills

The programme aims at a curriculum with a strong focus on research. All students take at least two research skills courses (6 EC in total), with the four-year programme having an extra course in research design in preparation for their final year (3 EC). Students are also called upon to conduct research in several courses and in many projects. In many cases, the professional field is involved. In the *Europe 21* project in year 3, students conduct research to advise external assignment providers and many students do applied research for an employer as a graduation project. ES THUAS is currently working towards closer cooperation with the THUAS lectorates, especially with the Lector for the Changing Role of Europe. The lector has participated in the curriculum development and regularly hires ES-students as interns, while several staff members participate in her research group.

New curriculum

The programme is planning to launch a new curriculum in September 2021. At the time of the site visit only a basic sketch of the new curriculum was available. In the new curriculum, the study programme aims to establish more integration between subjects and between knowledge and skills. It will also become more practice-oriented, with the focus on professional products students have to deliver to prove that they have achieved the learning outcomes of the courses concerned. In the new curriculum students will be able to customise their entire final year around a specific professional profile in the field of business, public policy or culture; the latter specialization will be new. The new curriculum will be based on the THUAS *Let's Change: Educational Vision & Framework*, which communicates three WIN goals: global citizenship (*wereldburgerschap*) internationalisation and networking. The didactic approach will be based on Filip Dochy's model *High Impact Learning that Lasts (HILL)* with the following building blocks: urgency, learner agency, action & sharing, collaboration & coaching, hybrid learning, flexibility and assessment as learning.

All in all, according to the panel, the present curriculum offers students an adequate knowledge and skills basis for their future careers. The curriculum is strongly international, interdisciplinary, intercultural and sufficiently linked to the outside world. The intended learning outcomes are covered by the curriculum, although the connection to the European dimension should be stronger. Some courses have a more general international context without a clear link to the European dimension. For example, the panel has seen examples of work placements with no connection to Europe. The panel also notes that the curriculum is somewhat fragmented, with too many separate courses. In that respect the panel is pleased with the development towards more integration in the new curriculum. However, at the time of the site visit, it was not completely clear what the extent and content of the integration in the new curriculum would be. The programme

should make clear choices in this respect, according to the panel. As to research skills, there is room for improvement, according to the panel, see further Standard 4. Finally, the study programme has established a competency matrix to show in which courses the programme's competences are dealt with. The panel recommends completing this matrix to also show for every course at which level competences are assessed.

Based on student evaluations, the Student Chapter in the Self-Evaluation and the meetings the panel had with students, the panel draws the conclusion that students are positive about the contents of the programme. They appreciate the proper balance between theory and practice. However, according to some students, the programme could be more challenging. Students are especially positive about the room for discussion about topical issues. Regarding political subject matter, some students advocate to pay more attention to Eastern European perspectives. The training in foreign languages is highly valued by students.

Mentoring and Career Development

Every ES student is assigned an Educational Career Supervisor (ECS) who provides guidance to an entire class in year one, and personal coaching to each of the students in that class throughout their time in the programme. The ECS supervisors play an important part in the student retention challenge the study programme is facing, with a relatively high drop-out rate in the first two years. Students are meant to develop their independence as they progress through their studies and supervision should become more extensive. However, in order to better combat study delays, ES has increased supervision in higher years, in addition to other efforts, such as a new study delay team. ECS supervisors are the first point of contact for students and often refer students to other departments for more specific support. These include the student counsellor for students in need of assistance with special needs and the student psychologist for students in need of assistance with their mental health and/or learning disabilities.

ES THUAS also started a Student Mentoring project in 2019. A team of second and third-year students was recruited to serve as mentors to each new first-year class in the autumn of 2019. After guiding the new students during the introduction week, the mentors went on to provide coaching and support and to serve as a source of answers to questions that students do not always want to ask teachers. It is too early to tell if the project will contribute to increased success, but preliminary evaluations were positive, with students stating that they appreciated the support and mentors noting that students felt comfortable approaching them for help.

The programme has also taken initiatives to strengthen the sense of community among students by revamping its student association into ESCAPE (European Studies Commission for Activities, Promotions and Events). ESCAPE organises educational activities, and parties and assists other students organisations in setting up and running events, while further encouraging a sense of student community through social media activities.

The panel assesses the mentoring and career development as adequate, based on the related policies and the observations of students about this aspect in the student chapter of the Self-Evaluation and on what students told the panel during the site visit. Students are positive about the ECS supervisors and are positive about the small groups, which benefits proper supervision in their eyes. Students, however, ask for even more intensive supervision in the higher years to reduce study delays. The panel fully supports this request.

Teaching Staff

The team of teachers consists of 71 members. Over 80% of ES staff has a master's degree and almost 10% a PhD; 46 lecturers are involved in research projects or have contributed to research publications. The majority holds an external teaching qualification or has completed an internal THUAS certification programme for teaching. In line with the standard THUAS policies, the programme generally requires a master's degree or higher and a teaching certification or commitment to obtaining one as a pre-requisite to employment. About 30% of the lecturers is BKE-certified (Basic Assessment Qualification). The teaching staff is diverse with at least sixteen nationalities, representing different (bi)cultural backgrounds and a wide range of qualifications in different disciplines.

Many members of the teaching staff are active in professional networks and through activities such as supervision of Work Placement Supervision and alumni networking they stay in touch with the professional field. THUAS encourages staff to develop themselves, with 10 percent of their hour allocation dedicated to training every year. Staff can explore their own training opportunities but also do standard trainings.

The panel has met a dedicated, diverse and highly-qualified team of lecturers with a clear enterprising spirit. The expertise of the staff covers the contents of the curriculum. Staff surveys show that staff members are mostly satisfied with their jobs, despite the high workload. The lecturers the panel met confirmed this. From the meeting with the lecturers, it became clear that a new, stable management is most welcome in the study programme, as lecturers ask for more consistent guidance. Lecturers stated that they are positive about the training and professionalization facilities offered by the study programme. Course and student evaluations and the Student Chapter of the Self-Evaluation show that ES students are positive about the quality, accessibility, engagement and expertise of their lecturers. This was also confirmed by the students the panel interviewed. However, as to the proficiency level of English of some lecturers, there is room for improvement, according to the students. The panel, therefore, advises the study programme to try to solve the workload issue and to invest in improving the proficiency in English of the lecturers concerned. The panel also advocates further investment in the professionalization of lecturers in assessment (BKE) and in curriculum development.

Standard 3 Student Assessment

The programme has an adequate system of student assessment in place.

Conclusion

Based on the considerations mentioned below, the audit panel assesses that the study programme **meets** the generic quality requirements for standard 3.

The study programme has adopted an assessment policy which is aligned with the learning outcomes. The overall quality of the assessments is satisfactory. They meet the requirements of validity, reliability and transparency. The study programme uses an adequate mix of exams and assessments. However, despite the development towards more integrated courses, there is still a considerable number of separate assessments. The grading of the exams and assessments is insightful. Students judge the assessment system and the various assessments as satisfactory, but they note a discrepancy between the levels of difficulty of the exams. They are positive about the feedback they get for the assessments, except for the final projects (see Standard 4). According to the panel, the quality assurance system for student assessment is well designed and works properly in practice, with calibration of grading and the consistent use of testing matrices and of the four-eyes principle. The Exam Board and Testing Committee are highly-qualified, very knowledgeable, pro-active and have an established position within the study programme.

Substantiation

Testing policy and its execution

THUAS ES has a vision for testing and assessment based on the programme's learning outcomes, influenced by standard practices within the Faculty of Management and Organisation and THUAS as a whole. All assessments are based on the Intended Learning Outcomes, which is shown in Competence Matrices and Programme Tables. These can be traced back to the Competence profile.

In keeping track with the programme's vision, assessments become more complex throughout the programme. While multiple-choice tests are common in many first-year courses, they tend to fade out as students make progress through the curriculum and are replaced by open question exams that require analysis and synthesis, as well as research reports, essays and other types of assessment. Skills courses frequently make use of professional products, such as speeches, proposals, position papers, web texts and other products, leading up to the Final Project (see Standard 4). ES THUAS strives to prepare students for the professional field with simulations of professional situations and to involve the professional field in assessment by using external assignment providers on projects where possible, such as in the Europe 21 Project, see also Standard 2.

The panel has studied a representative selection of written assessments and related assessment forms. For the assessments at end level, see Standard 4. According to the panel, the assessments meet the standards of bachelor assessments and meet the requirements of validity,

reliability and transparency. The panel notes that there is still a considerable number of separate assessments, despite the development towards more integrated courses. Reducing the number of exams could of course also help to reduce the workload of lecturers, see also Standard 2. According to the panel, reducing the number of exams should be linked to a clear structure which shows which competences are assessed at which level, in which type of – integrated – assessment.

The grading is insightful, according to the panel. Students judge the assessment system and the various assessments as sufficient, although they note a discrepancy between the levels of difficulty of the exams. They are positive about the information about the assessment procedures and assessment criteria. This also holds for the feedback they get for the assessments, except for the Final Projects.

Quality assurance of student assessment

The study programme has a quality assurance system for student assessment in place with the following main elements. All exams are developed using a testing matrix that demonstrates the connection between learning outcomes and test components, before an assessment is designed. All tests and testing matrices are reviewed by a second reader before they are handed in for further review by the Testing Committee, which reviews and evaluates a selection of tests in every exam period, often providing feedback to teachers. Furthermore, there is intensive internal calibration of the grading of assessments. For the assessment of Final Projects, ES THUAS participates in external calibration with its sister programmes of NHL Stenden and Zuyd UAS. The overall quality and transparency of the assessment process is monitored by the Exam Board, which operates at Faculty level.

Assurance of the testing quality has been a point of focus in the last years. In 2019, the Testing Committee issued updated guidelines for exam design and a new checklist for staff to guarantee that all appropriate steps are taken in the exam design process, while also ensuring that all exams are checked by a qualified colleague. The committee reviews a selection of exams and assignments in every exam round, with deadlines set to facilitate timely feedback, allowing teachers to improve exams, if necessary, before they are used to assess students. Exam results are reviewed after each exam round and, where necessary, discussed with staff.

According to the panel, the programme's quality assurance system for student assessment is well thought through and works properly in practice, with calibration of grading and the consistent use of testing matrices and the four-eyes principle. Based on recent reports of the Exam Board and Testing Committee and the meeting with members of both bodies, the panel is impressed by the quality of their work. Both the Exam Board and the Testing Committee are very knowledgeable, pro-active and have an established position within the Faculty and the study programme itself. The members of the Exam Board and Testing Committee have a lot of expertise in the field of testing and examination, but not all had completed their BKE-training at the time of the site visit. Yet, both bodies include members who have completed the SKE-training (Senior Assessment Qualification).

Standard 4 Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Conclusion

Based on the considerations mentioned below, the audit panel assesses that the study programme **partially meets** the generic quality requirements for standard 4.

The study by the panel of the main graduation products, Work Placement reports and final projects, has led to the panel questioning whether all competences having a European dimension are realised at the intended end level. As to the graduation products, the panel is in general satisfied with the level, but in several Work Placements and final projects, there is no link to the (core) competences with European subject matter, such as European integration, EU-institutions and EU-policies. Some of the final projects relate to marketing or international business in general, without any link to European aspects.

With regard to the Final Projects, the panel is of the opinion that in general, the empirical research cycle can be further improved and can be further adjusted to practice oriented research. The assessment forms could be more insightful and the feedback students get could be more elaborate. The supervision of students for writing the Final Project could be intensified. Alumni and representatives of the professional field are positive about the programme, but their positive judgement mainly relates to generic skills and attitude, but hardly to knowledge of and insight in specific European subject matter.

Substantiation

Graduation process

The end level assessment consists of three main components: a five-month work placement, documented in a placement report (30 EC); a final research project (Final Project) that is either a theoretical research paper – for students intent on a master's degree – or applied research for an employer (15 EC) and iReflect, a final reflection on intercultural development (the student has to pass this in order to graduate). These three components should cover all competences at end level. In all components, attention is paid to the language. Only in the Final Projects the language is assessed separately. The other languages are assessed at end level before the final phase.

During the work placement students are supervised by a placement supervisor of the study programme and by a mentor of the placement organisation. The placement is assessed by the placement supervisor and the second reader of the placement report. For their assessment, they consult the placement organisation.

For the Final Project, each student is guided by a supervisor, who can spend nine hours on the supervision per student. The final project is assessed by the supervisor and a second marker. A third assessor will be consulted in case of failure or any apparent difference in the results of the first two assessors. In case of an applied research project for an employer, the employer will be

asked for an advisory assessment. A language assessor will assess the quality of the writing skills, usually English.

The panel is of the opinion that the graduation phase is well designed with a proper assessment system. However, as to the guidance of the final projects, students and alumni have stated that this could be intensified. The workload of supervisors of final projects is high, having to guide groups of twelve students working on their final projects.

Level of intended learning outcomes in graduation products

The panel has studied a number of documents that illustrate the final level of European Studies students at graduation. These documents consisted of 21 Final Projects of students who graduated in the last two academic years. The panel initially studied 15 Final Projects, but since it graded two of them as insufficient, it studied six additional ones. Furthermore, the panel studied five Work Placement reports and eleven iReflect essays, with the related assessment forms. These graduation products were selected from the group of 21 graduates of whom the panel studied their Final Projects.

As to the graduation products, the panel is in general satisfied with the level, although there is room for improvement. According to the panel, in several Work Placements and Final Projects, there is no link to the (core) competences with European subject matter, such as European integration, EU-institutions and EU-policies. Some of the final projects relate to marketing or international business in general, without any link to European aspects. Neither some Work Placements had any link with European aspects. This triggers the question whether the competences with a European subject matter are realised at the intended end level.

Of the 21 final projects the panel has studied, it has graded 19 Final Projects as sufficient and two as insufficient, because the panel was of the opinion that the general professional bachelor's level was not met in these two Final Projects. The panel has noted that most Final Projects with a business topic have hardly any link to the (core) competences with European subject matter, or no link at all. The panel is of the opinion that in general, the empirical research cycle can be further improved and can be further adjusted to practice-oriented research, starting from a relevant practical problem/challenge, analyzing the problem, gathering the data and information required, analyzing these correctly and translating that into an advice or an innovation for the professional field. Furthermore, the interdisciplinary approach, one of the programme's main aims, could be more present in some Final Projects. Despite the above critical remarks, the panel has also seen some Final Projects in which the quality of the research was very high and which were truly interdisciplinary. As to the assessment forms of the Final Projects, according to the panel, they could be more insightful and the feedback students get could be more elaborate.

Functioning of alumni in the professional field

The panel studied recent alumni surveys and Work Placement providers surveys. It has also spoken with alumni and representatives of the professional field. Alumni are positive about how the programme has prepared them for their professional career. Also representatives of the professional field are positive about the qualities of the ES-graduates of THUAS. However, it struck the panel that in this respect the alumni and representatives of the professional field only referred to generic skills and attitude, such as networking skills, flexibility and pro-activeness. They did not make any reference to knowledge of and insight in specific European subject matter.

Final Conclusion

Assessments of the Standards

The audit team comes to the following judgements with regard to the standards:

	B European Studies
<i>Standaard 1 Intended Learning Outcomes</i>	Meets the generic quality requirements
<i>Standaard 2 Teaching-Learning Environment</i>	Meets the generic quality requirements
<i>Standaard 3 Student Assessment</i>	Meets the generic quality requirements
<i>Standaard 4 Achieved Learning Outcomes</i>	Partially meets the generic quality requirements

The judgements have been weighed in accordance with the NVAO assessment rules. On the basis of this, the audit panel assesses the quality of the existing Bachelor study programme European Studies of The Hague University of Applied Sciences as **conditionally positive**.

Conditions for Improvement

Because of the final conclusion **conditionally positive**, the panel has formulated several conditions for improvement, of which it deems that it is feasible for the programme to realise these within a period of two years.

1. Develop a shared vision on the European dimension in graduation products.
2. Apply and maintain stricter criteria as to the subject matter of the Work Placements and final projects, so that they all have a clear European dimension.
3. Improve the preparation and guidance process regarding practice-oriented research skills, with specific attention for the following subjects:
 - **Problem analysis:** defining the problem and research questions at an early stage in the process.
 - **Theoretical framework:** applying insights from existing theory on the challenge in practice, to make a stronger link between theory and practice.
 - **Data gathering and analysis:** using an appropriate data gathering instrument to gather the data needed to answer the research questions (link questions and data gathering).
 - **Findings, conclusions and recommendations:** building a link between theory, own data gathering and a practical recommendation requires some further attention.

Intensify the guidance of the students when working on their final projects and establish a proper feedback culture. Include clear go/no go moments in the process of making the final project.

4. Make the assessment forms of the final projects more insightful.
5. Elaborate the feedback for students on the final version of their final projects.
6. Make comprehensive competency matrices with the old and new competences to make clear where each competency is assessed in the programme at which level. Students need to be well informed about which competences they need to meet during the graduation phase and which products they need to deliver to demonstrate that they meet these competences.

Appendices

Appendix 1: Curriculum overviews

ES 4	Semester 1	Semester 2
Languages & Intercultural Competence (Competences 1, 6 & 7)	Modern Foreign Languages & Practicals Project: Focus on Europe Today	Modern Foreign Languages & Practicals Intercultural Communication
Career Development	Educational Career Supervision - programme & coaching Living & Working in Europe	Educational Career Supervision - programme & coaching Living & Working in Europe
Year 2	Decision-Making in a European Framework	
Knowledge of European politics, culture and business (Competences 7-20)	European Public Policy Strategic Planning in the Public & Private Sectors Project: Europe@Home	Public or Private Sector Specialisation Unit - Politics in Practical Application - Strategic Export Marketing Project: Europe@Home
Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)	Advanced Research Skills Policy Argumentation Negotiating Policy in English Project: Europe@Home	Academic Writing Project: Europe@Home
Languages & Intercultural Competence (Competences 1, 6 & 7)	Modern Foreign Languages & Practicals Project: Europe@Home	Modern Foreign Languages & Practicals Project: Europe@Home
Career Development	Educational Career Supervision- coaching Living & Working in Europe	Educational Career Supervision - coaching Living & Working in Europe
Year 3	Europe in the 21st Century	
Knowledge of European politics, culture and business (Competences 7-20)	Exchange & iStart (minors are optional for international students who choose not to study abroad)	The Legal Dimension of Europe Issues in 21st Century Europe Project Europe 21
Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)		Research Design for the Public & Private Sector Digital Writing Issues in 21st Century Europe Project Europe 21
Languages & Intercultural Competence (Competences 1, 6 & 7)		Modern Foreign Languages & Practicals Project: Europe 21
Career Development	Country Tutoring iStart	Educational Career Supervision - Coaching or Study Delay coaching
Year 4	Professionalisation & Graduation (timing varies)	
Knowledge of European politics, culture and business (Competences 7-20) Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)	Work Placement Final Project	Work Placement Final Project
Languages & Intercultural Competence (Competences 1, 6 & 7)	Work Placement Final Project iReflect	Work Placement Final Project iReflect
Career Development	Educational Career Supervision Coaching or Study Delay Coaching Placement training, Work Placement & supervision Final project & supervision	Educational Career Supervision Coaching or Study Delay Coaching Placement training, Work Placement & supervision Final project & supervision

ES 3	Semester 1	Semester 2
Year	Foundation Year: Introducing Europe & Management of Organisations in Europe	
Knowledge of European politics, culture and business (Competences 7-20)	The Political Dimension of Europe The Cultural Dimension of Europe The Business Dimension of Europe Project: Focus on Europe Today	Business Game Management of Organisations in Europe Foundations of Marketing Institutions of the EU World Citizenship: IGOs & INGOs
Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)	Introduction to Research Oral Presentations English Practicals English Writing (integrated with content courses) Project: Focus on Europe Today	English Writing (integrated with content courses) Professional Argumentation Advanced Research Skills
Languages & Intercultural Competence (Competences 1, 6 & 7)	Modern Foreign Languages & Practicals Intercultural Communication Project: Focus on Europe Today	Modern Foreign Languages & Practicals
Career Development	Educational Career Supervision programme & coaching Living & Working in Europe	Educational Career Supervision programme & coaching Living & Working in Europe
Year 2	Decision-Making in a European Framework	
Knowledge of European politics, culture and business (Competences 7-20)	European Public Policy Strategic Planning in the Public & Private Sectors Partial Public or Private Sector Specialisation Unit - Politics in Practical Application - Strategic Export Marketing Project: The Hague Summit +20	Exchange & iStart (minors are optional for international students who choose not to study abroad)
Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)	Project: The Hague Summit +20	
Languages & Intercultural Competence (Competences 1, 6 & 7)	Modern Foreign Languages & Practicals	
Career Development	Educational Career Supervision- coaching	Country tutoring iStart
Year 3	Professionalisation & Graduation (timing varies)	
Knowledge of European politics, culture and business (Competences 7-20)	Partial Public or Private Sector Specialisation Unit - Politics in Practical Application - Strategic Export Marketing The Legal Dimension of Europe	Work Placement Final Project
Research & Communication Skills (Competences 1, 2, 4, 5, 6, 7, 8, 10 & 11)		Work Placement Final Project
Languages & Intercultural Competence (Competences 1, 6 & 7)	Modern Foreign Languages & Practicals Work Placement Final Project iReflect	Modern Foreign Languages & Practicals Work Placement Final Project iReflect
Career Development	Educational Career Supervision – Coaching or Study Delay Coaching Placement training, Work Placement & supervision Final project & supervision	Educational Career Supervision – Coaching or Study Delay Coaching Placement training, Work Placement & supervision Final project & supervision

Appendix 2: Programme of site visit

Tuesday 3 November 2020 Preparatory audit

- 13.30 – 14.30 hrs. Introduction of programme by students
- 14.30 - 16.45 hrs. Preparatory panel meeting
- 16.45 - 17.00 hrs. Open office hour
- 17.00 - 17.45 hrs. Meeting with **programme management** about the focal points of the audit
- 17.45 hrs. Panel meeting: winding up

Tuesday 24 November 2020 Audit

- 11.00 - 11.30 hrs. Preparatory panel meeting
- 11.30 - 12.15 hrs. Meeting with **Programme Committee**
- 12.15 - 13.00 hrs. Meeting with **lecturers**
- 13.00 - 13.30 hrs. Panel meeting and lunch
- 13.30 - 14.15 hrs. Meeting with **Exam Board and Testing Committee**
- 14.30 – 15.15 hrs. Meeting with **students**
- 15.30 – 16.15 hrs. Meeting with **alumni and members of the Professional Field Board**
- 16.15 - 17.15 hrs. Panel meeting
- 17.15 – 17.30 hrs. Feedback session
- 17.30 – 18.15 hrs. Meeting about development issues

Appendix 3: Documents examined

- European Studies Self-Evaluation
- Programme Committee Annual Report 2019
- Assessment Manual
- THUAS Educational Framework & Vision
- Educational Vision European Studies 2016
- European Studies Educational Framework 2020 (5.a.) & Design Criteria for the New ES Curriculum (5.b)
- European Studies Positioning Strategy
- Competency Profile 2013
- European Studies National Profile 2019
- What Do European Studies Graduates Actually Do?
- Competence Matrices A & B
- ICC Knowledge, Skills and Attitudes – ES Competences
- Programme Tables A, B & C
- Learning Outcomes ES, Year 1, 2, 3 and 4
- Selection of Modulebooks
- Examples of learning tracks: Politics & Public Administration, Spanish
- Strategic Internationalisation Plan
- ES Professional Field Board Report
- Project Update: professional field
- NSE Trends
- 100 Days Factsheets A & B
- Staff Overview
- European Studies Staff Development Policy
- Exam Board Annual Report 2018-2019
- Work Placement Manual
- ES Guide for Final Project and Dissertation 2018-2019
- ES Guide for Final Project and Dissertation 2019-2020
- Annual Report Final Project Committee
- Key Findings from Alumni Survey 2020
- European Studies Study Guide (Studiegids)
- Design Criteria for New Curriculum and update (2019) and Update Design Criteria (2020)
- Representative selection of assessments and related assessment forms
- Selection of 21 Final Projects of graduates from 2018-2020 and of some of these graduates their Work Placement Reports and I-Reflect essays