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faculteit der letteren

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# Toetsplan

Master European Studies



## Toetsplan curriculum Master European Studies – Euroculture, studiejaren 2020-22

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### 1 / Visie op onderwijs en toetsing

#### Ter inleiding

Het Master programma European Studies – Specialisatie Euroculture is een transnationaal programma dat wordt verzorgd door een Consortium van 12 universiteiten. De 8 EU universiteiten van het Consortium kennen een Joint Degree toe. Het programma is geaccrediteerd door de NVAO in april 2020 op basis van de criteria geformuleerd in het kader van de *European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area* (EHEA). Dit Europese accreditatiemodel voor Joint Programmes wijkt af van het protocol voor Nederlandse studieprogramma's.

Het onderwijsprogramma evenals de toetsvormen zijn vastgelegd door het Consortium in een Onderwijs en Examenregeling. Het programma valt niet onder de verantwoordelijkheid van de Facultaire Examencommissie. De juridische context is geregeld in een Consortium Overeenkomst die is getekend door de wettelijke vertegenwoordigers van betrokken instellingen.

Het Masterprogramma is ook een zgn. *Erasmus Mundus Joint Master Degree* (EMJMD), hetgeen impliceert dat het is geselecteerd door de Europese Commissie voor het ontvangen van studiebeurzen voor studenten en docenten en ook enige financiering geniet voor het organiseren van het programma. Het programma heeft deze status sinds 2006.

#### Visie op onderwijs en toetsing

Het onderwijsprogramma is gebaseerd op het door het *Tuning Initiative* geïnitieerde model van *outcome-based/student-centred and active learning*. Dit model impliceert dat het onderwijs - naast het bieden van persoonlijke ontplooiing, - voorbereidt op een succesvolle maatschappelijk rol zowel in termen van professionele werkgelegenheid (*employability*) als het bijdragen aan een gezonde (democratische) samenleving (*civic, social and cultural engagement*). Met andere woorden de relevantie van het geleerde staat voorop.

In het programma wordt onderscheid gemaakt tussen de componenten 'leren', 'doceren' en 'toetsen' die conform de theorie van *Constructive Alignment* van John Biggs nauw met elkaar samenhangen. Voor een goed begrip van het programma is het van belang onderscheid te maken tussen toetsbare leeruitkomsten ('learning outcomes') en de ruimere uitkomsten van een leerproces ('outcomes of learning'). Het laatste is van belang omdat studenten door de intensieve mobiliteit meer ervaring en kennis opdoen dan die feitelijk wordt beoordeeld. Te denken valt met name aan de onderdompeling in andere maatschappelijke culturen en onderwijsculturen. Dit gaat veel verder dan het volgen van onderwijs in een *international classroom*, die overigens in het geval van Euroculture een intrinsiek onderdeel is van het leerproces.

Belangrijk is op te merken dat het programma interdisciplinair van opzet is. Studenten kunnen worden toegelaten op basis van een breed spectrum aan opleidingen uit de Menswetenschappen en de Sociale Wetenschappen. Toelating geschiedt via een selectieproces op basis van het door het Consortium vastgestelde criteria.

Is het eerste semester nog multi-disciplinair van karakter, in het tweede semester worden studenten geschoold in het hanteren van een interdisciplinaire benadering van de te bestuderen thematiek.

De programma-leeruitkomsten vormen het uitgangspunt voor het programma. Dit geldt voor alle drie genoemde componenten, leren, doceren en toetsen. De leeruitkomsten zijn in



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afwijking van het facultaire model gebaseerd op het zgn. CALOHEE model. Dit model biedt een succesvolle samenvoeging van de EHEA - Dublin descriptoren en de drie indicatoren van de *European Qualifications Framework for Lifelong Learning* (EQF for LLL). Terwijl de Dublin descriptoren zich met name richten op het leerproces zelf, beogen de EQF for LLL indicatoren (het niveau van) de uitkomsten van het leerproces te definiëren. Onderscheid wordt gemaakt tussen – in oplopende moeilijkheidsgraad – verworven/te demonstreren kennis, het operationaliseren van de kennis op basis van verworven vaardigheden en tenslotte het toepassen van die kennis en vaardigheden in de maatschappelijke realiteit op basis van autonoom handelen en het nemen van verantwoordelijkheid. De combinatie van Dublin descriptoren en EQF indicatoren maakt het mogelijk elke leeruitkomst te definiëren op drie niveaus. De implicatie hiervan is dat de leeruitkomsten van studieonderdelen – zeker die van het tweede studiejaar – overeenkomen met de programma-leeruitkomsten, in het bijzonder waar dit het hoogst bereikbare niveau betreft.

Conform het ECTS worden studiepunten alleen toegekend als de leeruitkomsten van het betreffende studieonderdeel zijn gerealiseerd, vast te stellen op basis van passende toetsvormen. Alle toetsen en toetsvormen kunnen worden beschouwd als summatief.

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## 2 / Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering)

Het programma maakt gebruik van een *Quality development circle* die een combinatie is van de *W. Edwards Deming PDCA Cycle* en de *Tuning Dynamic Quality Development Circle*. Dit is van belang omdat het programma gebruik maakt van *feed backward* en *feed forward* instrumenten. Dit overschrijdt de rol van een kwaliteitszorginstrument. De bedoeling is dat het onderwijs, w.o. de toetsing, voortdurend wordt geactualiseerd in het ontwerp op basis van de jongste maatschappelijke ontwikkelingen. Dit is eigen aan de thematiek van het programma. Daarnaast wordt gekeken op basis van de opgedane ervaring wat werkt en opportuun is in het kader van het realiseren van de programma-leeruitkomsten en wat minder succesvol is/minder goed werkt.

Tijdens tweejaarlijkse *Management Committee* (MC) bijeenkomsten wordt de programma-uitvoering diepgaand geëvalueerd door de betrokken Directors of Studies en de programma-coördinatoren/studieadviseurs. Knelpunten met betrekking tot de uitvoering van het programma, inclusief de toetsing worden besproken. Met name wordt gelet op de kwaliteit en volledigheid van de gehanteerde toetscriteria. Voor een aantal studieonderdelen zijn model studiehandleidingen geformuleerd. De MC bijeenkomsten leiden altijd tot aanpassing/actualisering van de programma-uitvoering op onderdelen.

Voor het beoordelen van stages en eindwerkstukken zijn bindende handleidingen en toetscriteria opgesteld. De eindwerkstukken worden altijd door twee docenten – van de twee diplomaverlenende instellingen – begeleid en beoordeeld. Voor het geval beide beoordelaars fundamenteel van mening verschillen is er een procedure beschikbaar om tot een vergelijk te komen. In het geval er twijfel is over de kwaliteit van een werkstuk wordt er een beroep gedaan op een derde en eventueel een vierde beoordelaar.

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## 3 / Toetsdossier

### a. Het toetsdossier

Het Consortium dat het programma verzorgt, heeft eigen regels opgesteld ten aanzien van het toetsdossier. Voor alle studieonderdelen is er een studiehandleiding beschikbaar. In voorkomende gevallen zijn er ook cijferlijsten beschikbaar die de deelcijfers en hun wegingsfactor bevatten. De toetsing is gebaseerd op actieve werkvormen. Zie hiervoor het



overzicht van gehanteerde toetsvormen. Intervisie vindt plaats op basis van de bijeenkomsten van kerndocenten en de tweejaarlijkse Consortiumbijeenkomsten (februari/maart en juni). Onderdeel van de juni-bijeenkomst is een gereguleerde ronde tafel bijeenkomst met studentvertegenwoordigers. Voor die bijeenkomst wordt een getrapte evaluatiemodel gehanteerd, dat het mogelijk maakt echte knelpunten in beeld te krijgen.

#### b. Betrokken actoren

Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk: docenten, Director of Studies, Consortium Management Committee/Examencommissie.

Het toetsdossier is een gemeenschappelijke verantwoordelijkheid van de docent(en) die een studieonderdeel verzorgen en het lokale dagelijks bestuur van de opleiding, met een bijzondere rol voor de Director of Studies. Elke partner kent zo'n Director of Studies die samen met de Consortium Director de Examencommissie van de opleiding vormen. De Directors of Studies verantwoorden zich tijdens de tweejaarlijkse Consortium bijeenkomsten.

Het Consortium Secretariaat is verantwoordelijk voor de verzameling en archivering van de studiehandleidingen en Consortium documentatie.

## 4 / Programmering van de toetsing in de tijd

Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1
Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2
Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3
Aanvullende regelingen voor het afstudeerdossier	Bijlage 4

Door de wijze waarop de programma-leeruitkomsten zijn geformuleerd en geordend (zie boven) zijn deze gecodeerd met een nummer. De opleiding kent 7 programma-leeruitkomsten voor wie elk drie niveaus zijn gedefinieerd.

De opleiding maakt een hoofdonderscheid tussen twee specialisaties: een zgn. Research track en een Professional track. De afwijking doet zich voor in het derde semester en de uitvoering van een studieonderdeel in het vierde semester.

In het kader van de Research track kunnen studenten opteren voor een research programma aan een niet-Europese partner universiteit of een research programma aan een EU diploma-verlenende instelling. In het studieonderdeel Eurocompetence III bereiden studenten die deze track volgen een PhD aanvraag voor.

Studenten die kiezen voor de Professional track volgen in het derde semester een uitgebreide stage. In het vierde semester schrijven deze studenten in het kader van Eurocompetence III een aanvraag voor een maatschappelijk project.

In termen van leerlijnen kunnen de volgende lijnen worden onderscheiden:

- Eurocompetence I, II, (Stage) en III.
- Inleidende colleges, Research College(s) tweede semester
- Theory en Methodology – Intensive Programme (paper) - (Research onderdelen derde semester) – thesis portfolio/Eindscriptie (inclusief scriptieseminar)



Met betrekking tot de invulling van het programma en de programmaonderdelen zijn er beperkte verschillen tussen de partnerinstellingen mogelijk. Alle partnerinstellingen zijn gehouden aan het realiseren van de programma-leeruitkomsten. Het panel ingesteld door de NVAO voor de accreditatie uitgevoerd in 2019/2020 heeft de waarde van deze variatie onderkend.

Elke partner draagt zorg voor een evenwichtige spreiding van toetsmomenten over de verschillende semesters. Toetsing vindt plaats in het kader van de verzorging van de diverse modules op basis van actieve leervormen.

Het programma hanteert een brede variatie aan toetsvormen die aansluiten bij inhoud en vorm van het genoten onderwijs.

De koppeling van toetsvormen aan module leeruitkomsten is aangegeven in bijlage 2. In bijlage 3 zijn deze georganiseerd per leerlijn ('learning routing').

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## 5 / Borging toetskwaliteit door de Examencommissie

### a. Borging toetskwaliteit op programmaniveau

De facultaire Examencommissie heeft geen rol bij de borging van de toetskwaliteit. Die rol is voorbehouden aan de Examencommissie van het Consortium.

### Borging toetskwaliteit op moduleniveau

De facultaire Examencommissie heeft geen rol bij de borging van de toetskwaliteit. Die rol is voorbehouden aan de Examencommissie van het Consortium.

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## 6 / Archivering

Het Consortium Secretariaat en de secretariaten van de afzonderlijke 8 opleidingsplaatsen (partner instellingen) kennen een eigen verantwoordelijkheid aangaande het archiveren van relevante stukken. Het Consortium Secretariaat draagt zorg voor het archiveren van alle stukken die relevant zijn het accreditatieproces van de opleiding.

## 7 / Lijst van de voor toetsing relevante documenten

Deze lijst is vastgesteld door het Consortium met in achtname van wettelijke regelingen die gelden voor de betrokken landen.

# Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

The learning outcomes of the Master's degree programme European Studies

Graduates with a MA degree in European Studies, Master's track Euroculture are expected to have acquired the following programme learning outcomes at graduation:

QF EHEA 2 <sup>nd</sup> cycle descriptors I, III-V	SQF Humanities dimensions Level 7	EQF descriptor knowledge Level 7	EQF descriptor skills Level 7	EQF descriptor Wider Competences Level 7
		<ul style="list-style-type: none"> <li>- Highly specialised knowledge, some of which is at the forefront of knowledge in a field of work or study, as the basis for original thinking and/or research;</li> <li>- Critical awareness of knowledge issues in a field and at the interface between different fields</li> </ul>	<p>Specialised problem-solving skills required in research and/or innovation in order to develop new knowledge and procedures and to integrate knowledge from different fields</p> <p>QF EHEA 2nd cycle descriptor: 2.can apply their knowledge and understanding....</p>	<ul style="list-style-type: none"> <li>- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches</li> <li>- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams</li> </ul>
Special feature degree programme	a. The Human Being	Analytical understanding of European identity/is, civil society/ies, the ongoing European integration process in itself, its cultural and social dynamics and the consequences for its citizens and for the wider world	Identification and problematisation of what Europe and the EU represents for its citizens and for the wider world	Analytical and interpretative skills to engage with current issues, notably the handling of issues related to multicultural society, turning perceived problems into feasible solutions and transferring this knowledge to relevant audiences
I. have demonstrated knowledge and understanding ...	b. Cultures and Societies	1. Thorough knowledge and understanding of the phenomena of multiculturalism, national and European identity, political and legal aspects of (European) governance, and evolving social-political processes;	8. High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism;	15. Ability to put theoretical knowledge in practice by offering context-based guidance and workable and acceptable approaches with a high awareness of the sensitivity of the issues at stake;
	c. Texts and Contexts	2. Thorough (historical) understanding of the European integration process in a global perspective by having studied the most relevant texts in context;	9. Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies;	16. Application of appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting;

<b>III. have the ability to integrate knowledge ...</b>	d. Theories and Concepts	3. Thorough knowledge and understanding of theoretical and methodological approaches, in particular constructivism and comparativism which allow for independent research in the academic field involved;	10. Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems;	17. Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment;
	e. Initiative and Creativity	4. Thorough knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries;	11. Ability to independently prepare and write project applications by identifying the project's contribution to existing knowledge and experience, the most effective approach to and structuring of it, cost effectiveness, and the relevant audiences/project beneficiaries;	18. Ability to identify a suitable work placement or research project as a preparation for the occupational field meeting the profile of the programme; outline a related work plan and participate in placement or project successfully;
	f. Interdisciplinarity	5. High level of sensitivity, based on knowledge and insight, regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level;	12. Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters;	19. Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values;
<b>IV. Can communicate ...</b>	g. Communication	6. Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material);	13. Ability to communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/ audiences;	20. Productive participation in group work and taking the lead on occasion, presiding over debates and discussions in an international/multicultural group.
<b>V. Have the learning skills ...</b>	h. Professional Development	7. Having insight into one's personal strengths, weaknesses, and abilities, and the capacity to select the learning methods necessary for the chosen profession or range of professions.	14. Ability to apply different methods and strategies of study to different tasks and to undertake independent study.	21. Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly.

## Matrix learning outcomes/TLA modules Master's degree European Studies

The LOs cover the five items identified in the Qualifications Framework for the European Higher Educational Area (Dublin descriptors): (1) demonstration of knowledge and understanding, (2) identifying and solving problems, (3) formulating judgments, (4) communication and (5) learning abilities.

Year 1	Knowledge							Skills							Competences						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Cultural History: Domains of Eur. Identity	x	x		x	x	x			x			x		x					x	x	
The Cultural Construction of Europe	x		x			x		x	x			x		x					x	x	
Political Constr. of Europe	x	x	x			x			x					x							
Legal Constr. of Europe	x	x				x			x					x	x						x
Eurocompetence I					x	x	x			x		x	x			x		x	x	x	
Intensive Programme Euroculture			x	x	x	x		x	x	x		x	x						x	x	
Eurocompetence II							x	x		x	x	x	x		x	x			x	x	x
Theory & Methodology			x		x	x			x	x		x	x	x			x		x	x	x
Res. Seminar I: Representing Europe			x	x		x		x	x			x		x			x		x	x	
Res. Seminar II: Integration Processes in East Asia and in Europe		x	x	x	x	x		x	x			x							x	x	



Year 2	Knowledge							Skills							Competences						
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Workplacement and Report							x			x					x	x		x	x		x
Euroculture MA thesis: initial research						x		x	x	x	x	x		x			x				
Third-country research track		x		x	x	x		x		x		x		x							x
Research Tutorial										x				x			x	x	x		x
Elective Res. Seminar III: Dimensions of citizenship			x	x		x		x	x			x		x			x		x	x	
Research Studio					x	x	x		x	x		x		x					x	x	x
Elective Res. Seminar <sup>1</sup>			x	x		x		x	x			x		x			x		x	x	
Eurocompetence III: Project application							x			x	x		x		x	x	x		x	x	x
MA thesis Euroculture: research and writing			x			x		x	x	x		x		x			x		x		x

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<sup>1</sup> Students choosing Elective Research Seminar courses (Research Track, 3rd semester, within Europe) should list the Learning Outcomes (LOs) for these elective courses in a request for approval to the Board of Examiners of Euroculture. The Board will decide if these LOs are a fitting match with the LOs of the Euroculture programme. The board can be reached via the secretary of the Board of examiners, prof. M.C. van der Waal ( m.c.van.der.waal@rug.nl).

## Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Year 1	Semester 1		
Code	Module	Learning outcome <i>*Figures between brackets refer to the Learning outcomes (LO) of the Euroculture programme, which are relevant to this course</i>	Assessment
LUX007M10	Cultural History: Domains of Eur. Identity	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- to reproduce the main elements of European history, and more recent social-political processes in Europe. (LO 1,2).</li> <li>- to identify different interpretations and perceptions of both historical and more current cultural and political processes in Europe. (LO 1,4,5,12).</li> <li>- to formulate research questions, execute a small research project based on a literature review, and report on it in writing, and orally presenting, an individual research paper. (LO 6,9,14,20).</li> <li>- to evaluate the work of their fellow students and are able to discuss this evaluation. (LO 19,20).</li> </ul>	Participation in class, oral and written assignments, individually and as a group, including presentations, a written test, peer review and research paper.
LUX008M05	The Cultural Construction of Europe	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- Reflect critically on the various theoretical and conceptual interpretations of the notions of “culture” and “Europe” (Programme-level outcomes 1, 3, 8, 9).</li> <li>- Identify, analyze and critically interpret cultural expressions of and reflections on “Europe” and “Europeanness” – both from a top-down and bottom-up perspective (LO 12, 19).</li> <li>- Conduct independent research on these topics by using relevant secondary academic literature and relevant primary sources and present the results of this research in a fitting format (LO 6).</li> <li>- Present and critically discuss, individually and in a group, a topic relevant to the course's theme in a suitable format and through a suitable medium (LO 14, 20)</li> <li>- Accept and give critical and constructive feedback (LO 19).</li> </ul>	Participation in class, oral and written assignments, individually and as part of a group, e.g. photo assignment, peer feedback/review, research based “long read” article.

LUX018M05	Political Construction of Europe	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- critically discuss the development of democracy in the European Union in the context of a multi-level, multi-actor system (LO 1, 2)</li> <li>-critically discuss policy-making in various issue-areas, including but not limited to economic and trade policies, social policies, justice and home affairs, cultural policies, EU enlargement, neighbourhood policies, and common foreign and security policies (LO1, LO2)</li> <li>- critically discuss the (historical) development of the European Union in terms of both widening and deepening (LO 1, 2)</li> <li>- demonstrate thorough knowledge and understanding of theoretical approaches relevant to the study of European (dis)integration (LO3)</li> <li>- present outcomes of their independent academic research in both written and oral form (LO 6,9, 14)</li> </ul>	<p>Participation in class, take-home exam Policy paper (group assignment)</p>
LUX017M05	Legal Construction of Europe	<p>Learning outcomes (LO) of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>- thorough knowledge and understanding of how European values and norms have been embedded in and constructed through the European legal order (LO 1)</li> <li>- critical discussion of how the European legal norms and principles, directives, and regulation reflect the interplay of economics and politics in the process of European integration with particular focus on the non-discrimination regulation, competition, citizenship and European external relation (LO 1, 2)</li> <li>- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerized material, bibliographical material);</li> <li>- Ability to locate, present and critically evaluate ECJ's case law (LO 9, 14)</li> <li>- Ability to conduct critical analysis of legal questions in line with methodologies and methods customary to European and international legal studies individually and in a group (LO 15, 19)</li> </ul>	<p>Participation in class (case-law discussions of case law, primary and secondary sources of law), oral group presentations of case-law, individual short written assignments and one larger written assignment</p>
LUX010M05	Eurocompetence 1	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- Self-analyse and self-reflect, identifying strong and weak personal skills regarding personal, academic, and professional development, demonstrating awareness of one's own identity, by means of critically analysing individual debate performance, developing a personal profile and producing an individual reflection report (LO 7, 19)</li> <li>- Clearly and effectively express themselves both orally and in written forms in English, in various academic and non-academic forums and formats (LO 13)</li> <li>-Apply relevant management skills, including but not limited to leadership, decision-making, and motivation [LO 16]</li> <li>- Effectively participate in interdisciplinary as well as intercultural and transcultural teamwork, including but not limited to preparation for and participation in study visits and debates (LO 16, 20)</li> </ul>	<p>Participation in class (e.g. debate), individually and as part of a group, portfolio consisting of all written assignments (annotated bibliography, opinion article, preparatory exercises for work placement application, critical peer review, debate feedback and reflection report)</p>

		<ul style="list-style-type: none"> <li>- Make effective use of necessary research skills and academic writing skills, by means of formulating suitable problem statements and research questions, conducting initial literary enquiry, acquiring appropriate resources, and organising, citing and referencing material in accordance with academic requirements and using relevant CIT tools and skills (LO 10)</li> <li>- Illustrate initial theoretical and conceptual understanding of the complexities of the IP topic by means of processing, reflecting critically on and presenting ideas about selected reader material, and subsequently conducting independent literary research (LO 6)</li> <li>-Critically evaluate both academic and non-academic arguments and positions, as well as give constructive critical feedback on peer performance on the basis of a developed awareness of one's own identity and related norms and values</li> <li>-Identify a suitable work placement or research project as a preparation for the occupational field which meets the profile of the degree programme; outline a related work plan and participate in placement or project successfully (LO 18)</li> <li>-Identify, consider and react to relevant topics of public interest in a reflexive way; present insightful, evidence-based and sensitively contemplated arguments and opinions on these issues in both written and oral forms, by means of producing an opinion piece and participating in a team debate (LO 5, 12)</li> </ul>	
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Year 1	Semester 2		
Module	Code	Learning outcome	Assessment
LUXo11M05	Eurocompetence II	<p>Upon successful completion of the course unit, students are able to</p> <ul style="list-style-type: none"> <li>- Communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/audiences (LO 13).</li> <li>- Identify topics in the public debate in a reflexive way and with an eye for social-cultural sensitive matters (e.g. within the context of developing a project rationale) (LO 12).</li> <li>- Participate in group work productively and be able to take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20).</li> <li>-Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16).</li> <li>-Reflect upon and express insights into their own personal strengths, weaknesses and abilities, and demonstrate the capacity to select appropriate learning methods for a chosen profession or range of professions (LO 7).</li> <li>- Conduct self-analysis, including accepting and giving critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19).</li> <li>- Demonstrate developing competencies in analysis and synthesis when identifying and problematising issues relating to inter-, trans- and multiculturalism (LO 8).</li> </ul>	Group project (proposal, implementation, final report) and personal reflection essay

		<ul style="list-style-type: none"> <li>- Make judgements and integrate complex (and conflicting and insufficient) data, with the intention of identifying rational and sustainable solutions for identified problems (LO 10).</li> <li>- Prepare, develop and implement a small-scale project on the basis of identification of the project's contribution to existing knowledge and experience, the most effective approach to and structuring of it, cost effectiveness, and relevant audiences/project beneficiaries (LO 11).</li> <li>-Apply theoretical knowledge in practice by offering context-based guidance and workable and acceptable approaches with a high awareness of the sensitivity of the issues at stake (LO 15).</li> <li>-Learn from and respond appropriately to unexpected developments in the execution of a project, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	
LUXo16M10	Theory & Methodology	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- Identify and discuss theoretical and methodological approaches, in particular social constructivism, which are central to the Euroculture programme (LO 3).</li> <li>- Define and execute an independent research project targeting the annual theme for the Intensive Programme (LO 12, 17).</li> <li>- Formulate a research proposal, and select appropriate methods to execute this research project (LO 14).</li> <li>- Demonstrate how to value and make use of theoretical concepts in a research paper (LO 3, 14).</li> <li>-Select and manage information from a variety of sources, and evaluate often complex, insufficient or conflicting data (LO 9, 10).</li> <li>- Present the outcomes of independent research in both written and oral form (LO 6)</li> <li>- Identify differences in academic, cultural and disciplinary contexts and adapt their behaviour accordingly (LO 5, 19).</li> <li>- Reflect and use different strategies to communicate and interact in an intercultural environment (LO 20, 21).</li> <li>- Recognize different feedback styles and adapt to it accordingly (LO 13, 19). Assessed during the supervision of the IP paper.</li> </ul> <p>10. Discuss and reflect on their own learning process (LO 19, 21).</p>	Oral and written assignments. (participation in class, the individual assignment of a specific method of the student's choice, work in progress on IP paper)
LUXo13M10	Res. Seminar I: Representing Europe	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>-analyse and interpret - by using the relevant analytical (semiotic) tools, methods and concepts - processes of representing Europeanness in relation to evolving (relevant) social-political processes (LO 3, 4, 8);</li> <li>-present in oral and written form the outcome of their own, independent research (by making use of primary and secondary sources) (LO 6)</li> <li>- locate and select from a variety of sources and manage information required for addressing problems related to key issues such as identity, voice, circulation of culture, representation, etc. (LO 9);</li> </ul>	Participation in class, oral and written assignments, individually and as part of a group. Assignments include e.g. paper presentation, a peer review and a research paper.

		<ul style="list-style-type: none"> <li>- to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12)</li> <li>- apply suitable methods and strategies to execute the individual research paper (LO 14, 17)</li> <li>- Giving and receiving peer feedback on the basis of a well-developed awareness of one's own identity and related (disciplinary) norms and values (LO 19)</li> <li>- Productive participation in group work and taking lead on occasion in discussions in multicultural and multidisciplinary groups (LO 20)</li> </ul>	
LUX014M10	Res. Seminar II: Integration Processes in East Asia and in Europe	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- analyse and interpret the phenomena of regionalism, integration processes, both in Europe and East Asia, in relation to (socio-cultural) representation processes (LO 2, 3, 4) ;</li> <li>- identify cultural-social differences and similarities on group, local, regional, national, European and global level with respect to the analysis and interpretation of case studies (LO 5, 9);</li> <li>- As part of a team and individually, students are able to hold a clear and coherent oral presentation of their reading of literature, and coordinate a class discussion on the texts, also they should be able to execute a concise search for relevant sources and literature ( LO5, 8, 9, 12, 19, 20);</li> <li>- conduct their own, individual research project, resulting in a research paper on a suitable topic, related to the problem of representation (LO 6, 8, 9, 12, 19);</li> <li>- evaluate the work of their fellow students and are able to respond to this evaluation (LO 19)</li> </ul>	Oral and written assignments, including presentations, individually and as a group. The individual assignments include a poster and paper presentation, peer review and a research paper.
Intensive Programme Euroculture		<p>Learning outcomes of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>- Thorough knowledge and understanding of theoretical and methodological approaches, in particular constructivism and comparativism which allow for independent research in the academic field involved (LO 3);</li> <li>- Thorough knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries (LO 4);</li> <li>- High level of sensitivity, based on knowledge and insight, regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level (LO 5);</li> <li>- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material) (LO 6);</li> <li>- High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8);</li> <li>- Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies (LO 9);</li> </ul>	Oral presentation, peer review, research paper

		<ul style="list-style-type: none"> <li>- Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10);</li> <li>- Ability to Identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);</li> <li>- Ability to communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/ audiences (LO 13);</li> <li>- Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19);</li> <li>- Productive participation in group work and taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20).</li> </ul>	
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Year 2	Semester 1		
Module	Code	Learning outcome	Assessment
LUX998M05	Euroculture MA thesis: initial research <sup>2</sup>	<p>Learning outcomes of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material) (LO 6);</li> <li>- High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8o);</li> <li>- Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies (LO 9);</li> <li>- Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10);</li> <li>- Ability to independently prepare and write project applications by identifying the project's contribution to existing knowledge and experience, the most effective approach to and structuring of it, cost effectiveness, and the relevant audiences/project beneficiaries (LO 11);</li> <li>- Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);</li> </ul>	Portfolio: relevant research topic, research question, theory & methodology to be used, annotated bibliography, planning of thesis research and writing

<sup>2</sup> Students need to complete either: MA thesis initial research and an internship, or MA thesis initial research and Third Country Research Track, or MA thesis initial Research and Research Studio, Research Tutorial and Research seminar Dimensions of Citizenship or 1 Elective Research Seminar

		<ul style="list-style-type: none"> <li>- Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14);</li> <li>- Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17).</li> </ul>	
LUX000M25	Euroculture Internship and Report (optional)	<p>Learning outcomes of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>-Having insight into one's personal strengths, weaknesses, and abilities, and the capacity to select the learning methods necessary for the chosen profession or range of professions (LO 7);</li> <li>- Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10);</li> <li>-Ability to put theoretical knowledge in practice by offering context-based guidance and workable and acceptable approaches with a high awareness of the sensitivity of the issues at stake (LO 15);</li> <li>-Application of appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16);</li> <li>-Ability to identify a suitable work placement or research project as a preparation for the occupational field meeting the profile of the programme; outline a related work plan and participate in placement or project successfully (LO 18);</li> <li>-Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19);</li> <li>-Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	Work placement proposal (Pass/fail), Work placement report (including report on small research assignment)
LUX022M10	Euroculture Research Tutorial (optional)	<p>Learning outcomes of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>- Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10);</li> <li>- Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14);</li> <li>- Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17);</li> <li>- Ability to identify a suitable work placement or research project as a preparation for the occupational field meeting the profile of the programme; outline a related work plan and participate in placement or project successfully (LO 18).</li> </ul>	Research tutorial proposal (pass/fail), results/output of activities, research tutorial report



		<ul style="list-style-type: none"> <li>- Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19);</li> <li>- Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	
Research seminar Dimensions of Citizenship (optional)	LUX020M10	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- Acquire, organize and apply knowledge about various aspects of the specialisation(s) linked to the research seminar, as well as about the role of different actors within these fields. (LO 3, 4, 8)</li> <li>- develop a research plan with a clearly formulated problem definition, using methods and techniques suitable for the research in the specific field of specialization (LO 6, 8, 9, 17)</li> <li>- act self-reliant and reliable in the execution of the tasks belonging to this course unit, and execute tasks in a scientifically, socially and ethically responsible manner. (LO 12, 14)</li> <li>- critically assess research of oneself and of others (LO 19)</li> <li>- report on research choices and progress in a clear manner, with the help of ICT (LO 6)</li> <li>- express oneself in a clear and coherent manner, both in oral and in typed form, using understandable and correct English (LO 6)</li> <li>- productively participate in group work and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20)</li> <li>- act in a self-reliant and reliable manner in the execution of the tasks belonging to this course unit, and execute tasks in a scientifically, socially and ethically responsible manner (LO 12, 14)</li> </ul>	Participation in class, oral and written assignments; including group presentation and critical discussion of academic texts/material, research paper proposal, research paper
LUX019M05	Euroculture Research Studio (optional)	<p>Upon successful completion of the course unit, students are able to:</p> <ul style="list-style-type: none"> <li>- formulate a coherent research problem including a clear delineation of the topic, question and rationale of the research. (LO 5, 6, 7, 21)</li> <li>- identify and selecting relevant research corpus/data (learning outcome 9, 10, 12, 14)</li> <li>- relate critically to one's own research position vis-a-vis existing knowledge/positions related to the same topic/problem (LO 9, 10, 12, 14)</li> <li>- motivate methodological choices, such as methods and theoretical or conceptual framework of the proposed thesis project (LO 12, 14, 19)</li> <li>- engage in productive participation in group work, taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20)</li> </ul>	Tutorials, oral and written assignments. Research reflection assignments, peer-review assignments.
XXB (buitenlandcode)	Third country research track (optional)	<p><i>Learning Outcomes (LOs) of the Euroculture programme, relevant for this course</i></p> <ul style="list-style-type: none"> <li>-Thorough (historical) understanding of the European integration process in a global perspective by having studied the most relevant texts in context (LO 2)</li> <li>- Thorough knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries (LO 4);</li> <li>-High level of sensitivity, based on knowledge and insight, regarding cultural-social differences and comparabilities at group, local, regional, national, European and global level (LO 5);</li> </ul>	Oral and written assignments, assessed at 3 <sup>rd</sup> country partner university.

		<ul style="list-style-type: none"> <li>- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material) (LO 6);</li> <li>-High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism; 9. Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies (LO 8);</li> <li>-Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10);</li> <li>- Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);</li> <li>- Ability to communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/ audiences (LO 13);</li> <li>- Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14).</li> </ul>	
Code....	Elective Research Seminar(s) (optional)	<p><i>Learning Outcomes (LOs) of the Euroculture programme, relevant for this course :</i></p> <ul style="list-style-type: none"> <li>-Thorough knowledge and understanding of theoretical and methodological approaches, in particular constructivism and comparativism which allow for independent research in the academic field involved (LO 3);</li> <li>-Thorough knowledge and understanding of different regional and national perceptions of the European integration process from a cultural-social perspective including awareness of the push and pull factors in the process of European identity formation and in relation to third countries (LO 4);</li> <li>-Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material) (LO 6);</li> <li>-High level analysing and synthesising competency to identify and problematise issues related to inter- trans- and multiculturalism (LO 8);</li> <li>-Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies (LO9);</li> <li>-Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);</li> <li>-Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14);</li> <li>-Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17);</li> <li>- Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19);</li> <li>- Productive participation in group work and taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20).</li> </ul>	

		<i>Students choosing Elective Research Seminar courses (Research Track, 3rd semester, within Europe) should list the Learning Outcomes (LOs) for these elective courses in a request for approval to the Board of Examiners. The Board will decide if these LOs are a fitting match with the LOs of the Euroculture programme.</i>	
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<b>Year 2</b>	<b>Semester 2</b>		
<b>Module</b>	<b>Code</b>	<b>Learning outcome</b>	<b>assessment</b>
LUX015M05	Eurocompetence IIIa: project application writing (optional) <sup>3</sup>	<p>Upon successful completion of the course unit, students are able to*:</p> <ul style="list-style-type: none"> <li>- Apply theoretical knowledge in practice; the course offers guidance on and develops workable and acceptable approaches to professional/academic project applications, with a high awareness of sensitivity of the issues at stake (LO 15).</li> <li>- Successfully conceive, plan, design and manage complicated medium-term (research) projects in a transnational and multicultural environment (LO 17).</li> <li>- Make judgments by integrating complex (and conflicting and insufficient) data, with the intention to identify rational and sustainable solutions to identified problems (LO 10).</li> <li>- Successfully communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/audiences (LO 13).</li> <li>- Independently prepare and write project applications by identifying the project's contribution to existing knowledge and experience, the most effective approach to it and structuring of it, cost effectiveness, and the relevant audiences/project beneficiaries (LO 11).</li> <li>- Participate in group work productively and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20).</li> <li>- Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16).</li> <li>- Demonstrate the capability for analysis and criticism, including the ability to both accept and provide critical constructive feedback whilst working with peers in a collaborative learning environment. They also show an ability to undertake self-analysis, showing a well-developed awareness of their own identity and related norms and values, as well as insight into personal strengths, weaknesses and abilities (LOs 7, 19).</li> <li>- Learn from and responding accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	Project proposal +presentation (in small group), peer review/feedback, participation in class

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<sup>3</sup> Students need to complete either Eurocompetence III: project application writing or Eurocompetence IIIb: research proposal writing

		Project proposal +presentation (in small group), peer review/feedback, participation in class	
LUX021M05	Eurocompetence IIIb: research proposal writing (optional)	<p>Upon successful completion of the course unit, students are able to*:</p> <ul style="list-style-type: none"> <li>- Apply theoretical knowledge in practice; the course offers guidance on and develops workable and acceptable approaches to professional/academic project applications, with a high awareness of sensitivity of the issues at stake (LO 15);</li> <li>- Successfully conceive, plan, design and manage complicated medium-term (research) projects in a transnational and multicultural environment (LO 17);</li> <li>- Make judgments by integrating complex (and conflicting and insufficient) data, with the intention to identify rational and sustainable solutions to identified problems (LO 10);</li> <li>- Successfully communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/audiences (LO 13);</li> <li>- Independently prepare and write project applications by identifying the project's contribution to existing knowledge and experience, the most effective approach to it and structuring of it, cost effectiveness, and the relevant audiences/project beneficiaries (LO 11);</li> <li>- Participate in group work productively and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20);</li> <li>- Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16);</li> <li>- Demonstrate the capability for analysis and criticism, including the ability to both accept and provide critical constructive feedback whilst working with peers in a collaborative learning environment. They also show an ability to undertake self-analysis, showing a well-developed awareness of their own identity and related norms and values, as well as insight into personal strengths, weaknesses and abilities (LOs 7, 19);</li> <li>- Learn from and responding accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	Project proposal + presentation(individual project), feedback, participation in class.
LUX997M25	MA thesis Euroculture: research and writing	<p>Learning outcomes (LO) of the Euroculture programme, which are relevant to this course:</p> <ul style="list-style-type: none"> <li>- Thorough knowledge and understanding of theoretical and methodological approaches, in particular constructivism and comparativism which allow for independent research in the academic field involved (LO 3);</li> <li>- Performing and presentation of the outcomes (in oral and written form) of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerised material, bibliographical material) (LO 6);</li> <li>- High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8);</li> </ul>	Thesis: Implementation of research format, application of theory & Methodology, structure, style, literature and sources

		<ul style="list-style-type: none"> <li>- Ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues as identity/ies and civil society/ies (LO 9);</li> <li>- Capacity to make judgements by integrating complex (and conflicting and insufficient) data with the intention to identify rational and sustainable solutions for identified problems (LO 10)</li> <li>- Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);</li> <li>- Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14);</li> <li>- Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17);</li> <li>- Capability for self-analysis, that is the ability to accept and give critical constructive feedback, on the basis of a well-developed awareness of one's own identity and related norms and values (LO 19);</li> <li>- Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).</li> </ul>	
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# Bijlage 3. Schematische weergave toetsprogramma ('learning routing')

As is indicated in chapter 4 *Programmering van de toetsing in de tijd*, the Master programme makes a distinction between a number of 'learning progression routes' (leerlijnen).

The first semester courses should be perceived as a foundation for the next three semesters. They settle a basis for the research courses in the second semester and the rest of the programme, both the professional and the research track.

<b>Learning route</b>	<b>Year I Semester I / course(s)</b>	<b>Year I Semester II /course(s)</b>	<b>Year II Semester III / course(s)</b>	<b>Year II Semester IV / course(s)</b>
<u>Eurocompetence</u>	Eurocompetence I	Eurocompetence II	Professional track: Work placement (optional)	Eurocompetences III
<i>Assessment format and criteria</i>	Participation in class (e.g. debate), individually and as part of a group, portfolio consisting of all written assignments (annotated bibliography, opinion article, preparatory exercises for work placement application, critical peer review, debate feedback and reflection report)	Group project (proposal, implementation, final report) and personal reflection essay	Work placement proposal (Pass/fail), Work placement report (including report on small research assignment)	IIIa. Professional Track: Project proposal +presentation (in small group), peer review/feedback, participation in class  IIIb. Research Track: Project proposal + presentation (individual project), feedback, participation in class.
<u>Introduction research theme / Research introduction</u>	Introduction courses	Research course(s)		
<i>Assessment format and criteria</i>	<u>Cultural History:</u> Participation in class, oral and written assignments, individually and as a group, including presentations, a written test and research paper.  <u>Cultural Construction of Europe:</u> Participation in class, oral and written assignments,	<u>Research Seminar I:</u> Participation in class, oral and written assignments, individually and as part of a group. Assignments include e.g. paper presentation, a peer review and a research paper.  <u>Research Seminar II:</u> Oral and written assignments, including presentations, individually and as a group. The		

	<p>individually and as part of a group, e.g. photo assignment, peer feedback/review, research based “long read” article.</p> <p><u>Political construction of Europe:</u> Participation in class, take-home exam, policy paper</p> <p><u>Legal construction of Europe:</u> Participation in class (case-law discussion and group presentation), individual short written assignments and one larger written assignment</p>	<p>individual assignments include a poster and paper presentation, peer review and a research paper.</p> <p>(Students have to make a choice between the two research seminars)</p>		
<u>Research implementation</u>		<u>Theory and Methodology / Intensive Programme</u>	<u>Research track / Thesis portfolio</u>	<u>Final thesis</u>
<i>Assessment format and criteria</i>		<p><u>Theory and Methodology:</u> Oral and written assignments. (contribution to the seminars, the individual assignment of a specific method of the student’s choice, work in progress on IP paper.</p> <p><u>Intensive Programme:</u> Oral presentation, peer review, research paper</p>	<p><u>Non-EU partner research track:</u> Oral and written assignments, assessed at 3<sup>rd</sup> country partner university.</p> <p><u>EU-partner research track:</u> Variety of appropriate assessment methods and approaches</p> <p><u>Thesis portfolio:</u> Relevant research topic, research question, theory &amp; methodology to be used, annotated bibliography, planning of thesis research and writing</p>	Implementation of research format, application of theory & methodology, structure, style, literature and sources

## **Study progression**

The Consortium has decided that students have to obtain 25 out of 30 ECTS credits to continue their studies in the next semester and next partner university. The responsibility for setting up re-examinations (in particular re-writes) is a responsibility of the partner university offering the courses involved.

## **Intensive Programme**

In the context of the Intensive Programme students are obliged to prepare a research paper related to a theme and sub-themes chosen by the organizing university. The research theme changes every academic year. The IP paper is prepared as part of the Theory and Methodology course and presented at the IP. At the IP students are also required to respond as discussant to the paper of at least one other student.

## **Final thesis**

For the final thesis the Consortium has agreed on a fixed format, which is communicated to the students before the start of the thesis preparation. Guidelines have been jointly developed, and include deadlines for the proposal, research portfolio and final version as well as a set of general assessment criteria. The assessment criteria are communicated to the students in advance. After assessing the thesis, the supervisors jointly decide on the grade. For the process of supervision and assessment the Consortium defined Thesis Supervisor Guidelines. Students obtain a written evaluation of their thesis as well as a motivation for the grade awarded. All finished theses are uploaded by the Consortium Secretariat to a digital, online archive system, which is run by the library of the University of Groningen and which can be publicly consulted. The system is in compliance with the EU data protection rules.