rijksuniversiteit groningen / faculteit der letteren

Academic year 2025-2026

Assessment plan

Master European Studies: Euroculture

ISAT 60847

1 / Vision regarding teaching and assessment

Introduction

The master programme European Studies - specialization Euroculture (in full: Euroculture: European Society, Politics and Culture in a Global Context) is a transnational, interdisciplinary Master programme offered by a consortium of eight European universities and four universities overseas. The eight European partner universities award a joint-degree. the programme is accredited by NVAO (April, 2020) based on the criteria formulated in the context of the European Approach for Quality Assurance of Joint Programmes in the European Higher Education Area (EHEA). This European accreditation model for Joint Programmes diverts from the protocol for Dutch educational programmes.

The curriculum and its assessment forms are specified by the Consortium in the Teaching and Examination Regulations. The programme does not resort under the Faculty's Board of Examiners, because the juridical context is defined by the Consortium Agreement that is signed by the legal representatives of the Consortium partner

The programme offers an Erasmus Mundus Joint Master Degree (EMJMD). This means that the programme was selected by the European Commission as a bursary programme to offer bursaries to (selected) students and staff. It also receives partial financing from the Commission for the organisation of the programme. The programme has been a EMJMD since 2006.

Vision on teaching and assessment

The curriculum is based on the model of outcome-based/student-centred and active learning initiated by the Tuning Initiative. This model implies that education - in addition to offering personal development - prepares for a successful societal role to be played by the graduate, both in terms of professional employment (employability) and contributing to a healthy (democratic) society (civic, social and cultural engagement). In other words, the relevance of what has been learned is paramount.

The program distinguishes between the components 'learning', 'teaching' and 'tests' that, in accordance with John Biggs' theory of Constructive Alignment, are closely interrelated. For a proper understanding of the programme, it is important to distinguish between verifiable 'learning outcomes' and the broader outcomes of a learning process, namely 'outcomes of learning'. The latter is important because students gain more experience and knowledge through intensive mobility than is actually assessed. This includes in particular the immersion in other social and educational cultures, which is a process that extends beyond the education followed in an international classroom. This, incidentally, is an intrinsic part of the learning process in the case of Euroculture

It is important to note that the programme is interdisciplinary in design. Students can be admitted on the basis of a broad range of programmes from the Humanities and Social Sciences. Admission is through a selection process based on criteria set by the Consortium.

While the first semester is still multidisciplinary in nature, students are trained in using an interdisciplinary approach to the subject matter to be studied in the second semester. The program learning outcomes form the starting point for the programme. This applies to all three components mentioned: learning, teaching and assessment. Contrary to the faculty model, the learning outcomes are based on the so-called CALOHEE model.

This model successfully combines the EHEA-Dublin descriptors and the three indicators of the European Qualifications Framework for Lifelong Learning (EQF for LLL. While the Dublin descriptors mainly focus on the learning process itself, the EQF for LLL indicators aim to define (the level of the outcomes of the learning process. A distinction is made between –a n increasing degree of difficulty – knowledge acquired/to be demonstrated, the operationalization of the knowledge based on acquired skills and finally the application of that knowledge and skills in social reality on the basis of autonomous action and taking responsibility.

The combination of Dublin descriptors and EQF indicators makes it possible to define each learning outcome on three levels. The implication of this is that the learning outcomes of course units – certainly those of the second academic year – correspond to the program learning outcomes, particularly where this concerns the highest attainable level.

In accordance with the ECTS, credits are only awarded if the learning outcomes of the relevant modules have been achieved, to be determined on the basis of appropriate testing methods. All tests and test formats can be regarded as summative.

2 / How to follow the assessment cycle (form design to evaluation and optimization)

The program uses a quality development circle which is a combination of the W. Edwards Deming PDCA Cycle and the Tuning Dynamic Quality Development Circle. This is important because the program uses feed back and feed forward instruments. This exceeds the role of a quality assurance tool. The intention is that the teaching, including assessment, is constantly updated in its design on the basis of the latest social developments. This is specific to the theme of the programme. In addition, based on the experience gained, the programme is evaluated in terms of what works and is opportune in the context of realizing the programme learning outcomes and what is less successful/works less well - which is then adjusted where possible.

During biannial Management Committee (MC) meetings, the programme implementation is thoroughly evaluated by the Directors of Studies involved and the programme coordinators/ study advisors. Bottlenecks with regard to the implementation of the programme, including the assessment, are discussed. Particular attention is paid to the quality and completeness of the test criteria used. Model study manuals have been formulated for a number of study components. The MC meetings always lead to adjustment/updating of the programme implementation in parts.

Binding manuals and assessment criteria have been drawn up for the assessment of internships and final projects. The final projects are always supervised and assessed by two lecturers from the two diploma-granting institutions. In case the two assessors fundamentally disagree, a procedure is in place through which to reach a settlement. If there is any doubt about the quality of a piece of work, a third and possibly a fourth assessor is called upon.

3 / Assessment dossier

a. The assessment dossier

The Consortium that offers the programme has drawn up its own rules regarding the assessment dossier. A study manual/syllabus is available for all curricular components. Where appropriate, lists of marks are also available that contain the partial marks and their weighting factor. Assessment is based on active learning methods.

See the overview of the assessment formats used. Intervision takes place on the basis of the meetings of core teachers and the biannual Consortium meetings (February/March and June. During the June meeting, a regulated round table meeting with student representatives is held. A staged evaluation model is used for that meeting, which makes it possible to identify real bottlenecks.

b. Parties involved

The following parties are responsible for fulfilling the tasks related to the assessment dossier: lecturers, Director of Studies, Consortium Management Committee/Examination Board.

The assessment dossier is a joint responsibility of the lecturer(s) who teaches a module and the local day-to-day management of the programme, with a special role for the Director of Studies. Each partner has such a Director of Studies who, together with the Consortium Director, form the Examination Board of the programme. The Directors of Studies account for themselves at the biannial Consortium meetings.

The Consortium Secretariat is responsible for the collection and archiving of the study manuals and Consortium documentation.

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Annex 1
Schematic overview of assessment timetable, modes of assessment used and, if relevant, learning routes	Annex 2
Overview of intended learning outcomes at module level and modes of assessment	Annex 3
Additional regulations for assessment dossier	Annex 4

The program learning outcomes have been formulated and organized (as explained above) and are coded with a number. The program has 7 learning outcomes, with three levels defined for each of these.

The program distinguishes between two specializations: a Research Track and a Professional Track. The specialization occurs in the third semester and in the implementation of a specific module (Eurocompetence III) in the fourth semester.

As part of the Research track, students can opt for a research programme at either the European or the non-European partner universities. In the course Eurocompetence III, students following this track will write a PhD application.

Students choosing the Professional track follow an extensive internship in the third semester. In the fourth semester, these students will write an application for a societal project as part of Eurocompetence III.

The following learning routes run across the curriculum:
- Eurocompetence (Eurocompetence I, II, III and internship if professional track is selected)
- Research introduction (Introductory/Core course units, Research seminars (2nd semester)
- Research implementation (Theory and Methodology, Intensive Programme (paper), Research Track, Thesis Portfolio, Final Thesis).

With regard to the content of the programme and the programme components/course units, there may be minor variations between the partner institutions. All partner institutions are obliged to achieve the program learning outcomes. The panel established by the NVAO for accreditation carried out in 2019/2020 recognized the value of this variation.

Each partner is responsible for a balanced distribution of assessment moments across the various semesters. Assessment takes place in the context of the provision of the various modules based on active learning forms.

The program uses a wide variety of assessment modes that match the content and form of the provided education.

The link between assessment modes and module-level learning outcomes is indicated in Annex 2. In Annex 3, these are organized per learning route.

5 / Safeguarding of assessment quality by the Board of Examiners

a. Safeguarding of assessment quality at degree programme level

The Faculty Board of Examiners has no role in assuring test quality in this programme. That role is reserved for the Examination Board of the Consortium. Intervision takes place on the basis of the meetings of core teachers and the biannual Consortium meetings (February/March and June). During the June meeting, a regulated round table meeting with student representatives is held. A staged evaluation model is used for that meeting, which makes it possible to identify real bottlenecks.

b. Safeguarding of assessment quality at course-unit (module) level

The Faculty Board of Examiners has no role in assuring test quality in this programme. That role is reserved for the Examination Board of the Consortium. In Groningen, The Programme Committee and biannually during a staff meeting, all assessment of course modules are evaluated. In addition, a substantiated selection of theses is also evaluated periodically.

6 / Archive

The Consortium Secretariat and the secretariats of the separate 8 European partner universities have their own responsibility with regard to archiving relevant documents. The Consortium Secretariat is responsible for archiving all documents relevant to the

accreditation process of the programme. At the UG, assessment dossiers are archived on Brightspace per course unit.

7 / List of documents relevant for assessment

This list was established by the Consortium with due observance of the legal regulations that apply to the countries concerned. See annexes below.

Annex 1: Learning outcomes of the programme + matrix of learning outcomes

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 2nd cycle descriptors I, III-V	**SQF Humanities dimensions Level 7**	**EQF descriptor knowledge Level 7** **- 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;** **- Critical awareness of knowledge issues in a field and at the interface between different fields**	**EQF descriptor skills Level 7** **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** **QF EHEA 2nd cycle descriptor: 2.can apply their knowledge and understanding….**	**EQF descriptor Wider Competences Level 7** **- Manage and transform work or study contexts that are complex, unpredictable and require new strategic approaches** **- Take responsibility for contributing to professional knowledge and practice and/or for reviewing the strategic performance of teams**
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;

III. have the ability to integrate knowledge …	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;
IV. Can communicate …	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.
V. Have the learning skills …	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.

Annex 2:
Learning outcomes and its assessment per module/course unit

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.

	KNOWLEDGE							**SKILLS**							**COMPETENCES**						
Year 1	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	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							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 *			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

*NOTE: 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 Exam Commission. The Commission will decide if these LOs are a fitting match with the LOs of the Euroculture programme.

Year 1	**Semester 1**	Credits	Language of instruction		
Code	Module			Learning outcome **Figures between brackets refer to the Learning outcomes (LO) of the Euroculture programme, which are relevant to this course*	Assessment
LUX007M10	Cultural History: Domains of Eur. Identity	10 EC	EN (English)	Upon successful completion of the course unit, students are able to: - to reproduce the main elements of European history, and more recent social-political processes in Europe. (LO 1,2). - to identify different interpretations and perceptions of both historical and more current cultural and political processes in Europe. (LO 1,4,5,12). - 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). - to evaluate the work of their fellow students and are able to discuss this evaluation. (LO 19,20).	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	5 EC	EN	Upon successful completion of the course unit, students are able to: -Reflect critically on the various theoretical and conceptual interpretations of the notions of “culture” and "Europe" (Programme-level outcomes 1, 3, 8, 9). - 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). - 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). -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) - Accept and give critical and constructive feedback (LO 19).	Participation in class, oral and written assignments, individually and as part of a group, e.g. photo assignment, peer feedback/review, research-based paper.

LUX018M05	Political Construction of Europe	5 EC	EN	Upon successful completion of the course unit, students are able to: - critically discuss the development of democracy in the European Union in the context of a multi-level, multi-actor system (LO 1, 2) -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 (LO 1, LO 2) - critically discuss the (historical) development of the European Union in terms of both widening and deepening (LO 1, 2) - demonstrate thorough knowledge and understanding of theoretical approaches relevant to the study of European (dis)integration (LO 3) - present outcomes of their independent academic research in both written and oral form (LO 6,9, 14)	Participation in class, Written exam Policy paper (group assignment)
LUX017M05	Legal Construction of Europe	5 EC	EN	Learning outcomes (LO) of the Euroculture programme, which are relevant to this course: - thorough knowledge and understanding of the phenomenon of multiculturalism, nation and European identity, political and legal aspects of (European) governance, and evolving social-political processes (LO 1) - thorough (historical) understanding of the European integration process in a global perspective by having studied the most relevant texts in context (LO 2) - performing and presentation skills (in oral and written form) of the outcomes of independent research by making efficient use of primary and secondary sources (e.g. libraries, computerized material, bibliographical material (LO 6) - ability to locate, select from a variety of sources and manage information required for addressing problems related to key issues of identy/ies and civil society/ies (LO 9) - ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14) - 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) - productive participation in group work and taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20)	Participation in class (case-law discussions of case law, primary and secondary sources of law), oral group presentations of case-law, moot court exercise, individual short written assignments and one larger written assignment
LUX010M05	Eurocompetence 1	5 EC	EN	Upon successful completion of the course unit, students are able to: - 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	Participation in class (e.g. debate), individually and as part

				debate performance, developing a personal profile and producing an individual reflection report (LO 7, 19) - Clearly and effectively express themselves both orally and in written forms in English, in various academic and non-academic forums and formats (LO 13) -Apply relevant management skills, including but not limited to leadership, decision-making, and motivation [LO 16] - 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) - 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) - 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) -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 -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) -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)	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)

Year 1	**Semester 2**	Credits	Language of instruction		
Module	Code			Learning outcome	Assessment
LUX011M05	Eurocompetence II	5 EC	EN	Upon successful completion of the course unit, students are able to - Communicate and transfer politicized and sensitive information in oral and written form to different types of addressees/audiences (LO 13). - 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).	Group project (proposal, implementation, final report) and

				- 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). -Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16). -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). - 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). - Demonstrate developing competencies in analysis and synthesis when identifying and problematizing issues relating to inter-, trans- and multiculturalism (LO 8). - Make judgements and integrate complex (and conflicting and insufficient) data, with the intention of identifying rational and sustainable solutions for identified problems (LO 10). - 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). -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). -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).	personal reflection essay
LUX016M10	Theory & Methodology	10 EC	EN	Upon successful completion of the course unit, students are able to: - Identify and discuss theoretical and methodological approaches, in particular social constructivism, which are central to the Euroculture programme (LO 3). - Define and execute an independent research project targeting the annual theme for the Intensive Programme (LO 12, 17). - Formulate a research proposal, and select appropriate methods to execute this research project (LO 14). - Demonstrate how to value and make use of theoretical concepts in a research paper (LO 3, 14). -Select and manage information from a variety of sources, and evaluate often complex, insufficient or conflicting data (LO 9, 10). - Present the outcomes of independent research in both written and oral form (LO 6) - Identify differences in academic, cultural and disciplinary contexts and adapt their behaviour accordingly (LO 5, 19). - Reflect and use different strategies to communicate and interact in an intercultural environment (LO 20, 21).	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)

				- Recognize different feedback styles and adapt to it accordingly (LO 13, 19). Assessed during the supervision of the IP paper. - Discuss and reflect on their own learning process (LO 19, 21).	
LUX013M10	Res. Seminar I: Representing Europe	10 EC	EN	Upon successful completion of the course unit, students are able to: - 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); -present in oral and written form the outcome of their own, independent research (by making use of primary and secondary sources) (LO 6) - 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); - identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12) - apply suitable methods and strategies to execute the individual research paper (LO 14, 17) -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) -Productive participation in group work and taking lead on occasion in discussions in multicultural and multidisciplinary groups (LO 20)	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.
LUX014M10	Res. Seminar II: Integration Processes in East Asia and in Europe	10 EC	EN	Upon successful completion of the course unit, students are able to: - 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) ; - 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); - as part of a team and individually, 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); - 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); - evaluate the work of their fellow students and are able to respond to this evaluation (LO 19)	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		5 EC	EN	Learning outcomes of the Euroculture programme, which are relevant to this course: - 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); - 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); - 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); - 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); - High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8); - 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); - 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); - Ability to Identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12); - Ability to communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/ audiences (LO 13; - 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); - Productive participation in group work and taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20).	Oral presentation, peer review, research paper

Year 2	**Semester 1**				
Module	Code			Learning outcome	Assessment

LUX998M05	Euroculture MA thesis: initial research[1]	5 EC	EN	Learning outcomes of the Euroculture programme, which are relevant to this course: - 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); - High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 80; - 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); - 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); - 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); - Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12); - Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14); - Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17).	Portfolio: relevant research topic, research question, theory & methodology to be used, annotated bibliography, planning of thesis research and writing
LUX000M25	Euroculture Internship and Report (optional)	25 EC	EN	Learning outcomes of the Euroculture programme, which are relevant to this course: -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); - 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); -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); -Application of appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16); -Ability to identify a suitable work placement or research project as a preparation for the occupational field meeting the profile of the programme;	Work placement proposal (Pass/fail), Work placement report (including report on small research assignment)

[1] 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

				outline a related work plan and participate in placement or project successfully (LO 18); -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); -Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).	
LUX022M10	Euroculture Research Tutorial (optional)	10 EC	EN	Learning outcomes of the Euroculture programme, which are relevant to this course: - 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); - Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14); - Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17); - 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). - 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); - Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).	Research tutorial proposal (pass/fail), results/output of activities, research tutorial report
Research seminar Dimensions of Citizenship (optional)	LUX020M10	10 EC	EN	Upon successful completion of the course unit, students are able to: - 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) - 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) - 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) - critically assess research of oneself and of others (LO 19) - report on research choices and progress in a clear manner, with the help of ICT (LO 6) - express oneself in a clear and coherent manner, both in oral and in typed form, using understandable and correct English (LO 6)	Participation in class, oral and written assignments ; including group presentation and critical discussion of academic texts/material, research paper proposal,

				- productively participate in group work and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20) - 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)	research paper
LUX019M05	Euroculture Research Studio (optional)	5 EC	EN	Upon successful completion of the course unit, students are able to: - formulate a coherent research problem including a clear delineation of the topic, question and rationale of the research. (LO 5, 6, 7, 21) - identify and selecting relevant research corpus/data (learning outcome 9, 10, 12, 14) - 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) - motivate methodological choices, such as methods and theoretical or conceptual framework of the proposed thesis project (LO 12, 14, 19) - engage in productive participation in group work, taking the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20)	Tutorials, oral and written assignments. Research reflection assignments, peer-review assignments.
XXB (buitenlandcode)	Third country research track (optional)	25 EC	EN	*Learning Outcomes (LOs) of the Euroculture programme, relevant for this course* -Thorough (historical) understanding of the European integration process in a global perspective by having studied the most relevant texts in context (LO 2) - 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); -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); - 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); -High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8); - 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); -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); - Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12);	Oral and written assignments, assessed at 3rd country partner university.

				- Ability to communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/ audiences (LO 13); - Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14); - Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).	
Code….	Elective Research Seminar(s) (optional)	10 EC	EN	*Learning Outcomes (LOs) of the Euroculture programme, relevant for this course*: *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.*	

Year 2	**Semester 2**				
Module	Code			Learning outcome	assessment
LUX015M05	Eurocompetence IIIa: project application writing (optional)[2]	5 EC	EN	Upon successful completion of the course unit, students are able to: - 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). - Successfully conceive, plan, design and manage complicated medium-term (research) projects in a transnational and multicultural environment (LO 17). - Make judgments by integrating complex (and conflicting and insufficient) data, with the intention to identify rational and sustainable solutions to identified problems (LO 10). - Successfully communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/audiences (LO 13). - 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).	Project proposal +presentation (in small group), peer review/feedback, participation in class

[2] Students need to complete either Eurocompetence IIIa: project application writing, or Eurocompetence IIIb: research proposal writing.

				- Participate in group work productively and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20). - Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16). - 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). - Learn from and responding accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21). Project proposal +presentation (in small group), peer review/feedback, participation in class	
LUX021M05	Eurocompetence IIIb: research proposal writing (optional)	5 EC	EN	Upon successful completion of the course unit, students are able to: - 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); - Successfully conceive, plan, design and manage complicated medium-term (research) projects in a transnational and multicultural environment (LO 17); - Make judgments by integrating complex (and conflicting and insufficient) data, with the intention to identify rational and sustainable solutions to identified problems (LO 10); - Successfully communicate and transfer politicised and sensitive information in oral and written form to different types of addressees/audiences (LO 13); - 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); - Participate in group work productively and take the lead on occasion, presiding over debates and discussions in an international/multicultural group (LO 20); - Apply appropriate management skills, such as leadership, decision-making, motivation to work effectively in a multicultural/transnational setting (LO 16); - 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);	Project proposal + presentation (individual project), feedback, participation in class.

				- Learn from and responding accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).	
LUX997M25	MA thesis Euroculture: research and writing	25 EC	EN	Learning outcomes (LO) of the Euroculture programme, which are relevant to this course: - 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); - 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); - High level analysing and synthesising competency to identify and problematise issues related to inter-, trans- and multiculturalism (LO 8); - 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); - 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 - Ability to identify topics in the public debate in a reflexive way and with an eye for socio-culturally sensitive matters (LO 12); - Ability to apply different methods and strategies of study to different tasks and to undertake independent study (LO 14); - Experience in and knowledge of successfully planning, designing and managing complicated medium-term (research) projects in a transnational and multicultural environment (LO 17); - 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); - Capability to learn from and respond accurately to unexpected developments, taking these into account to accommodate and develop suitable strategies accordingly (LO 21).	Thesis: Implementation of research format, application of theory & methodology, structure, style, literature and sources

Annex 3. Schematic version of the assessment plan ('learning routing')

As is indicated in section 4 *Assessment Table,* the Master programme distinguishes 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.

Learning route	**Year I** **Semester I / course(s)**	**Year I** **Semester II /course(s)**	**Year II** **Semester III / course(s)**	**Year II** **Semester IV / course(s)**
Eurocompetence	Eurocompetence I	Eurocompetence II	Professional track: Work placement (optional)	Eurocompetence III
Assessment format and criteria	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.
Introduction research theme / Research introduction	Introduction courses	Research course(s)		
Assessment format and criteria	Cultural History: Participation in class, oral and written assignments, individually and as a group, including presentations, a written test and research paper. Cultural Construction of Europe: Participation in class, oral and written assignments, individually and as part of a group, e.g. photo assignment, peer feedback/review, research-based paper. Political construction of Europe: Participation in class, take-home exam, policy paper	Research Seminar I: 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. Research Seminar II: 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.		

	Legal construction of Europe: Participation in class (case-law discussion and group presentation), individual short written assignments and one larger, written assignment	(Students have to make a choice between the two research seminars)		
Research implementation		Theory and Methodology / Intensive Programme	Research track / Thesis portfolio	Final thesis
Assessment format and criteria		Theory and Methodology: 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. Intensive Programme: Oral presentation, peer review, research paper	Non-EU partner research track: Oral and written assignments, assessed at 3rd country partner university. EU-partner research track: Variety of appropriate assessment methods and approaches Thesis portfolio: Relevant research topic, research question, theory & methodology to be used, annotated bibliography, planning of thesis research and writing	Implementation of research format, application of theory & methodology, structure, style, literature and sources

Annex 4. Additional regulations for the assessment dossier

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.