



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2026-2027

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: Society, Politics and Culture in a Global Context) is a transnational, interdisciplinary Master programme offered by a consortium of seven European universities and four universities overseas. European partner universities award a joint-degree where possible. The programme is accredited by NVAO (April, 2020; renewal pending) 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 diverges 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.

Vision on teaching and assessment

The curriculum follows an outcome-based, student-centred approach that emphasizes active learning. The focus is on ensuring that what students learn is relevant for their personal development, future careers, and their ability to contribute to society.

The programme aligns its learning activities, teaching methods, and assessments, following the principle of constructive alignment. It distinguishes between measurable *learning outcomes* and the broader *outcomes of learning*, recognizing that students gain additional knowledge and experience—especially through mobility and exposure to different cultural and educational contexts.

The programme is interdisciplinary. Students from a wide range of Humanities and Social Sciences backgrounds may apply, and admission is based on selection criteria set by the consortium. The first semester is multidisciplinary, while the second semester introduces an interdisciplinary approach. All programme components—learning, teaching, and assessment—are guided by defined learning outcomes. These learning outcomes are fully in line with current directions in European Higher Education.



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) the progressively increasing level of knowledge to be acquired and demonstrated; 2) the ability to operationalize that knowledge through relevant academic skills; and 3) the capacity to apply this knowledge and skills in real-world contexts through autonomous action and responsible decision-making.

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 based on appropriate testing methods. All tests and test formats can be regarded as summative.

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

The programme 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 programme uses feedback 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 societal 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 biannual 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. Programme evaluation 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 a Director of Studies who, together with the Consortium Chair forms the Examination Board of the programme, which is chaired by an independent scholar who is not a Director of Studies. The Directors of Studies account for themselves at the biannual 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 programme learning outcomes have been formulated and organized (as explained above) and are coded with a number. The programme has 5 learning outcomes, with three levels defined for each of these.

The program distinguishes between two specializations: a) Academic Pathway and a Professional Pathway 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 Academic Pathway, 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 pathway 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 pathway is selected)
- Research introduction (Introductory/Core course units, Research seminars (2nd semester))
- Research implementation (Theory and Methodology, Intensive Programme (paper), Academic pathway, 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 programme 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 programme 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. Evaluation takes place based on 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 7 European partner universities have their own responsibility regarding 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.

Graduates from the Euroculture programme possess a critical and contextual understanding of European identity, society and integration processes, alongside advanced analytical and interpretative skills to engage with (changing) societal challenges, and demonstrate expertise in problem-solving and future-oriented knowledge applications in diverse academic, professional and intercultural contexts.

Upon graduation they have obtained the following learning outcomes:

QF EHEA 2nd cycle descriptor levels	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	EQF descriptor: Autonomy and Responsibility (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
I. Texts and contexts Have demonstrated knowledge and understanding ...	1a Demonstrate advanced and highly specialized knowledge of Europe's political, cultural, and societal dimensions, and critical insight into its key challenges (the governance of its pluralistic society, its interconnected relationships with the rest of the world and global positioning amidst rapid technological and societal transformations, including challenges arising from the Fifth Industrial Revolution (5IR).)	1b Evidence the ability to critically analyze and apply information from a diverse range of sources to address key challenges concerning Europe's complex sociopolitical and cultural landscapes, including its global interconnectedness.	1c Demonstrate the ability to apply, share and contribute advanced knowledge and critical insights to academic, professional and societal discourse by effectively addressing questions regarding Europe's political, cultural, and societal dimensions, and key challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness.
II. Theories and concepts required for innovative problem-solving Can apply knowledge and understanding, and problem-solving abilities ...	2a Demonstrate specialised knowledge and critical understanding of diverse theoretical, analytical and methodological approaches relevant to studying Europe's political, cultural, and societal dimensions, with particular attention to key challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness	2b Evidence the ability to differentiate, select and combine theoretical approaches, debates and research orientations to identify and formulate an academic problem — a question or issue that requires critical analysis, investigation or scholarly inquiry — relevant to studying Europe's political, cultural, and societal dimensions, with particular attention to key challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness.	2c Demonstrate the ability to critically apply theories, concepts and advanced methodologies to effectively address questions relevant to Europe's political, cultural, and societal dimensions, with particular attention to key challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness while evaluating the ethical implications and social impact of the chosen approaches.

III. Interdisciplinarity and creativity Have the ability to integrate knowledge and handle complexity, and formulate judgements ...	3a Demonstrate an informed and critical understanding of the intellectual underpinnings and interdisciplinary contexts of the studying of Europe by identifying interconnections between these various fields of study (e.g. international relations, history, sociology, literary and cultural studies, religious studies, anthropology, law, philosophy).	3b Evidence planning, executing and delivering original research and by participation in and contribution to projects that synthesize interdisciplinary methodologies (including (ICT) technologies) to innovatively address and adapt to complex and challenges and new and unforeseen developments related to Europe in a global context by employing advanced decision-making and problem-solving skills across relevant fields (including policy analysis, socio-political research, cultural and linguistic dynamics, evaluating Europe's global role).	3c Demonstrate the ability to pose and discuss innovative, globally relevant solutions to Europe's societal challenges by collaborating adaptively in interdisciplinary, transdisciplinary, and transnational research and project groups, synthesizing knowledge across fields to manage complexity, and critically reflecting on the ethical implications and social impact of proposed approaches.
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IV. Communication and information sharing Can communicate ...	4a Demonstrate understanding of diverse communication strategies and advanced (ICT) tools for conveying knowledge to various publics across different platforms and in different genres about Europe's political, cultural, and societal dimensions, with particular attention to key challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness.	4b Evidence effective communication, both orally and in writing, using appropriate terminology, modes of expression and (advanced ICT) technologies, and adapting as is necessary to accommodate diverse academic conventions and multi- and inter-disciplinary contexts.	4c Demonstrate active and constructive engagement in discussions with diverse audiences to foster collaboration, integrate divergent viewpoints, and resolve (intercultural) conflicts, problems, and/or issues.
V. Continuous learning and development Have developed those learning skills...	5a Demonstrate advanced knowledge and understanding of learning principles, skills and strategies required for largely self-directed autonomous continuing formal, non-formal and informal learning and professional growth opportunities in face-to-face, hybrid and digital formats, to continuously acquire new knowledge and insights shaped by work-related, political, cultural, societal and sustainability challenges and developments.	5b Evidence advanced learning skills and appropriate strategies for continuously expanding individual and collaborative knowledge, as well as field-specific and transferable competences, within a lifelong learning context, showing the motivation, metacognitive insight, initiative and leadership to innovatively address Europe's challenges concerning its complex sociopolitical and cultural landscapes, including its global interconnectedness	5c Demonstrate ownership of continuous personal and professional development in individual, team-based and societal settings by initiating, organising, managing and evaluating lifelong learning activities for oneself to adapt to new and unforeseen developments in a professional context and society at large.

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 (LO 1A – 4A), (2) identifying and solving problems (LO 1B – 5 B), (3) formulating judgments, communication and learning abilities (LO 1C – 5C)

Course Component	1A	2A	3A	4A	5A	1B	2B	3B	4B	5B	C1	2C	3C	4C	5C
Foundational courses (25 ECTS)	x	x	x	x		x			x	x	x		x	x	
Research Seminars (10 ECTS)	x	x	x	x		x	x	x	x	x	x	x	x	x	
Methodology & Theory (10 ECTS)		x	x			x	x	x	x	x			x		X
Intensive Programme (5 ECTS)	x	x	x	x	x			x	x	x	x	x	x	x	
Academic or Professional Pathway (25 ECTS)				x	x	x	x	x	x	x	x	x	x	x	x
Eurocompetence I, II, III (15 ECTS)				x	x			x	x	x	x	x	x	x	x
Thesis portfolio & thesis (30 ECTS)			x	x	x	x	x	x	x	x	x	x	x	x	x

Module/course	Learning outcomes	Modes of teaching	Modes of assessment
Foundational courses – 1,2,3,4	- Understand key concepts, theories, historical developments (LOs A1-4) - Analyse cultural, political, and social processes (LOs B1, B4, B5) - Formulate research questions and conduct basic research (LOs C1, C3, C4)	Intensive seminars	Oral and written assignments such as (but not limited to) policy papers, research papers, presentations small, -scale field observations, case-law assessment
Methodology & Theory	- Apply theoretical and methodological approaches (LOs A2, A3) - Design and carry out research projects (LOs B1,B2,B3 B,4,B5) - Present results in written and oral form (LOs C3, C5)	- Lectures - Intensive seminars	Oral and written assignments such as (but not limited to) research projects, presentations and student-led seminar organization
Intensive Programme	- Apply theoretical and methodological approaches (LOs A1, A2, A3, A4, A5) - Design and carry out research projects (LOs ,B3 B,4,B5) - Present results in written and oral form (LOs C1, C2, C3, C4)	Intensive seminars	Oral and written assignments such as (but not limited to) research proposal, research paper, societal oriented hands-on projects
Research seminar 1,	Conduct in-depth academic analysis	Intensive	Research paper

2, 3	(LOs A1, A2, A3, A4) • Locate and evaluate complex Information (B1, B2, B3, B4, B5) • Engage in academic debate (C1, C2, C3, C4)	seminars	
Eurocompetence 1, 2, 3	Develop academic and professional skills (LOs A4, A5) • Reflect on personal strengths and learning process (B3, B4, B5) • Communicate to different audiences (C1, C2, C3, C4, C5)	Intensive seminars	- Group and individual projects - Portfolio
Academic or Professional Pathway – placement/applied project	- Apply academic knowledge to professional environments (LOs A4, A5) - Develop problem-solving and project skills (LOs B1, B2, B3, B4, B5) - Reflect on workplace learning (LOs C1, C2, C3, C4, C5)	- Work placement or project supervision - Independent research	Placement/project plan and report
Thesis Portfolio & Thesis	- Conduct independent research (LOs A3, A4, A5) - Use appropriate theory and methods (LOs B1, B2, B3, B4, B5) - Present research results clearly (LOs C1, C2, C3, C4, C5)	- Thesis supervision - Independent research	- Thesis portfolio - Thesis

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 academic pathway

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)
<u>Eurocompetence</u>	Eurocompetence I	Eurocompetence II	Professional pathway: Work placement (optional)	Eurocompetence III
<i>Assessment format and criteria</i>	Oral and written assignments, portfolio	Group project and reflection essay	Work placement proposal Work placement report (including report on small research assignment)	IIIa. Project proposal +presentation (in small group), peer review/feedback, participation in class
<u>Introduction research theme / Research introduction</u>	Foundational courses courses	Research course(s)		
<i>Assessment format and criteria</i>	<u>Oral and written assignments</u>	<u>Research Seminar I:</u> Oral and written assignments <u>Research Seminar II:</u> Oral and written assignments		

(Students have to make a choice between the two research seminars)

Research implementation

Assessment format and criteria

Theory and Methodology / Intensive Programme

Theory and Methodology: Oral and written assignments.

Intensive Programme: Oral and written assignments

Research pathway/ Thesis portfolio

Non-EU partner academic pathway: Oral and written assignments, assessed at 3rd country partner university.

EU-partner academic pathway: Oral and written assignments – e.g. research project plan and report

Thesis portfolio: Relevant research topic, research question, theory & methodology to be used, annotated bibliography, planning of thesis research and writing

Final thesis

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.

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