

## Besluit

datum	Accreditatiebesluit met een positief eindoordeel voor de volgende opleidingen van het Europacollege:
12 juni 2018	
onderwerp	– Master of Arts in European Economic Studies (master-na-master) (006422);
Definitief accreditatiebesluit (006422 – 006426)	– Master of Arts in European Political and Governance Studies (master-na-master) (006423);
bijlagen	– Master of European Law (LLM) (master-na-master) (006424);
4	– Master of Arts in EU International Relations and Diplomacy Studies (master-na-master) (006425);
	– Master of Arts in European Interdisciplinary Studies (Natolin) (master-na-master) (006426).

### Samenvattende bevindingen en overwegingen

De NVAO steunt haar inhoudelijke besluitvorming op de onderstaande elementen uit het visitatierapport van de visitatiecommissie (hierna: commissie – the panel).

#### *Generieke kwaliteitswaarborg 1 – Beoogd eindniveau*

De commissie beoordeelt het beoogd eindniveau als voldoende.

The College of Europe offers five extensively specialised Master programmes. Each of them has a different focus and is professionally oriented. The target group of the College of Europe is future practitioners, policy-makers and researchers in EU institutions and advisory bodies, EU delegations, international organizations, NGOs, local, regional or national administration (including Ministries of Foreign Affairs and multinational companies), law firms, international journalism, academic institutions and think tanks. The programmes are aimed at training specialists in a range of professional fields. The College of Europe is less focused on preparing students for a doctoral thesis or training them for an academic career in general.

Pagina 2 van 19 The panel concludes that the learning outcomes of all five programmes are sufficiently elaborated with some room for improvement. The learning outcomes of the Master of Arts in EU International Relations and Diplomacy Studies and those of the Master of Arts in European Interdisciplinary Studies need to be elaborated a little more. The panel is of the opinion that the learning objectives for all five programmes meet the requirements of the Flemish Qualifications Framework. The learning outcomes were correctly drafted and properly aligned with the corresponding disciplines and professional fields. The panel recommends to carry out a benchmark study. Some programmes have already done this. All things considered, the panel is of the opinion that a sufficient international level of quality has been achieved.

*Generieke kwaliteitswaarborg 2 – Onderwijsleeromgeving*

De commissie beoordeelt de onderwijsleeromgeving als voldoende.

The College of Europe owns two campuses in Europe: in Bruges and in Natolin (Warsaw). The working languages are English and French.

The programmes are organised within the five departments. Each department is led by a director of studies who is supported by a permanent professor. The director of studies and the permanent professor are the permanent staff of the departments. In line with the College of Europe's model, the faculty has always been constituted, almost exclusively, by visiting professors, whose main professional activity takes place at an institution external to the College of Europe.

The core of all programmes at the College of Europe is the 'College formula'. This means that students do not only study together, but they also live together. On top of this, visiting professors are also regularly present at breakfasts, luncheons or dinners. This makes them accessible to the students. 'The campus is a bubble where students are permanently immersed', to put it in the words of one of the students during the site visit. All professors are supported by full-time academic assistants. The academic assistants play a crucial part in the educational organisation. The assistants are appointed to different courses, support the visiting professors during the preparation of their classes and give feedback to the students and support them as well as assist them while they are completing their Master's thesis.

The curricula of all programmes are up to date and challenging. Each curriculum is re-examined every academic year, based on new developments in the field. This results in a flexible selection of visiting professors, which presents the College of Europe with an advantage. Equally, the ECTS cards are reviewed every year.

The education at the College of Europe is intense. Visiting professors are physically present on campus only sporadically, hence the classes take place during short time periods. It is not exceptional that the classes of a certain course are all programmed during a few days. Every programme offers extra-curricular activities and, in some cases, seminars that do not yield any ECTS credits. The panel understands that these activities and seminars are popular because students are keen to benefit as much as possible from their education. Nevertheless, this makes them experience the programmes as intense. The panel therefore advises to monitor the average time spent studying.

Pagina 3 van 19 The teaching methods at the College of Europe are very diverse. The professors come from many different countries, with varying teaching styles and professional backgrounds. Teaching methods of the visiting professors are not harmonised by the College. Hence, students are able to benefit from a variety of teaching methods. This diversifies their *experience, improves their adaptability, and allows them to develop a variety of skills in order to effectively cope with different learning environments.*

Generally speaking, the structure of the five Master programmes is the same. This structure is divided over two semesters. According to the self-assessment report, the first semester *contains the compulsory courses and provides the foundations for more in-depth optional courses during the second semester.* While the programmes make significant efforts to 'level up' students with insufficient background knowledge during the first semester, more could be done to provide additional challenges for students who have already specialized expertise in the chosen programme. Indeed, for students with a previously acquired Master's degree that *thoroughly prepared them for their chosen degree at the College of Europe,* the first semester includes an amount of repetition. During the second semester the students are required to select their optional courses. The optional courses are clustered. The five programmes also include extracurricular activities such as cross-semester seminars or compact seminars on a specific subject, workshops in professional development and study trips.

Each of the five programmes includes a Master's thesis. In each of them the Master's thesis represents 15 credits (ECTS). Exceptionally, the Master's thesis for the Master of Arts in European Political and Administrative Studies and the Master of European Interdisciplinary Studies programme represents 16 credits (ECTS). *The role of the master thesis in the programmes varies across the programmes both in terms of length and expectation.* Though every programme phrases the Master's thesis' objective differently, its premises are that it should be a piece of academic writing that proves the student's critical and analytical competence, ability to use a research methodology and competence to make an original contribution to the relevant field and literature.

The students receive support on methodological issues from the promotor/professor and/or the assistants. The quality of this support depends on the programme, the visiting professor and the selected topic. Students hold a range of expectations regarding research methodology. For students who never experienced any training in methodology, the research seminars are extremely useful. Other students found the seminars too basic and not challenging. It is important to ensure that each student receives adequate support in research methods/design. More attention needs to be paid to this.

Admission to the College of Europe requires either a Bologna Master's degree, or a pre-Bologna equivalent degree, or a final university degree and at least 240 ECTS credits acquired in the course of the applicant's university studies. Candidates must submit an online application. The fee for the 2016-17 academic year amounts to € 24,000, covering tuition (€ 16,000) as well as board and lodging in a College student residence (€ 8,000). Approximately 70% of students are granted full or partial scholarships by their national or regional government, EU programmes, the Flemish Community of Belgium, and other public or private institutions and companies.

Pagina 4 van 19 Throughout their studies the students receive a sufficient amount of study guidance and study support. Queries regarding the contents of the programmes can be made to the director of studies, the visiting professors or the assistants. In case of problems or when they have practical questions, the students usually get in touch with the assistants. The assistants also communicate information between the professors and the students. Via the *Students Affairs Office* the students can obtain educational supervision or psychological support. The Student Affairs Office has been enlarged and according to the panel, it functions well.

The facilities of the College of Europe are of a high standard. In Bruges, the buildings are located at two sites in the centre of the city. The campus in Poland is located in Natolin, Warsaw. The College of Europe accommodates almost all of its students in own residences in Bruges and Natolin. All students have individual rooms. In addition, communal leisure and entertainment facilities are available in each residence. Students in Bruges and Natolin have access to a restaurant. The College of Europe has two libraries, one in Bruges and one in Natolin, which contain a good collection of books and periodicals in European studies. Available information resources concentrate on European law, economics, politics/administration and international relations and diplomacy studies. Some students indicated that the number of subscriptions to academic journals is limited.

The panel concludes that the educational learning environment complies with the required generic quality. Every programme's curriculum is challenging and aimed at the learning outcomes. The students are exposed to up-to-date curricula, current research and professional skills. The quality of each programme is high. Consequently, the panel's recommendations for the programmes should be interpreted as ways to refine and upgrade them. The programmes' structure is solid, although there is room for improvement when it comes to the contents of the first semester. The panel appreciates the unique educational organisation of the 'College formula', although the programmes' high intensity should be ameliorated. The programmes are supported by a sufficient number of qualified permanent staff members, by adequate facilities and excellent, extensive student guidance services.

#### *Generieke kwaliteitswaarborg 3 – Gerealiseerd eindniveau*

De commissie beoordeelt het gerealiseerd eindniveau als voldoende.

The College uses a wide range of examination methods. On the one hand there is the continuous assessment, including the use of papers, presentations and class participations. At the end of the semester, final exams that are either oral or written are held. To guarantee the validity of the examinations, the programmes take a variety of initiatives. The director of studies and the permanent professor survey the examination and if necessary they interfere. The assistants review the overall distribution of marks before the professors finalise the list of marks. The College of Europe supplies the visiting professors with a marking grid to evaluate their students.

The programmes also make efforts to guarantee the transparency of the examinations. Students are welcome to look up all data about the course of the examinations in the ECTS cards, including the relative weight of different components (in terms of percentages of the final mark), the expected number of words for papers, the deadlines for submitting papers and the expected length of oral presentations.

Pagina 5 van 19 At the start of the classes the professors supply the students with additional information about the exams and examination procedures. The rules and the organisation of tests and examinations can also be found in the College's education and examination regulations.

Master's theses are assessed by the promotor. Master's theses with an unsatisfactory score or with a score higher than 17/20 are read by the director of studies in order to guaranty the scores' reliability. The assessment's reliability is also monitored by the assistants. They check the assessments for anomalies. An unexpected score will lead to a conversation between the professor concerned and the director of studies. The College of Europe does not work with a second thesis reader, although this is common practice in other academic programmes. The College of Europe argues that with its limited permanent staff, it is impossible to read all Master's theses twice and that an additional task load cannot be imposed on the visiting professors. The panel understands this reasoning, but argues that the College of Europe should look at other options to strengthen the reliability of the Master's thesis assessments. For the panel this is not just a theoretical fad, but a real necessity. The panel noticed some inconsistencies in the grading of the master theses, also some academic assistants noticed this as a problem. If introducing a second reader proves impossible, consideration may be given to external assessment through sampling. Another option could be the introduction of oral defense presentations such as those that are already part of the Master of Arts in European Political and Administrative Studies and Master of European Law (LLM): in this way several professors would be involved in the final assessment.

After submitting a paper, giving a presentation or sitting an exam, the students are able to receive feedback. However, the panel came to the conclusion that the students themselves need to take the initiative in order to receive this feedback. Each of the five programmes lacks the spontaneous distribution of formative feedback.

The panel concludes that the five programmes utilise a valid, reliable and transparent method of testing and assessing. The assessment method varies somehow across the programmes but is of a high level and aimed at the learning outcomes. However, more attention should be paid to the distribution of (formative) feedback in each of the programmes. The final level, expressed by the Master's theses and the competence of the alumni, is high and complies with the learning objectives.

The pass rates of all the programmes are high and the drop-out is low. More than 90% of all students obtain the qualification within one year. Circa 75% of all students attain the qualification during the first exam session.

Most alumni have embraced a career with a European or international dimension either in the public or in the private sector. Well over a thousand current civil servants working for EU institutions graduated from the College of Europe. Many alumni also work for national governments, international organisations, international law firms, consultancies, private companies and non-governmental organisations. The panel appreciates that almost all students quickly find employment. They are aided in their search for employment by the many contacts and the network they acquire during their time at the College. The Natolin students' network is smaller, but still relatively wide. The College of Europe's own Careers Offices also play an important part in the students' search for employment. A small number of students pursue an academic career. Each year around 5% of the students apply for PhD programmes.

Pagina 6 van 19 Students who do have ambitions in this direction are those who start working as academic assistants after their studies; often they are already writing or preparing a doctoral thesis. According to the panel, the programmes should furnish newly-admitted students with clear information about this.

*Generieke kwaliteitswaarborg 4 – Opzet en organisatie van de interne kwaliteitszorg*  
De commissie beoordeelt de opzet en organisatie van de interne kwaliteitszorg als voldoende.

The Academic Council is the supreme educational body within the College of Europe. Every year in May, the quality and relevance of the programmes are considered by the Academic Council, which either approves the proposed programmes or requires that they are amended for the following academic year. The Academic Council is also in charge of the appointment of professors. All appointments are for one year and they are renewed after each department's programme has been approved.

The departments carry most of the responsibility for monitoring the educational quality, based on stakeholder involvement. The annual faculty meeting is where the learning outcomes are discussed before they are recorded in the Academic Council.

Every programme has a student representative who is also a member of the Academic Council. The professional field as well as the alumni are involved via informal communication channels that professors maintain with national governments, international organisations, international law firms, consultancies, private companies and non-governmental organisations. The chair of the alumni association is also a member of the Academic Council.

The panel concludes that the structure and the organisation of internal quality assurance is aimed at systematic improvement of the programmes. The programmes periodically assess the education's quality and take the right measures. All stakeholders are actively involved in this quality assurance, but the involvement is rather informal and more could be done to involve students. The follow-up appears to be in need of systematisation. Although the panel has not encountered any problems during the visit that could have stemmed from the informal approach, the College and its programmes should anticipate on possible negative consequences in the future and take appropriate measures.

*Eindoordeel commissie*

De commissie heeft vastgesteld dat de opleidingen voldoen aan alle generieke kwaliteitswaarborgen. Ze beoordeelt de kwaliteit van de opleidingen als voldoende.

Pagina 7 van 19 **Aanbevelingen commissie**

De NVAO onderschrijft de aanbevelingen van de commissie, in het bijzonder de aanbevelingen met betrekking tot

- het verfijnen van de beoogde leerresultaten;
- de flexibilisering van het eerste semester;
- de organisatie van de feedback;
- de formatieve toetsing;
- het begeleiden en beoordelen van de eindwerken; en
- het verder formaliseren van de interne kwaliteitszorg.

**Bevindingen NVAO**

- Het visitatierapport is opgesteld en onderbouwd overeenkomstig het toepasselijke Kader Opleidingsaccreditatie – Vlaanderen 2015 – 2021 (d.d. 20 maart 2015);
- Het visitatierapport geeft inzicht in de samenstelling van de commissie;
- Het visitatierapport bevat een onderzoek ten gronde naar de aanwezigheid van voldoende generieke kwaliteitswaarborgen.

betreffende de accreditatie van de volgende opleidingen van het Europacollege:

- Master of Arts in European Economic Studies (master-na-master);
- Master of Arts in European Political and Governance Studies (master-na-master);
- Master of European Law (LLM) (master-na-master);
- Master of Arts in EU International Relations and Diplomacy Studies (master-na-master);
- Master of Arts in European Interdisciplinary Studies (Natolin) (master-na-master).

De NVAO,  
Na beraadslaging,  
Besluit:

Met toepassing van de Codex Hoger Onderwijs, in het bijzonder de artikelen II.133-II.149, besluit de NVAO accreditatie te verlenen aan de volgende opleidingen:

- Master of Arts in European Economic Studies (master-na-master);
- Master of Arts in European Political and Governance Studies (master-na-master);
- Master of European Law (LLM) (master-na-master);
- Master of Arts in EU International Relations and Diplomacy Studies (master-na-master);
- Master of Arts in European Interdisciplinary Studies (Natolin) (master-na-master);

georganiseerd door het Europacollege. De opleidingen worden aangeboden te Brugge, Warschau (Natolin) Polen met de volgende afstudeerrichtingen: European Economic Integration and Business (Master of Arts in European Economic Studies). De kwaliteit van de opleidingen is voldoende.

De accreditatie geldt van 1 oktober 2018 tot en met 30 september 2026.

Den Haag, 12 juni 2018

De NVAO  
Voor deze:



Marc Luwel  
(bestuurder)

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<sup>1</sup> Het ontwerp accreditatiebesluit werd aan de instelling bezorgd voor eventuele opmerkingen en bezwaren. De instelling heeft geen gebruik gemaakt van de gelegenheid om te reageren.



Pagina 9 van 19 **Bijlage 1: Globale oordelen NVAO**

De onderstaande tabel geeft per generieke kwaliteitswaarborg het globaal oordeel van de NVAO weer, alsook het eindoordeel.

**Generieke kwaliteitswaarborg**

<b>Oordeel</b>	
1. Beoogd eindniveau	Voldoende
2. Onderwijsleeromgeving	Voldoende
3. Gerealiseerd eindniveau	Voldoende
4. Opzet en organisatie van de interne kwaliteitszorg	Voldoende
<b>Eindoordeel</b>	Voldoende

Naam instelling	Europacollege
Adres instelling	Dijver 11 B-8000 BRUGGE
Aard instelling	Geregistreerd
Naam associatie	n.v.t.
Naam opleidingen (Graad, kwalificatie, specificatie)	<ul style="list-style-type: none"> <li>– Master of Arts in European Economic Studies;</li> <li>– Master of Arts in European Political and Governance Studies;</li> <li>– Master of European Law (LLM);</li> <li>– Master of Arts in EU International Relations and Diplomacy Studies;</li> <li>– Master of Arts in European Interdisciplinary Studies.</li> </ul>
Niveau en oriëntatie	master-na-master
Bijkomende titel	n.v.t.
Opleidingsvarianten: – Afstudeerrichtingen – Studietraject voor werkstudenten	Afstudeerrichtingen: – Master of Arts in European Economic Studies: European Economic Integration and Business
Onderwijstaal	<ul style="list-style-type: none"> <li>– Engels</li> <li>– Frans</li> </ul>
Vestigingen opleiding	<ul style="list-style-type: none"> <li>– Brugge</li> <li>– Warschau (Natolin)</li> </ul>
Studieomvang (in studiepunten)	66
Vervaldatum accreditatie, tijdelijke erkenning of erkenning nieuwe opleiding	30 september 2018
Academieja(a)r(en) waarin opleiding wordt aangeboden <sup>2</sup>	2017 – 2018
(Delen van) studiegebied(en)	<p><i>Master of Arts in European Economic Studies</i></p> <ul style="list-style-type: none"> <li>– Economische en toegepaste economische wetenschappen;</li> </ul> <p><i>Master of Arts in European Political and Governance Studies</i></p> <ul style="list-style-type: none"> <li>– Politieke en sociale wetenschappen;</li> </ul>

<sup>2</sup> Betreft het lopende academiejaar, op het ogenblik van de accreditatieaanvraag

	<p><i>Master of European Law (LLM)</i></p> <ul style="list-style-type: none"> <li>– Rechten, notariaat en criminologische wetenschappen;</li> </ul> <p><i>Master of Arts in EU International Relations and Diplomacy Studies</i></p> <ul style="list-style-type: none"> <li>– Politieke en sociale wetenschappen;</li> </ul> <p><i>Master of Arts in European Interdisciplinary Studies</i></p> <ul style="list-style-type: none"> <li>– Politieke en sociale wetenschappen;</li> <li>– Rechten, notariaat en criminologische wetenschappen;</li> <li>– Economische en toegepaste economische wetenschappen;</li> <li>– Geschiedenis.</li> </ul>
ISCED benaming van het studiegebied	<p><i>Master of Arts in European Economic Studies</i></p> <ul style="list-style-type: none"> <li>– 03 Social sciences, journalism and information;</li> <li>– 031 Social and behavioural sciences;</li> <li>– 0311 Economics;</li> </ul> <p><i>Master of Arts in European Political and Governance Studies</i></p> <ul style="list-style-type: none"> <li>– 03 Social sciences, journalism and information;</li> <li>– 031 Social and behavioural sciences;</li> <li>– 0312 Political sciences and civics;</li> </ul> <p><i>Master of European Law (LLM)</i></p> <ul style="list-style-type: none"> <li>– 04 Business, administration and law;</li> <li>– 0421 Law;</li> </ul> <p><i>Master of Arts in EU International Relations and Diplomacy Studies</i></p> <ul style="list-style-type: none"> <li>– 03 Social sciences, journalism and information;</li> <li>– 031 Social and behavioural sciences;</li> <li>– 0312 Political sciences and civics;</li> </ul> <p><i>Master of Arts in European Interdisciplinary Studies</i></p> <ul style="list-style-type: none"> <li>– 02 Arts and humanities;</li> <li>– 0222 History and archeology;</li> <li>– 03 Social sciences, journalism and information;</li> <li>– 0388 Inter-disciplinary programmes and qualifications involving social sciences, journalism and information;</li> <li>– 04 Business, administration and law;</li> <li>– 0488 Inter-disciplinary programmes and qualifications involving business, administration and law.</li> </ul>

### **Master of Arts in European Economic Studies**

#### *1. Knowledge of the discipline of economics*

Students are able to:

- 1.1 Describe, explain and illustrate core economic theory and selected policies related to economic integration;
- 1.2 Understand the normative assumptions, implications and limitations of economic theory and economic policy making;
- 1.3 Use economic theory to assess current problems and policies;
- 1.4 Integrate their knowledge of related disciplines (particularly EU law) into the domain specific knowledge of economics;
- 1.5 Learn how to acquire relevant information in related disciplines (law, political science);

*For the European Economic Integration and Business Specialisation: 1.1 to 1.5 plus*

Students are able to:

- 1.6 Describe, explain and illustrate the normative assumptions, implications and limitations of business theory;
- 1.7 Use their knowledge of business theory to define corporate strategy and assess corporate structures;

*For the European Law and Economic Analysis Option & the European Public Policy Analysis Option 1.1 to 1.5 plus*

Students are able to:

- 1.8 Describe, explain and illustrate the core normative assumptions, implications and limitations of legal theory and political science theory related to economics;
- 1.9 Use their knowledge of economics, legal principles and political science to analyse problems in law or political science;

#### *2. Research, empirical and context skills*

Students are able to:

- 2.1 Independently transform a complex problem into research questions, prepare and carry out a research plan, formulate a scientifically-sound position and assess critically their research findings;
- 2.2 Think innovatively and provide constructive analytical commentary as well as potential recommendations on the evolution of the EU and its possible future development;
- 2.3 Recognise the importance of empirical foundation for knowledge acquisition and evidence-based policies and use quantitative techniques and other empirical methods to evaluate theoretical knowledge;
- 2.4 Find, select, critically evaluate and use references, data and other sources of information within a short amount of time;
- 2.5 Be autonomous in their preparation and review of materials for the courses as well as in their completion of assignments bearing different requirements in terms of methodology, workload and evaluation of the final work;
- 2.6 Work together in groups to solve problems, share tasks, prepare assignments, go through case studies and make presentations.

*For the European Economic Integration and Business Specialisation: 2.1 to 2.6 plus*

Students are able to:

- 2.7. Think innovatively and provide constructive analytical commentary on how the evolution of EU rules and policies may impact on future market development.

3. *Understanding of the European context*

Students are able to:

- 3.1. Demonstrate knowledge of the European Union' institutions, competences and substantive principles;
- 3.2. Describe, explain and illustrate the usefulness and limitations of economic theory applied to economic conditions and problems in Europe;
- 3.3. Recognise, analyse, explain and critique economic developments and economic policies in Europe;
- 3.4. Acquire a strong knowledge of broader social and political conditions and developments in Europe.

*For the European Economic Integration and Business Specialisation: 3.1 to 3.4 plus*

Students are able to:

- 3.5. Recognise, analyse, explain and critique the impact of EU policies on corporate strategy;

*For the European Law and Economic Analysis Option & the European Public Policy Analysis Option: 3.1 to 3.4 plus*

Students are able to:

- 3.6. Recognise, analyse, explain and critique legal and institutional developments in the European Union.

**Master of Arts in European Political and Administrative Studies**

1. *Knowledge*

- 1.1. Students possess a pluri-disciplinary understanding of European integration, allowing them to understand fully the nature, dynamics and functioning of the EU system;
- 1.2. Students have a general knowledge of the main components of the EU political system: institutions, actors, decision-making procedures, competences and policies;
- 1.3. Students comprehend the disciplinary knowledge and theories specific to EU studies;
- 1.4. Students possess an in-depth knowledge of fundamental aspects of the EU political system (institutions, actors, policies etc.);
- 1.5. Students develop a concrete understanding of the logics of policy-making and negotiations within the EU political system, thanks to simulation exercises and the drafting of policy papers;
- 1.6. Students recognize the normative assumptions and implications of theories of European integration;
- 1.7. Students can communicate in both French and English in an academic or professional context.

2. *Skills*

- 2.1. Students can recognize, contextualize, explain, and interpret political, societal and economic phenomena in European integration. They can assess events, governance problems and political crises;

- 2.2. Students can analyse the process and actors of EU policy-making at different levels of governance and can reflect on potential developments;
- 2.3. Students can transform a complex problem into a research question, mobilize theories, develop a research design, and conduct empirical work to provide solutions in an analytical and balanced way;
- 2.4. Students can flexibly apply theories and analytical frameworks from different disciplinary perspectives to the main issues of EU politics and policies;
- 2.5. Students are able to analyse, in a limited amount of time, complex and new issues, by finding and investigating various sources of information and delivering an analytical and critical synthesis;
- 2.6. Students are capable of working as part of a complex project, individually or collectively, and they develop skills of planning, organisation, prioritisation and time management;
- 2.7. Students can communicate clearly and effectively, through oral presentations or written documents, to different kinds of audiences;
- 2.8. Students are capable of evolving in a multi-cultural context and of taking into account the variety of political systems, institutional logics and cultural backgrounds.

#### **Master of European Law (LLM)**

1. *Knowledge*
  - 1.1. Possess advanced knowledge of the European Union (EU), its institutions, competences, substantive principles and legal doctrines;
  - 1.2. Possess general knowledge on the main elements of the EU's law and policy at large;
  - 1.3. Possess in-depth, scientific knowledge on specific areas of EU law;
  - 1.4. Possess knowledge of findings of other social sciences to the field of European studies that frame and steer the EU legal order, in particular international politics and economics;
  - 1.5. Know and understand the main elements of legal methodology, including correct referencing and responsible use of source materials
2. *Skills*
  - 2.1. Be able to think analytically, correctly analysing complex legal problems in a multi-level legal order, the various sources of law, legal instruments and actors, and to formulate a scientifically sound position on the basis of logical reasoning;
  - 2.2. Be able to think dynamically, to understand the constantly changing and evolving nature of the European integration process and to provide constructive commentary on its possible future development;
  - 2.3. Be able to think critically, formulating an independent opinion and interpretation of complex legal problems, contextualising findings and weighing a multitude of different factors, including findings from other disciplines;
  - 2.4. Be able to process a large amount of information within a short amount of time and to deliver accurate and reflective outcomes;
  - 2.5. Be able to work with primary sources of law, such as judgments and legislation, and to reflect independently on their significance and interpretation;
  - 2.6. Be able to work in a multi-cultural context, understanding and mediating different legal systems, legal traditions and normative frameworks in a constructive way;

- 2.7. Be able to develop, research, discuss and critically answer questions regarding a scientific research question of EU law in a scientifically responsible way;
- 2.8. Have a pro-active attitude towards self-development, through self-study, lifelong learning and professional growth, particularly through preparatory reading for group discussion in the courses;
- 2.9. Draft a clear legal scientific text in the area of EU law;
- 2.10. Present and defend orally an issue relating to EU law on the basis of legal argumentation or a personal position;
- 2.11. Be able to study and work in the area of EU law in English and French, including through interaction with native speakers.

### **Master of Arts in EU International Relations and Diplomacy Studies**

#### *1. Knowledge*

- 1.1. The graduate masters the most important approaches and concepts of International Relations, EU Studies and Diplomacy Studies relevant for the analysis of the role of the European Union in international affairs;
- 1.2. The graduate can describe, explain and illustrate the current state of scientific research in the field of EU external relations in a broad sense and is able to critically assess the results of this research;
- 1.3. The graduate has good knowledge of the institutional architecture and the decision-making processes in EU external relations;
- 1.4. The graduate has insights into political, legal and economic aspects of EU diplomacy and can use these insights to contextualise and interpret new developments;
- 1.5. The graduate is able to incorporate knowledge and understanding of various fields of EU external action and of different related disciplines (such as Political Science, International Relations, Law, Economics) at the interface between EU affairs and world politics.

#### *2. Skills*

- 2.1. The graduate can approach the field of national, European and international diplomacy analytically by assessing the challenges in this domain with an open mind for diversity and for complex situations;
- 2.2. The graduate has the ability to critically reflect upon problems in international and European affairs, to adopt well-informed points of view and to communicate them effectively orally and in writing, whether working independently or in a team;
- 2.3. The graduate can independently formulate a research question within the field of European affairs, find, select and critically assess relevant sources, answer the question using typical concepts and methods and present the research results in line with the ethical rules of the discipline;
- 2.4. The graduate is capable of processing a large amount of information within a short period of time and of suggesting possible action that contributes to problem-solving in a creative way;
- 2.5. The graduate has the intellectual maturity and skills to function responsibly and autonomously in a professional context at national, European or international level and to work efficiently and effectively through planning, organising, setting priorities and meeting deadlines;
- 2.6. The graduate can apply the acquired skills in the analysis and conduct of multifaceted (international) negotiations, both independently and in diverse and multicultural teams;
- 2.7. The graduate is able to communicate in the foreign language followed as part of the curriculum according to the target level specified for that language course.

**Master of Arts in European Interdisciplinary Studies**

1. *Innovative experts with interdisciplinary and contextual, regional and international expertise*
- 1.1. Students have advanced knowledge to critically analyze and evaluate complex contemporary and future policy problems related to European integration and EU external relations in a way which transcends the borders of a particular discipline on the basis of their interdisciplinary expertise and their experience in applying innovative problem-solving methods;
- 1.2. Students can situate their interdisciplinary knowledge of the EU legal order, EU institutions, decision-making and policies, EU external relations, European economic integration, and European history within the broader context of geopolitics, relations between the state and the economy, the state and society, religion and politics, national identities in Europe, European culture, the history of European civilization and the changing idea of Europe from Classical Antiquity to the present;
- 1.3. Students acquire advanced knowledge and are able to develop arguments and research on the legitimacy, democratic quality, identity and functioning of the system of EU governance, its institutional framework, the interplay between different actors and stakeholders and policies, including the policy-making processes and policies of EU external relations and foreign policy in the EU's neighbourhood and in the world. They are able to independently analyze the interplay between EU institutions, member states and external actors to explain policy outcomes and suggest or take final responsibility for policy decisions;
- 1.4. Students are able to demonstrate awareness, knowledge and understanding of theories, concepts, values, principles and rules of EU law within an institutional, national and global context. They are able to produce a synthesis of relevant doctrinal and policy issues, and present a reasoned choice between alternative solutions and critical judgement of the merits of particular legal arguments in the EU legal order;
- 1.5. Students are able to critically apply conceptual and analytical approaches relevant to European economic integration, EU economic policy-making and the economic and monetary union and understand how the EU economy is influenced by economic policy, technological advances and demographic conditions. They are able to recognize, analyze and interpret quantitative economic data delivered in graphs and basic statistical measures, to use economic theory, to provide an analysis of current or historical events, to study social phenomena, and evaluate alternative public policy choices;
- 1.6. Students acquire in-depth knowledge of the EU's role as an actor and presence in world affairs, its perception by external actors and its relations with key specific countries and regions. They are able to apply theoretical and conceptual approaches relevant to the analysis of EU external relations and EU foreign policy and their economic, social, and geo-political dynamics;
- 1.7. Students acquire knowledge and understanding regarding the history of European integration and the division and partial reunification of Europe in the twentieth century, with particular reference to Central and Eastern Europe. They understand the variety of approaches that can be used in understanding, constructing and interpreting European and global history and demonstrate a knowledge of concepts and theories derived from the humanities, social sciences, economics and law appropriate to the study of their research topics within an interdisciplinary Master's programme.



2. *Experts with strong presentation, negotiation, research, cross-cultural communication, time-management, networking and leadership skills*
- 2.1. Students develop outstanding cross-cultural communication, international negotiation, debating and leadership skills and are able to express ideas clearly – both orally and in written form. They are able, orally and using visual aids, to present logical arguments based on evidence to an audience audibly, clearly and coherently, and to make and defend a case before their peers. They are able to engage in policy and academic debates and present structured and thorough arguments regarding contentious problems and challenges of the internal and external dimensions of the European Union;
- 2.2. Students have the maturity, openness and multicultural and cross-cultural sensitivity, developed social, language and networking skills to live, work and prosper in a European and/or international setting and a multicultural environment;
- 2.3. Students have the necessary skills and experience to thrive in working environments which require adapting to multiple working methods, combining individual research, working in groups, conducting negotiations and engaging in critical dialogue with national, EU and international experts on specialized topics related to European integration and EU external relations. They take final responsibility for the definition of collective results;
- 2.4. Students learn to prioritize tasks, work under time pressure, and to reformulate knowledge and understanding of subjects across different areas while delivering quality academic outcomes;
- 2.5. Students develop advanced academic research skills and are able to autonomously transform complex problems into research questions and a research design. They are able to autonomously develop hypotheses within appropriate methodological and theoretical frameworks in order to critically analyze, contextualize, evaluate and communicate complex EU policy problems and historical subjects in a structured and concise way. They are able to present and discuss research methods and the interpretation of sources for historical subjects;
- 2.6. Students are able to autonomously gather, distill, sift, critically assess, reference and interpret information and data from multiple sources (including books, briefs, articles, public statements, interviews, and informal exchanges) relevant to their research questions and research design. On the basis of evidence, they are able to formulate and develop a coherent, reasoned and comprehensive stance, justifiable conclusions, specific policy recommendations and historical arguments on European, national, regional or international issues, while showing an appreciation of the complexity of analyzing EU affairs and/or reconstructing the past.

#### Learning Outcomes Specific to the Majors

1. *Public Affairs and Policies Major*
- 1.1. Students are able to discuss and autonomously use appropriate conceptual and theoretical approaches and methods to identify problems in the formulation and implementation of public policy and to thoroughly analyse and critically evaluate EU multi-level governance as well as major EU and national policies;
- 1.2. Students are able to evaluate the instruments through which EU institutions structure their dialogue with outside stakeholders, ranging from consultation mechanisms to transparency-related measures;
- 1.3. Students acquire in-depth understanding of the political and legal framework, (including substantive EU law and fundamental rights in the EU), the political economy of EU governance and the complex interactions and interdependence between EU law, economics and politics within the context of the EU's major policies related to the internal market and other key policies;
- 1.4. Students are able to analyze complex social processes and economic problems along with their causes and formulate their own opinions thereon through evaluation and integration of information from various sources. They are able to define and critically assess the EU institutions that shape monetary and fiscal policies and the processes these institutions use to achieve their goals in addressing issues of unemployment, inflation, exchange rates, balance of payments, or economic growth.

2. *EU as Global Actor Major*
  - 2.1. Students acquire in-depth knowledge of the role and presence of the EU in world affairs and global governance in areas such as trade, investment, sustainable development, energy, economic governance, financial regulation, security, terrorism, human rights, migration, health, development cooperation and humanitarian aid;
  - 2.2. Students are able to analyze EU relations with key global and emerging actors, other regional and inter-regional arrangements in Europe and beyond, and international organizations and to reflect critically on how global actors influence the EU, how the EU reacts and how the EU is perceived by external actors;
  - 2.3. Students gain an advanced understanding of conceptual and theoretical approaches relevant to analyzing global governance, regionalism, global and regional structures, actors and processes and are able to apply them to conduct independent and advanced research and analysis of the role and presence of the EU in world affairs.
  
3. *European Neighbours and the ENP Major*
  - 3.1. Students acquire in-depth empirical knowledge of EU foreign policy towards countries in the EU's neighbourhood (East and South) as well as political, socio-political, socio-economic, legal, security and energy-related developments in the neighbourhood itself;
  - 3.2. Students understand the theoretical and conceptual approaches at the core of the study of the European Neighbourhood Policy and they are able to apply them to the specific economic, social, and geo-political dynamics in both the European Union's eastern- and southern neighbourhood and to conduct autonomous and independent research in EU-neighbourhood studies;
  - 3.3. Students possess the advanced knowledge and analytical tools to critically examine the conceptual and theoretical merits and limitations of concepts related to external governance in the context of EU-neighbourhood relations.
  
4. *European History and Civilization Major*
  - 4.1. Students are able to master a significant body of historical literature on broad topics in European and global history. They have a developed understanding of the broader historical context including Central and Eastern European History as well as the post-colonial heritage in EU external relations in which bi-/multilateral, regional and interregional relations are embedded;
  - 4.2. Students are able to develop and sustain historical arguments in a variety of literary forms and to tackle questions of general historical significance, ranging widely across time and space, formulating appropriate questions and exemplifying their syntheses with detailed evidence;
  - 4.3. Students are able to design, research and present a sustained and independently conceived piece of historical writing in European and global history;
  - 4.4. Students are able to gather relevant primary and secondary sources relating to specific historical problems, to assess sceptically the reliability of the evidence and the plausibility of different historiographical narratives relating to these problems, and to arrive at their own reasoned interpretations of them.

*Voorzitter:*

- Prof. dr. Jan Orbie, Associate Professor and Director of the Centre for EU Studies, Ghent University;

*Leden:*

- Prof. dr. Michael Bruter, Professor of Political Science and European Politics, Department of Government, The London School of Economics and Political Science;
- Prof. dr. Panos Tsakoglou, Professor Department of International and European Economic Studies Athens University of Economics and Business;
- Prof. dr. Bruno De Witte, Professor of European Union Law, Maastricht University and Part-time Professor of Law European University Institute, Florence;
- Prof. dr. Brigid Laffan, Director of the Robert Schuman Centre for Advanced Studies and Director of the Global Governance Programme;
- Mevr. Elke Verhaeghe, student master in EU-studies, Ghent University.

Andreas Smets, stafmedewerker Kwaliteitszorg verbonden aan de Cel Kwaliteitszorg van de VLUHR, trad op als projectbegeleider en secretaris.