



INITIAL ACCREDITATION DECISION

NVAO decides that the:

BACHELOR OF ARTS IN EUROPEAN STUDIES

(ACADEMICALLY ORIENTED BACHELOR)

offered in the framework of

Una Europa

offers potential quality in an internationally accepted manner to award the bachelor's degree.

This concerns a study programme of 180 ECTS offered jointly by Katholieke Universiteit Leuven (Belgium), Alma mater Studiorum Università di Bologna (Italy), Universidad Complutense de Madrid (Spain), Uniwersytet Jagielloński w Krakowie (Poland), Freie Universität Berlin (Germany), Helsingin Yliopisto/Helsingfors universitet (Finland), Université Paris 1 Panthéon-Sorbonne (France), and The University of Edinburgh (United Kingdom) on locations in Leuven, Bologna, Madrid, Cracow, Berlin, Helsinki, Paris, and Edinburgh.

NVAO bases this decision on the positive assessment of the programme by the panel of experts convened by NVAO. The assessment report drawn up by this panel forms an integral part of this decision.

NVAO takes this decision in application of the Higher Education Codex, in particular the articles II.153, II.153/5 and II.153/6, and on the basis of the investigation, in accordance with the European Approach for Quality Assurance of Joint Programmes, conducted by the panel of experts, as included in the assessment report. The accreditation is granted for a period of six years.

The Hague, 22 December 2021

Wouter Duyck, vicechair



BACHELOR OF ARTS IN EUROPEAN STUDIES

UNA EUROPA

*KU Leuven • Alma Mater Studiorum Università di Bologna • Universidad Complutense de Madrid •
Uniwersytet Jagielloński w Krakowie • Freie Universität Berlin • Helsingin Yliopisto/Helsingfors universitet •
Université Paris 1 Panthéon-Sorbonne • The University of Edinburgh*

INITIAL ACCREDITATION • PANEL REPORT

FRAMEWORK FOR THE EUROPEAN APPROACH FOR QUALITY ASSURANCE
OF JOINT PROGRAMMES

24 NOVEMBER 2021



Table of contents

1	Executive summary	5
2	Assessment – Standards for Quality Assurance of Joint Programmes	7
2.1	<i>Eligibility</i>	7
2.1.1	Status	7
2.1.2	Joint design & delivery	8
2.1.3	Cooperation Agreement	8
2.2	<i>Learning Outcomes</i>	9
2.2.1	Level	9
2.2.2	Disciplinary field	10
2.2.3	Achievement	10
2.2.4	Regulated Professions	11
2.3	<i>Study Programme</i>	11
2.3.1	Curriculum	11
2.3.2	Credits	12
2.3.3	Workload	13
2.4	<i>Admission and Recognition</i>	13
2.4.1	Admission	13
2.4.2	Recognition	14
2.5	<i>Learning, Teaching and Assessment</i>	15
2.5.1	Learning and teaching	15
2.5.2	Assessment of students	16
2.6	<i>Student Support</i>	17
2.7	<i>Resources</i>	18
2.7.1	Staff	18
2.7.2	Facilities	18
2.8	<i>Transparency and Documentation</i>	19
2.9	<i>Quality Assurance</i>	20
3	Final judgement	22
4	Assessment procedure	24
5	Overview of the assessments	25
	Annex 1: Administrative data	26
	Annex 2: Programme-specific Learning Outcomes	28
	Annex 3: Composition of the panel	29
	Annex 4: Schedule of the dialogue – site visit	30

Annex 5: Documents reviewed	31
Annex 6: List of abbreviations	32

1 Executive summary

The self-assessment report, the extensive programme materials previous to the online site-visit and the conversations with highly motivated stakeholders have provided the panel with a comprehensive view of the programme. According to the panel, who based its assessment on the standards of the European Approach for Quality Assurance of Joint Programmes, the Bachelor of Arts in European Studies (BAES) fulfils all standards.

There is convincing evidence that all partners have been actively involved in the development of the programme and are highly committed to the successful delivery of the programme, which is a flagship project for their alliance in *Una Europa*. The Cooperation Agreement covers all essential aspects to set-up, govern and implement the BAES programme as a common endeavour between all participating universities.

Concerning the admission procedures, the panel finds it very positive that students admitted to the programme will be enrolled in the 4 degree-awarding institutions of the BAES. Moreover, the panel encourages the alliance to pursue its efforts to integrate, in the longer term, all other partners who wish, to become degree-awarding partners.

The consortium offers the BAES programme as an international, multidisciplinary, and multilingual programme that will have added value both within academia and for the labour market. The panel has seen sufficient evidence that the learning outcomes are defined at the right level. Throughout the programme, students will gain understanding of the multidisciplinary scientific field and the academic debates in the field of European Studies. The programme's ambition is also to provide students with transversal skills, which should equip them for a competitive and rewarding European and international job market.

To deliver this programme at the right level and with the required quality and support services, the panel is convinced by the joint resources of the Consortium, the competent staff involved in teaching and supporting the programme, the well-designed responsibilities at central and local levels, the good involvement of the students in the quality assurance system, and a governance structure that is rooted in improvement-driven processes.

The panel nevertheless suggests considering some adaptations to further enhance the cooperation and excellence of the programme. The suggestions comprise improvement to the accessibility and structure of the Consortium Agreement; including further details on the degree awarding procedures in the Consortium. The panel also advises that the Consortium meticulously articulates the selection processes and clarifies procedures regarding the choice of the start and mobility universities.

For the sake of clarity, the panel recommends improving the information to students on the different learning paths and mobility options, and informing students in advance about the pathways of majors and minors that they can choose and especially on all eventualities when quantitative restrictions arise. To allow students and external stakeholders to more easily understand how progress in learning is ensured, the panel suggests that the Consortium provides some more details on expected learning and assessment methods for all LO's; and also to evidence that the different skills included in all of the LO's are realised, regardless of the pathways that students choose.

Last, the panel encourages the BAES to also actively involve administrative support staff and the professional stakeholders and labour market representatives in the quality assurance process. Doing so will permit the partners of the BAES to ensure that the programme is embedded in a strong joint quality culture in which students, staff (teaching staff *and* administrative support staff), institutional policy-makers and external stakeholders can have their say.

Regardless of its suggestions, the panel compliments the partner institutions for making the best use of each one's strengths to deliver a prestigious bachelor programme in the field of European Studies. It confirms it is very positive and enthusiastic about the quality and expected added value that the BAES programme will bring to the field of European Studies programmes.

The Hague, 24 November 2021

On behalf of the expert panel convened to assess the Bachelor of Arts in European Studies,

Prof. dr. Cristina CHURRUCA
(panel chair)

Ms. Anja DETANT
(secretary)

2 Assessment – Standards for Quality Assurance of Joint Programmes

2.1 Eligibility

The panel assesses the Eligibility standard as compliant.

2.1.1 Status

The institutions that offer a joint programme should be recognised as higher education institutions by the relevant authorities of their countries. Their respective national legal frameworks should enable them to participate in the joint programme and, if applicable, to award a joint degree. The institutions awarding the degree(s) should ensure that the degree(s) belong to the higher education degree systems of the countries in which they are based.

The higher education institutions cooperating within the European alliance *Una Europa* are all established and officially recognised universities, both in their respective countries and more broadly within the European (and international) field of higher education institutions.

The ambition of the eight participating universities in the consortium of *Una Europa*, in offering a joint European bachelor's degree, is to fulfil the objectives of the 'European Universities Initiative' launched by the European Commission in 2018, to move towards creating European universities as 'transnational alliances that will become the universities of the future, promoting European values and identity, and revolutionising the quality and competitiveness of European higher education'.

The self-assessment report has clarified the embeddedness of each of the involved institutions in their relevant national accreditation frameworks, and indicated where additional steps in the national procedure for initial accreditation will need to be taken to activate the joint programme BAES.

Of the eight universities that jointly developed the Bachelor of Arts in European Studies programme (BAES), four act as degree awarding universities (KU Leuven, Alma Mater Studiorum Università di Bologna, Universidad Complutense de Madrid and Uniwersytet Jagielloński w Krakowie). The other four are so-called mobility partner universities (Freie Universität Berlin, Helsingin Yliopisto, Université Paris 1 Panthéon-Sorbonne and The University of Edinburgh).

As stated in Article 13 of the Consortium Agreement, successful completion of the BAES leads to the award of the joint degree "Bachelor of Arts in European Studies" by the four degree awarding parties. The Coordinating Party is responsible for setting up the joint degree diploma to be awarded. The joint degree diploma is accompanied by a joint degree diploma supplement from the Coordinating Party, which shall be drawn up according to European guidelines and shall include the transcripts of courses and the obtained scores, including the mobility periods.

The panel understood from the dialogues during the online site-visit that the ambition is eventually to have all partner institutions as degree awarding universities for the BAES. In the meantime, a certificate will be issued for the mobility partner universities. The panel is aware of the difficulties regarding the awarding of a joint qualification, as some national regulations are quite restrictive. Nevertheless, it encourages the partners to keep trying finding a way to award a joint degree.

The panel understood that the two categories of partners in the joint degree of the BAES is a result of the complexities in the national legal frameworks to award a joint degree. The panel

is very impressed by the great commitment and enthusiasm of the management of all participating institutions to support the set-up of this joint programme as a flagship project for their alliance in *Una Europa*. The panel encourages the alliance to pursue its efforts to integrate, in the longer term, all partners who wish to become degree-awarding partners.

2.1.2 Joint design & delivery

The joint programme should be offered jointly, involving all cooperating institutions in the design and delivery of the programme.

The eight universities taking part in *Una Europa* have joined forces to create a common, Bachelor of Arts in European Studies.

The new programme will be organized jointly by all, with each of the institutions contributing to the programme from start to finish. The panel examined the engagement of the partner institutions to commonly set-up and deliver the programme. Based on the information in the self-assessment report, the additional documentation and the discussions, the panel confirms that it is in full agreement that the BAES programme is the result of an intensive preparation and collaboration by the eight universities within the framework of the European university alliance *Una Europa*.

Within the alliance, the partners contributed to the development of the programme, its concept (content and mobility) and to the discussion about and the development of the learning outcomes and the curriculum. The universities prepared all relevant aspects related to offering the joint programme (student administration, legal aspects, teaching and learning, and quality assurance issues) through technical working groups.

The panel has seen that the partners in *Una Europa* are all very dedicated to make the joint Bachelor of Arts in European Studies a successful programme. There is convincing evidence that all partners, including the mobility partners, have been actively involved in the development of the programme, and are highly committed to the delivery of the programme.

Several elements of real jointness can be highlighted:

- A jointly designed and integrated academic curriculum with mutually agreed mobility periods.
- Joint eligibility criteria and admission procedures for candidates, including a joint appeal procedure for rejected candidates.
- Joint Study and Examination Regulations.
- Jointly developed and shared quality assurance mechanisms.
- Joint governance structure for the programme.
- Jointly agreed participation costs.

2.1.3 Cooperation Agreement

The terms and conditions of the joint programme should be laid down in a cooperation agreement. The agreement should in particular cover the following issues:

- *Denomination of the degree(s) awarded in the programme;*
- *Coordination and responsibilities of the partners involved regarding management and financial organisation (including funding, sharing of costs and income etc.);*
- *Admission and selection procedures for students;*
- *Mobility of students and teachers;*
- *Examination regulations, student assessment methods, recognition of credits and degree awarding procedures in the consortium.*

The panel has studied the Consortium Agreement that describes the principles of the BAES in all its detail. The Agreement lays down the governance structure, financial arrangements and all necessary procedures determining the cooperation between the partners in *Una Europa* for the delivery of this joint Bachelor programme.

The Consortium Agreement covers all relevant matters, however it is quite complex to read and could be better structured. The panel therefore suggests improving its accessibility. To make the reading more comprehensive, the text would benefit from including an index to the agreement, organising the agreement following a clear structure with well-defined headings. As an example for a more comprehensive agreement, the panel refers to the Erasmus+ template for consortium agreements. This could be source of inspiration for improving the readability of the Consortium Agreement for the BAES.

Regarding the degree awarding procedures in the Consortium, the partners might consider to include, for example, in a separate agreement (as foreseen in §3.5 of Article 27 on the Coordinating Party) that KU Leuven as the Issuing University shall be responsible for: processing and keeping the students records; delivering and issuing a single joint degree, award the diploma supplements and registering the official joint degree according to national legislation. Moreover, to avoid future conflicts, it is advisable to also include that the partner institutions shall agree the following: confer the right to issue and deliver the joint degree award and the diploma supplement on their behalf to the Issuing University, KU Leuven, and; recognise the joint degree award and the diploma supplement issued by KU Leuven on their behalf; be responsible for submitting full transcript of records of the student's degree programme followed at their location; and be responsible, if applicable for registering the official joint degree according to national law within its country. Regardless of the suggestions made above, the panel confirms that the Cooperation Agreement covers all essential aspects to set-up, govern and implement the BAES programme as a common endeavour between all participating universities in the *Una Europa* alliance. The panel concludes that the evidence demonstrates that the programme is fully compliant with the different criteria in the Eligibility standard.

2.2 Learning Outcomes

The panel assesses the Learning Outcomes standard as compliant.

2.2.1 Level

The intended learning outcomes should align with the corresponding level in the Framework for Qualifications in the European Higher Education Area (FQ-EHEA), as well as the applicable national qualifications framework(s).

The 8 learning outcomes of the Bachelor of Arts in European Studies are aligned with the core qualifications of bachelor graduates as defined in the European Qualifications Framework (EQF), level 6.

The self-evaluation report demonstrates in Table 2.1 that the Bachelor of Arts in European Studies fits all the requirements and conditions of the FQ-EHEA. Next to the FQ-EHEA, the documentation shows how the learning outcomes of BAES meet the requirements of all national qualification frameworks under which the partner universities operate and offer this programme.

The panel has seen sufficient evidence that the learning outcomes are defined at the right level.

2.2.2 Disciplinary field

The intended learning outcomes should comprise knowledge, skills, and competencies in the respective disciplinary field(s).

The BAES programme is presented in the self-evaluation report as a unique opportunity to consolidate European studies-related undergraduate teaching in all partner universities. The programme is offered as an international, multidisciplinary, and multilingual programme that will have added value both within academia and for the labour market.

The programme offers a combination of disciplinary and multidisciplinary teaching. Several disciplines, among which law, political sciences, languages and culture, history, philosophy, and economics come together and contribute to the conceptual, theoretical, and methodological approaches which give shape to the bachelor programme of European Studies. Throughout the programme, students will gain understanding of the multidisciplinary scientific field and the academic debates in the field of European Studies.

The programme's ambition is also to provide students with transversal skills, which should equip them for a competitive and rewarding European and international job market.

The panel found in the BAES a very rich, well thought out, student-tailored programme. It offers an interesting *truncus communis* to all students enrolling in the programme. Moreover, it provides a wealth of choices for majors and minors, specialization and mobility, and the option to do an internship. The programme hereby builds on the expertise and specializations of the different partner universities. The panel compliments the partner institutions for making the best use of each one's strengths to deliver a prestigious bachelor programme in the field of European Studies. The joined forces in the Consortium are an asset to deliver this programme.

Given its international character, the programme is English taught. Yet, courses, in particular those of the so-called specializations, can also be offered in other languages than English. Moreover, language learning is an important part of the learning outcomes. The programme hereby aligns itself with the key competences for Lifelong Learning promoted by the European Commission.

The set-up of the programme, the various pathways offered to students, and the integrated mobility impresses the panel. It has seen that the learning outcomes comprise knowledge, skills, and competences in the disciplinary field of European Studies. Moreover, the learning outcomes also include broader transversal skills. The panel confirms that the intended learning outcomes fit well with what can be expected in the multidisciplinary field of European Studies. The choices made lead to an appropriate and adequate set of essential learning outcomes for the academic and workfield-relevant domain of European Studies.

2.2.3 Achievement

The programme should be able to demonstrate that the intended learning outcomes are achieved.

The panel has extensively discussed the intended learning outcomes (LO) during the online site-visit. Given the variety of learning paths available, the panel focused in the dialogues on how all learning outcomes will be achieved in practice.

The self-evaluation report includes a detailed explanation and several tables that are designed to show how the different student trajectories will enable the attainment of all intended learning outcomes. From the documentation, the panel had difficulties to comprehend where and how all the intended learning outcomes could be obtained, and how

their achievement would be assessed. The panel had queries regarding LO6 that is formulated in very broad terms, but also includes multiple elements of learning.

The exchange during the online site-visit was very instructive and useful to a better understanding of the correlation between learning outcomes, the different compulsory and elective courses and the other components of the programme. The discussions helped the panel to see that the learning outcomes are for a large part achieved during the compulsory parts of the programme. The *truncus communis* offers jointness in the programme and in the learning outcomes; this jointness is also achieved in the Thesis Laboratory that all students take up together, as well as in the learning outcomes for the Bachelor Thesis.

On several occasions, students must demonstrate their educational and academic progress in these compulsory courses by passing examinations, writing seminar papers and writing a concluding Bachelor Thesis.

Mobility has a central place in the programme. The mobility will further enrich the students' knowledge of European languages and will sharpen their skills to combine intra-European mobility and to understand and communicate issues from and across different cultural, European and international perspectives. The panel comprehends that the mobility, combined with the work in the Research Track and the Bachelor Thesis, will provide the students with a large set of transversal skills. The exchange with management and teaching staff has provided sufficient evidence that the achievement of these skills will be assessed at several occasions, using multiple methods. The panel is thus satisfied with the explanations received.

For the sake of clarity, it nevertheless advises the programme to consider some improvements in its information and documentation. The programme would benefit from more straightforward explanations and evidence. The panel suggests to provide examples of different learning pathways, so that it becomes easily understandable for students and external stakeholders how the programme will ensure that all intended LOs will be achieved, that progress in learning is ensured, and particularly that the different skills in LO6 are realised, regardless of the pathways that student choose.

In addition, the panel suggests more direct explanations on the timing of assessments, as well as on the different assessment methods that will be used to measure the achievement of all the elements of learning included in LO6.

2.2.4 Regulated Professions

If relevant for the specific joint programme, the minimum agreed training conditions specified in the European Union Directive 2005/36/EC, or relevant common trainings frameworks established under the Directive, should be taken into account.

Not applicable

2.3 Study Programme

The panel assesses the Study Programme standard as compliant.

2.3.1 Curriculum

The structure and content of the curriculum should be fit to enable the students to achieve the intended learning outcomes.

In the BAES, students will follow a *truncus communis* of compulsory courses, a major disciplinary specialization and a minor disciplinary specialization.

The *truncus communis* is composed of disciplinary and multidisciplinary introductory courses, language courses and methodology courses that provide a first understanding of methodological thinking as well as research design. Moreover, students take the course Thesis Laboratory and Bachelor Thesis and are encouraged to follow an elective internship.

In addition to the content-related study programme, mobility is central to this programme and compulsory for all students during 3 semesters in the programme. Also, students will learn at least one more language next to their mother tongue and English.

The panel confirms that the different building blocks represented in figures 3.1 and 3.2 of the self-assessment report, the proposed structure, and the content of the programme will allow students to reach the intended learning outcomes. The curriculum exposes students to a good range of disciplines. It will ensure that they obtain a solid grounding in multiple knowledge fields and methodologies, which prepares them to specialize later in their studies and career.

The curriculum and elective courses highlight European Studies as a multidisciplinary field of study and research, which creates opportunities for graduating students to connect to embedded disciplines in their future master-programme-trajectories. Students further get to learn transversal skills by being embedded in a multidisciplinary, multilingual and multicultural study environment at different universities.

As already mentioned, the panel had initially a few questions and doubts related to the formulation of LO6 (LO covering the transversal skills). It had apprehensions about what LO6 actually contains in terms of learning objective, and did not see clearly where these were achieved, nor when and how the achievement was to be measured.

The clarifications that were provided during the site-visit have convinced the panel that the transversal skills are central in several components of the curriculum, such as the Thesis Laboratory, the mobility schemes and the specializations. In combination with the programme-related mobility across universities, the major and minor tracks allow for the achievement of learning outcomes 5 and 6, which underline the crucial need for language skills and transversal skills.

The site-visit has thus made it visible to the panel how languages, the internship and mobility in the programme contribute directly to the acquiring of the transversal skills that are also relevant in the professional field. The panel acknowledges that the integration of these transversal skills in the curriculum is an added value of the BAES programme.

The option for doing an internship as part of the programme offers attractive opportunities to students to become acquainted with the requirements of a European and international work environment. In the meetings with student representatives and with representatives of the professional field and alumni, the possibilities offered for choosing an internship were acclaimed as a very relevant and attractive component of the programme. The panel therefore advises the BAES to encourage all students to seriously consider this option offered to them although the panel also understands it cannot be a mandatory part of the programme.

2.3.2 Credits

The European Credit Transfer System (ECTS) should be applied properly and the distribution of credits should be clear.

The BAES is offered in three years for 180 ECTS. Each semester consists of a regular 28-32 ECTS. The curriculum consists of a *truncus communis* (92 credits) on the one hand, and specializations, which will be offered as a major of up to 60 ECTS, and a minor of at least 18 ECTS. In addition, students write their bachelor's thesis and take the compulsory Thesis Laboratory course in preparation for the thesis. Students can also take up an optional internship for 6 credits.

The panel has seen that the programme is a bit more demanding in terms of ECTS in the first 2 semesters, when students take the compulsory courses. When they choose their specialization and the mobility tracks, the allocation of credits is a bit lower. The panel understands this choice; it has examined how the allocation of credits is done and finds this reasonable. In all trajectories, the BAES corresponds to the regular 180 ECTS required for a bachelor programme.

2.3.3 Workload

A joint bachelor programme will typically amount to a total student workload of 180-240 ECTS-credits; a joint master programme will typically amount to 90-120 ECTS-credits and should not be less than 60 ECTS-credits at second cycle level (credit ranges according to the FQ-EHEA); for joint doctorates there is no credit range specified. The workload and the average time to complete the programme should be monitored.

The programme has a total study load of 180 ECTS credits and is a three-year bachelor programme. As stated in the Consortium Agreement, BAES applies the ECTS system to all of its parts, with a view to the distribution of the study-load and the recognition of credits obtained. The partner universities agree that one ECTS, in general, equals a workload between 25 and 30 hours of student work.

The ECTS attributed to a course in the bachelor programme represents the overall workload of a student. The ECTS include the actual lectures/seminars as well as time spent preparing and evaluating lectures (attending events + private study), taking exams, preparing for exams, Bachelor Thesis and seminar work.

The allocation of workload among the courses and modules is clear, and in all tracks that students can follow, the workload will represent the legally required 180 ECTS.

The workload is monitored by the Academic Steering Committee. Students will be involved in student evaluations where attention will be given to the monitoring of the workload. The panel has also understood from the site visit that students will have a direct line with staff and administrative coordinators, and informal communication possibilities to signal problems, if need be.

The panel is convinced that the programme will be well manageable for the students and that adequate measures for monitoring of the workload in the BAES will be installed.

2.4 Admission and Recognition

The panel assesses the Admission and Recognition standard as compliant.

2.4.1 Admission

The admission requirements and selection procedures should be appropriate in light of the programme's level and discipline.

According to Art. 18 1.1. of the Consortium Agreement, the admissions policy for the BAES is intended to ensure equal opportunity of access to higher education for qualified students.

The entry requirements and admission criteria for the programme are common for all students. These will be published, together with the joint application procedure, on Una Europa website and are regulated in Art 18. of the Consortium Agreement. The general admission requirements for a Bachelor's programme apply to enrol in the BAES. In addition, all applicants must prove their English language proficiency of level B2.

The self-evaluation report and the clarifications provided during the site-visit have made it clear to the panel that all candidate students will file their application with the Admission Office of the KU Leuven. Students who want to start the Programme at UCM in Spain will have to file a pre-admission application, following Spanish national legislation.

The admission criteria are clear and the panel finds it very positive that students admitted to the programme, will be enrolled in the 4 degree-awarding institutions of the BAES.

The panel understands that being admitted does not mean that students can study in any of the partner universities without limitations. Unlimited access is provided by KU Leuven, the University of Bologna and the Jagiellonian University in Krakow. Yet, the panel has understood that quantitative restrictions may apply in universities as to the total number of students accepted per semester.

Students choose their start university for the first academic year and indicate their mobility choices for the second and third year. Though the matter was discussed extensively during the site-visit, it is for the panel still not fully clear how the selection process will work in practice. It remains ambiguous how the division of the students over the different degree-awarding institutions will be done. Especially when student numbers are high and when student preferences to start at one particular institution outnumber by a large amount, the candidates opting for the partner institutions, the selection process will be important.

Transparent information on selection and placing of the students is essential to avoid disappointment when students do not obtain their first choice and cannot start the programme in their preferred institution. The panel therefore advises the programme management to meticulously articulate what the selection process is going to be; to inform students in advance on the pathways of majors and minors that they can choose and especially on all eventualities when quantitative restrictions arise. The panel highlights the importance of clear information upfront, but also of timely feedback to students on how the selection has been done and why they might not have obtained their first choice.

2.4.2 Recognition

Recognition of qualifications and of periods of studies (including recognition of prior learning) should be applied in line with the Lisbon Recognition Convention and subsidiary documents.

Students can apply for an exemption from a course, given previous studies and/or work experience. The Academic Steering Committee can admit such applications; consideration of previous studies or work experience shall take place in accordance with the procedures established at the university, which is responsible for providing the concerned course(s).

The panel has no doubts on the procedures in place to grant recognition of prior learning and/or qualifications. The participating institutions are well experienced in this and bound by the Consortium Agreement to implement this matter in line with the applicable Lisbon Recognition Convention.

With regard to the recognition of study periods, the panel assumes that this will in practice be done. However, there is no explicit mention of this in the Consortium Agreement. There is, on the other hand, a general statement in Art. 7.1: "The BAES applies the ECTS system to all of its

parts with a view to the distribution of the study-load and the recognition of credits obtained.”

2.5 Learning, Teaching and Assessment

The panel assesses the Learning, Teaching and Assessment standard as compliant.

2.5.1 Learning and teaching

The programme should be designed to correspond with the intended learning outcomes, and the learning and teaching approaches applied should be adequate to achieve those. The diversity of students and their needs should be respected and attended to, especially in view of potential different cultural backgrounds of the students.

The panel has studied the programme design in detail (Table 1.4 of the self-evaluation report). In the self-evaluation report the achievement of learning outcomes for the compulsory courses is explained, as well as per specialization in the different study fields offered in the BAES (section 2.3).

Throughout the discussions, it has been clarified how the programme structure helps students to gradually enlarge their disciplinary and multidisciplinary knowledge on Europe, combined with methodological and language knowledge. After the first two semesters, in which the *truncus communis* provides a broad basis and introduction to foundational disciplinary knowledge, from year 2 onwards the specialization options and the mobility path are deepening students’ disciplinary knowledge and allow them to develop the transversal skills.

As highlighted during the online site-visit, the programme is not meant to have an exclusive academic research perspective. European mobility and virtual mobility are key elements of the teaching and learning experience in the programme. The specialization courses and part of the mobility can be followed virtually, allowing students to take specialization courses online in the partner universities. This approach allows to respond to the diversity of students’ situations and their needs.

The programme presents the mobility as a teaching and learning method in itself, as it allows students to immerse in different study environments and profit from the insights of experts at several universities in joint courses at the same time. In the international teaching environment of the BAES students also learn and progress together. They acquire key skills, linked to the learning outcomes.

Throughout the programme, students are instructed through different forms of teaching (a.o in-class teaching; joint online teaching and blended learning; interactive group work; multi-disciplinarity and research skills, etc.). The Programme Board and Academic Steering Committee will monitor and guarantee a mix of different forms of teaching throughout the programme. To the panel, the teaching and learning strategies correspond well to the needs of a diverse group of international students that will enrol in the BAES.

The panel finds it positive that in the compulsory part of the programme, several courses are offered as jointly online taught courses. Students thus not only benefit from on-site teaching, but also experience teaching expertise of teaching staff from all partner institutions. At the same time the virtual mobility provides them the space to be part of the student cohort of the BAES and engage with peers that are enrolled in the other universities.

The panel is impressed by the many options offered to students to choose their own pathways, depending on their interests. The *truncus communis* delivers a solid base for the major and minor specializations, the mobility, the optional internship, the research track;

these all build up toward the Bachelor Thesis and toward the learning outcomes of the programme.

As already flagged, the different opportunities to learn and obtain the transversal skills were for the panel less obvious to grasp. The dialogue of the panel with management and teaching staff was instructive to understand how and in which components of the curriculum the transversal skills are developed, including language skills, intercultural learning and communication as well as practice-oriented capacities. The panel advises the programme to signpost to students what they can expect. What is meant by transversal skills, what is their place in the programme, how these are acquired, when and how these are assessed (see 2.5.2 below).

2.5.2 Assessment of students

The examination regulations and the assessment of the achieved learning outcomes should correspond with the intended learning outcomes. They should be applied consistently among partner institutions.

The panel has learnt that the partner universities of the BAES strive for the achievement of the intended learning outcomes by using a set of diverse instruction and assessment methods, including written and oral examinations, papers and in-class presentations and/or peer review, and assignments. A good level of detail was provided to appreciate that the assessment process has been thought through carefully (including the detailed overview of all course ECTS fiches).

The examination for each course is organized by the partner where the course is offered or which is responsible for the coordination of the course, in accordance with the common regulations and quality standards adopted by the Programme Board.

In the case of the Bachelor Thesis, assessment will be provided by a Degree Awarding University, according to the common regulations and quality standards adopted by the Programme Board and the Consortium Agreement.

The Programme Board and Academic Steering Committee jointly watch over the monitoring of the quality of student evaluations and student assessment forms. Amongst others, this includes the peer-review of exams, the scrutinizing of online student survey results, the analysis of curriculum/course evaluations, the analysis of student pass/failure rates, etc.

The information in the self-evaluation report, the Consortium Agreement (Article 9) and the explanations received, allow the panel to say that satisfactory measures are taken at different levels for the valid, reliable and transparent assessment of students in this international programme.

The panel is more critical about the implicit learning aspects of the mobility and immersion in an international student group. The site-visit has reassured the panel that the transversal skills (related to LO6) are assessed at various points in time and with a variety of methods. However, the description in the self-evaluation report under heading 5.2 (p.44) does not reflect the explanations received regarding the assessment of LO6. In the self-evaluation report, LO6 is linked to the internship that is an optional course.

The panel understands that transversal skills will also be obtained through the mobility path and a number of courses in the curriculum. It trusts that there will be an adequate approach to assess the different components of LO6, but this is not apparent in the Self-evaluation report. The panel therefore strongly advises that the assessment of LO6 is made more explicit and transparent to students. The programme must transparently inform students on what

will be assessed where exactly, and clarify to students how the assessment of LO6 will be done in practice.

2.6 Student Support

The panel assesses the Student Support standard as compliant.

The student support services should contribute to the achievement of the intended learning outcomes. They should take into account specific challenges of mobile students.

Student support services in the BAES programme are both programme-wide and institution-specific. Several services are offered jointly by the partners, such as the programme website, while for other facilities, the BAES students will have access to student facilities and student support services under the same conditions as the other students at the universities where they reside.

Every university in the consortium has a long tradition in organizing international programmes and welcoming international students. The panel has full confidence that the expertise available and the extra resources for the BAES at central and local levels of the programme will allow the universities to welcome, adequately assist, and integrate the mobile group of BAES students.

The panel has been informed that at every university, at least one contact person or service will be responsible for answering questions of BAES students and mobility students, and for student facilities and support. The number of students at each of the partner university will be taken into consideration to appoint the staff that will be responsible for this particular element of the student support system. The panel has been impressed by the enthusiasm, the commitment, and the knowledgeability of the support staff with which it has exchanged on the programme. Within the partner universities, the challenges are well identified, and the support services are equipped to assist and respond to the various needs of international students in a programme with high mobility. The services also include support with immigration legislation and visa issues. Students in need will be able to use psychological help services provided by the partner universities. This care for the psychological wellbeing of expatriated students is highly appreciated and has been identified as important by the student representatives, with whom the panel members have spoken.

The panel appreciates the efforts that will be made to create the groups' community feeling. Since students start at different universities, a joint (virtual) starting ceremony will take place, where students are welcomed by representatives from all involved universities and will have a chance to get to know each other, even when they are not in the same place.

The panel is also positive about the (online and on-site) access that students will get from the start of their study to the services of all the degree awarding institutions (including libraries); while additional access will be obtained during their mobility track to the resources of the institution where they reside for their specialization.

The jointly developed website will be a main entrance point for relevant information about the programme, as well as important dates and deadlines and information on housing, study guidance, etc. The website is currently under construction, but the version that was made available to the panel looks comprehensive and shows already a very attractive tool to reach out to students.

Lastly, the voice of students is taken into consideration. Student representatives will be included in both the Academic Steering Committee and the Administrative Committee of the

BAES. This ensures that students' concerns about, among others, student support services will be heard and can be addressed.

2.7 Resources

The panel assesses the Resources standard as compliant.

2.7.1 Staff

The staff should be sufficient and adequate (qualifications, professional and international experience) to implement the study programme.

The Bachelor of Arts in European Studies is the result of a collaboration between eight partner universities. Accordingly, many academics are involved in the programme. The BAES unites expertise from different faculties of the partner universities, i.e., the Faculties of Social Sciences, of Arts, of Law, of Economics and Business, and of Philosophy. The spectrum of staff specializations is sufficiently broad to cover all the learning outcomes of the programme.

The panel confirms that the programme is very rich in content and options. Each institution hereby contributes with its best expertise to the preselection of majors and minors offered in the programme.

The teaching staff is involved in academic research, publishes in international journals, participates in international conferences, and has membership in international research networks, editorial boards and/or programme committees of international conferences.

The teaching staff consists of very knowledgeable academics that are experts in their fields. This is a great value to the BAES programme. The panel also values the cooperation of the staff of the eight partner universities for the development of the programme, their involvement in the different clusters for the curriculum development as part of *Una Europa* is promising for a good cooperation in the delivery of the programme.

2.7.2 Facilities

The facilities provided should be sufficient and adequate in view of the intended learning outcomes.

The BAES partners provide the necessary educational infrastructure to enable on-campus (ex. auditoria, study rooms, ...) and online (ex. Wi-Fi, computer access, ICT services, ...) teaching and learning for all students who enrol in the programme.

An overarching online e-learning platform for the BAES programme is under construction, where all educational information can be shared. That way, the programme will integrate all eight partners' learning platforms.

The panel is confident that all the participating universities in the BAES (as a start university or within the context of the mobility component), offer students good access to modern and traditional tools, classrooms, computer labs, libraries, and more. Positive is that the enrolment of the students in all 4 degree-awarding partner universities will grant them easy

access to their libraries and digital collections. In addition, access to the facilities of the partner institutions where the mobility path is taken up, is ensured.

Within the context of the mobility component, incoming (international) students will be able to participate in various locally organised orientation activities to get to know the university, the programme structures, and their fellow students more easily.

The panel has taken note of the engagement of all partner institutions to support incoming students from the programme in their mobility scheme, also where it concerns the access to housing.

The panel concludes that it is demonstrated that all participating partners to the BAES will offer sufficient and adequate facilities to students.

2.8 Transparency and Documentation

The panel assesses the Transparency and Documentation standard as compliant.

Relevant information about the programme like admission requirements and procedures, course catalogue, examination and assessment procedures etc. should be well documented and published by taking into account specific needs of mobile students.

To inform potential future students and the general public about the Bachelor of Arts in European Studies (BAES), a collective website is under development. The website will describe in greater detail the programme structure and curriculum. It will also include a section where all partner institutions will be represented, with links to their own university platforms and important student information (e.g. links to the universities' student portals, examination regulations, etc.). Furthermore, the website will inform future students and the general public about the background of Una Europa and the 1 Europe project from which the BAES programme originates. Finally, all general and practical information, such as admission requirements, selection procedures, tuition fees, mobility options, and more will be communicated as well via the website.

Further, the Consortium agreement includes relevant and detailed information on the diverse aspects of the collaboration of the partner universities for the organisation of the BAES. Other relevant documents, such as the Exam regulation, complete essential information for students.

Nonetheless, the panel suggests more straightforward explanations and evidence on the learning outcomes and assessment methods for LO6 in the information provision to students. For example, providing illustrations of different learning pathways, so that it becomes easily understandable for students and external stakeholders how the programme will ensure that all intended LOs will be achieved, that progress in learning is ensured and particularly that the different transversal skills in LO6 are achieved, regardless of the pathways that students choose. In addition, the panel recommends more direct explanations on the moments of assessments, as well as on the different assessment methods that will be used to measure the achievement of all the elements of learning included in LO6.

As said before, some questions remain on the selection and placement of students that enrol in the programme. The panel therefore advises the programme to make more clear what the selection procedure will be in practice, and how the placement of students will be done with regard to the different pathways and choices they can make for majors and minors. As part of the welcome information provided to students, BAES could include an example of a typical

student journey, so that students who enrol understand how to make their choice and what to consider for their mobility paths.

From the discussions of the panel with student representatives and representatives for the alumni, the panel also invites the programme to reflect on its affordability to attract all talents. Given the mobility component in the programme and the financial consequences that such a mobility path has for the student, the panel recommends the BAES to be transparent on the costs of the programme for interested candidates.

To ensure the affordability of this programme, and the access to students of a variety of social backgrounds, the BAES might want to examine possibilities within the participating universities or within the consortium *Una Europa* to grant scholarships to less well-off students and international students with limited financial possibilities.

2.9 Quality Assurance

The panel assesses the Quality Assurance standard as compliant.

The cooperating institutions should apply joint internal quality assurance processes in accordance with part one of the ESG.

In their quality assurance processes for the BAES, the partner universities aimed for a good balance between central management at programme level and flexibility to act at the level of the partner institutions. Verified trust between the partners (confidence in the fitness for purpose of the quality management systems of each partner institution), application of the subsidiarity principle and agreement on core practices are key aspects of the joint internal quality assurance strategy of the programme.

The panel acknowledges the comprehensive quality assurance system adopted for the BAES. The Consortium makes maximal use of the partners' existing quality assurance systems and builds on the existing structures within the partner institutions, adding minimal agreements required to ensure transparency, smooth communication, and cooperation on enhancement activities between the partners. This approach allows for a lean joint strategy; it avoids duplicating efforts and is focusing on effectiveness and continuous improvement.

The online site-visit has shown that all partners are committed to actively contribute to the continuous enhancement of the programme, by sharing and collectively discussing the output from all quality assurance activities that take place within the programme.

Regarding quality assurance, the Consortium Agreement defines the roles and responsibilities at central level between Academic Steering Committee, Administrative Committee, Programme Board and Quality Assurance Board. The Quality Assurance Board monitors whether each partner adheres to the general principles and core practices agreed on by the partners. It discusses the feedback resulting from quality assurance activities ((i) collecting input from quality assurance activities from the partners, (ii) formulating and following up on actions for further improvement of the programme, and (iii) communicating the results of the joint quality assurance process, both internally and externally). The Quality Assurance Board also safeguards the overall fitness for purpose of the curriculum and the entire joint bachelor programme in all its aspects.

The output of the joint quality assurance system is considered by the Academic Steering Committee, that can take initiatives regarding quality assurance decisions. The Administrative Committee will support the Academic Steering Committee in this task, by collecting, analysing, and presenting the relevant information shared by all partner institutions.

The panel has learned from the dialogues with the management and the support staff that the Academic Steering Committee will be able to act quickly and bring forward solutions to

urgent problems that could occur in the programme implementation. The panel also finds it positive that students play an active role in this process through representation in both the Academic Steering Committee and the Administrative Committee.

Adequate mechanisms are in place to monitor the programme at local and central level, and the involvement of students and teaching staff in the quality assurance process is strong. Yet the panel believes it is worth to take into consideration a stronger involvement of some other, external stakeholders than is now the case.

Resulting from the interesting exchange with representatives of the professional field and alumni of existing European Studies programmes, the panel encourages the BAES to involve the professional stakeholders and labour market representatives in the quality assurance process. The panel suggests making use of a professional advisory body for the programme. The input that such an advisory body could provide will permit BAES to keep track of important discussions and needs in the labour market for BAES graduates. This is important to ensure that the modules proposed, and the content of the courses are aligned with the latest developments in the professional field relevant to the BAES (e.g. expectations for the internship; attention for digital transformations in the labour market; low-tech and social skills required in the professional field, etc.).

Last, the panel is convinced that it also deserves some thought to explicitly involve the administrative support staff in the quality assurance process. Doing so will permit the partners of the BAES to ensure that the programme is embedded in a strong joint quality culture in which students, staff (teaching staff *and* administrative support staff), institutional policy-makers and external stakeholders can have their say.

3 Final judgement

The panel is positive about the Bachelor of Arts in European Studies that is proposed as a joint, English taught programme by the eight partner universities in the alliance of *Una Europa*.

There is no doubt that the programme satisfies all standards of the framework for the European Approach for quality assurance of joint programmes.

The panel is impressed by the great commitment and enthusiasm of the management of all participating institutions to prepare the set-up and support the implementation of this joint programme as a flagship project for their alliance in *Una Europa*. The embeddedness of the programme in *Una Europa* offers strong guarantees for its sustainability and for the enduring commitment of the institutions.

The programme is offered as an international, multidisciplinary and multilingual programme that will have added value, both within academia and in the labour market. The panel found in the BAES a very rich, well thought out, student-tailored programme that builds on the expertise and specializations of the different partner universities. The set-up of the programme, the various pathways offered to students and the integrated mobility impresses the panel.

The joint forces in the Consortium and the competent staff involved in teaching and supporting the programme are an asset to deliver this programme at the right level and with the required quality and support services.

The panel finds it positive that the Consortium makes use of the partners' existing quality assurance system, adding minimal agreements required to ensure transparency, smooth communication, and cooperation on enhancement activities between the partners. Both at local and central level the monitoring and quality assurance process is clear, with well-designed responsibilities, good involvement of the students, and a structure that is rooted in improvement-driven processes.

The panel has nevertheless formulated a number of recommendations that could help the BAES partners to fine-tune their common endeavour.

Regarding the degree awarding procedures in the Consortium the partners might, for example, consider to include in a separate agreement (as foreseen in §3.5 of Article 27 on the Coordinating Party) that KU Leuven as the Issuing University shall be responsible for: processing and keeping the students records; delivering and issuing a single joint degree award the diploma supplements and registering the official joint degree according to national legislation. Moreover, to avoid future conflicts, it is advisable to also include that the partner institutions shall confer the right to issue and deliver the joint degree award and the diploma supplement on their behalf to the Issuing University, KU Leuven. In addition, to recognise the joint degree award and the diploma supplement issued by KU Leuven on their behalf; be responsible for submitting full transcript of records of the student's degree programme followed at their location; and be responsible, if applicable, for registering the official joint degree according to national law within its country.

Regarding admission and selection of students, the panel underlines that transparent information on placing of the students is essential. This to avoid disappointment when students do not obtain their first choice and cannot start the programme in their preferred institution. For the sake of clarity, the panel advises the programme managers to articulate what the selection process is going to be. It recommends to clearly inform students in advance on the pathways of major and minors that they can choose and all eventualities for their mobility when quantitative restrictions arise. The panel highlights the importance of

clear information upfront, but also of timely feedback to students on how the selection has been done and why they might not have obtained their first choice.

The programme would also benefit from more straightforward explanations and evidence on the learning outcomes and assessment methods for LO6. For example, providing illustrations of different learning pathways, so that it becomes easily understandable for students and external stakeholders how the programme will ensure that all intended LOs will be achieved, that progress in learning is ensured and particularly that the different transversal skills in LO6 are achieved, regardless of the pathways that students choose. In addition, the panel suggests more direct explanations on the moments of assessments, as well as on the different assessment methods that will be used to measure the achievement of all the elements of learning included in LO6.

Although the panel assumes that the recognition of study periods will be done, it suggests that a joint decision is made to recognise the courses offered within the joint degree programme as well as the credits awarded.

Regardless of these recommendations, the panel confirms it is very positive and enthusiastic about the quality and expected added value that the BAES programme will bring to the field of European Studies programmes.

4 Assessment procedure

The assessment was carried out in line with the 'Framework for the European Approach for Quality Assurance of Joint Programmes – November 2020'.

The panel prepared itself for the assessment on the basis of the Self-Assessment Report and annexes submitted by the institutions when applying for initial accreditation. Prior to the preparatory meeting of the panel, each panel member formulated initial impressions and questions to be discussed. During the preparatory online meeting on Monday 18 October 2021, the panel discussed all information received with the application and also prepared the virtual dialogue with the programme (institutions). Impressions and questions were collected and merged into a well-ordered and handy document before the dialogue with the institution.

The virtual dialogue took place on 27 and 28 October 2021. The digital platform used was Zoom. The dialogue included discussions with representatives of all cooperating institutions.

During the dialogue the panel investigated the context of the joint programme and the institutions and collected all required information to make a judgement on the quality of the joint programme.

During a closed meeting of the panel on 28 October 2021 the panel discussed all information obtained and translated it into a judgement per standard and for the programme as a whole. The panel took this conclusion in full independence.

All information obtained led to a draft assessment report that has been sent to all panel members. The feedback from the panel members has been processed. The assessment report adopted by the chairperson was submitted to NVAO on 24 November 2021.

5 Overview of the assessments

The panel presents its assessments per standard and for the programme as a whole, as outlined in chapter 2.

Standard	Assessment
1 Eligibility	Compliant
2 Learning Outcomes	Compliant
3 Study Programme	Compliant
4 Admission & Recognition	Compliant
5 Learning, Teaching & Assessment	Compliant
6 Student Support	Compliant
7 Resources	Compliant
8 Transparency & Documentation	Compliant
9 Quality Assurance	Compliant
Programme as a whole	Positive

Annex 1: Administrative data

Institutions	<ul style="list-style-type: none"> • KU Leuven • Alma Mater Studiorum Università di Bologna • Universidad Complutense de Madrid • Uniwersytet Jagielloński w Krakowie • Freie Universität Berlin • Helsingin Yliopisto/Helsingfors universitet • Université Paris 1 Panthéon-Sorbonne • The University of Edinburgh
Address, institution website	Under construction
Qualification	Bachelor of Arts in European Studies
(Additional) title	NA
(Parts of) field of study(s)	<ul style="list-style-type: none"> • Political and Social Sciences • History • Linguistics and Literary Studies • Law, Notarial Law and Criminology • Economics and Business Economics • Philosophy and Moral Sciences
Specialisations	see Table 1.5 page 13-14 of Self-Evaluation report
Programme routes	NA
Location where the programme is offered	<ul style="list-style-type: none"> • KU Leuven Faculty of Social Sciences, Parkstraat 45 box 3600, 3000 Leuven (BELGIUM) • Alma mater Studiorum Università di Bologna Via Zamboni 33, 40126 Bologna (ITALY) • Universidad Complutense de Madrid Avda. De Séneca 2, 28040 Madrid (SPAIN) • Uniwersytet Jagielloński w Krakowie ul. Gołębia 24, 31-007 Kraków (POLAND) • Freie Universität Berlin Kaiserswerther Str. 16-18, 14195 Berlin (GERMANY) • Helsingin Yliopisto/ Helsingfors universitet Yliopistonkatu 3 (P.O. Box 4), 00170 Helsinki (FINLAND) • Université Paris 1 Panthéon-Sorbonne 12 Place du Panthéon, 75005 Paris (FRANCE)

	<ul style="list-style-type: none"> • The University of Edinburgh Old College - South Bridge, Edinburgh EH8 9YL (UNITED KINGDOM)
Teaching language	English
Study load (in credits)	180 ECTS

Annex 2: Programme-specific Learning Outcomes

1. understand the different disciplinary approaches to European Studies, including the way in which the different disciplines interact and enrich each other, so that they can grasp the richness of disciplinary perspectives on Europe and reflect on the added value of multidisciplinary knowledge to understand Europe.
2. have multidisciplinary knowledge on the fundamental aspects and values of the European Union and European integration as well as of European states and societies, which allows students to grasp the multi-dimensional issues, interests and ideas that are necessary to understand Europe as a political, economic, cultural and societal process in past and present times.
3. be able to reflect on the role of Europe in the world, not the least by being equipped to grasp the complex multi-dimensional historical and contemporary relations between Europe and other countries, societies and regions and/or continents.
4. be able to grasp the need for a general knowledge of different conceptual, theoretical and methodological perspectives to analyze and understand the European Union, and consequently:
 - use various conceptual frames, theoretical approaches and methodological tools that attempt to provide answers to the fundamental and practical questions that the European project is confronted with;
 - utilize means of comparison to answer to which degree similarities and differences across Europe exist, and how they define Europe at large;
5. express themselves in at least one European language besides their mother tongue and English so that they can engage in European multilingual realities;
6. have developed a large set of transversal skills which students need to master in their future domestic and international work environments, so that they are equipped to use organizational, inter-cultural communication, language and information skills, when confronted with the needs of daily professional practice. Being immersed in a multidisciplinary, multi-multilingual and multi-cultural study environment at different universities allows all students to sharpen their skills to combine intra-European mobility with their study-related workload in a structured and effective manner on a daily basis; to understand and communicate issues from and across different cultural, European and international perspectives; to process knowledge and information in a timely, accurate, and efficient way and to seek solutions with student peers across cultural and linguistic boundaries throughout their studies.
7. have acquired analytical skills to conduct research under supervision, as well as present and report, clearly and comprehensively, both orally and in written form knowledge concerning questions of European Studies so that, overall, students are able to formulate research questions, understand academic literature, collect and analyse data, critically reflect on research findings and weave this into the scientific, academic presentation of their own research results.
8. have insight in European Studies as a multidisciplinary field of scholarship and education, so that students are aware:
 - of the importance of the academic knowledge development of various disciplines that feed into the understanding and explanation of Europe;
 - of utilizing the knowledge provided by these various disciplines, including their diverse conceptual, theoretical and methodological perspectives, in their own academic careers and/or professional work environments.

Annex 3: Composition of the panel

The composition of the panel that assessed the quality of the Bachelor of Arts in European Studies of Una Europa was as follows:

Prof. dr. Cristina Churruca (chair), Associate Professor and Senior Researcher at the Human Rights Institute of the University of Deusto, Spain;

Prof. dr. Clare McManus (panel member), Professor of Central and East European Studies at The University of Glasgow, Scotland;

Sam van der Staak (panel member), Head of International IDEA's Europe Programme, Institute for Democracy and Electoral Assistance (IDEA), Brussels, Belgium;

Michał Goszczyński (student panel member), member of ESU's steering committee and master student of administration at the Warsaw University of Technology, Poland.

The panel was assisted by:

- Dagmar Provijn, policy advisor Flanders NVAO, process coordinator;
- Anja Detant, secretary.

All panel members and the process coordinator/secretary have signed NVAO's code of deontology.

Annex 4: Schedule of the dialogue – site visit

The dialogue and site visit (online) by the panel were organised on 27 and 28 October 2021 as part of the external assessment procedure regarding the Bachelor of Arts in European Studies of Una Europa. The schedule was as follows:

27 and 28 October 2021 – virtual meeting

Time	Meeting
Wednesday 27 October	
15.00-16.00	Session 1: programme management
16.30-17.30	Session 2: student representatives
18.00-19.00	Session 3: representatives for alumni & the professional field
Thursday 28 October	
09.00-10.00	Session 4: teaching staff
10.30-11.30	Session 5: supporting staff
12.00-12.30	Session 6: programme management

Annex 5: Documents reviewed

During the site visit the programme management presented the following documents:

Information file

- Self-Assessment Report

Annexes to the information file

- Consortium agreement
- Mapping national qualifications frameworks
- Domain-specific learning outcomes
- Overview programme structure
- ECTS-fiches
- Conversion table grades
- Student services
- Staff CV's
- Internal quality assurance at the Una Europa partner institutions

Documents made available during or leading up to the dialogue – virtual table site visit

- Information on the origin of the BAES
- A 5-minute testimonials movie – a kind of virtual introduction for the panel
- Summary of the programme
- Preview on the website
- Campus presentations
- Information on student facilities
- Recruitment flyer
- Staff representatives of the truncus communis
- Exam regulations (most recent version)
- Nota on Bachelor thesis
- Nota on internship
- Nota on mobility
- Example of a Bachelor thesis in European Studies

Annex 6: List of abbreviations

BAES	Bachelor of Arts in European Studies
ECTS	European Credit according to the European Credit Transfer and Accumulation System
FQ-EHEA	Framework for Qualifications in the European Higher Education Area
LO	Learning outcome
NVAO	Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie)
UCM	Universidad Complutense de Madrid

The panel report has been ordered by NVAO for the initial accreditation of the Bachelor of Arts in European Studies of Una Europa according to the Framework for the European Approach for Quality Assurance of Joint programmes.

Colofon

BACHELOR OF ARTS IN EUROPEAN STUDIES

UNA EUROPA (VL131102-21)

Initial accreditation • Panel report

24 November 2021

Composition: NVAO • Flanders



Nederlands-Vlaamse Accreditatieorganisatie
Accreditation Organisation of the Netherlands and Flanders

Parkstraat 83 • 2514 JG Den Haag
P.O. Box 85498 • 2508 CD The Hague
The Netherlands

T +31 (0)70 312 23 00
E info@nvao.net
www.nvao.net