

Ontwikkelgesprek/Development Talk

Programme: European Studies

Date: November 24, 2020

The programme European Studies conducted the development talk ('ontwikkelgesprek') on November 24, 2020, following the accreditation. The meeting was attended by the members of the accreditation panel, and the management of European Studies (including the faculty director).

The panel's conclusion on the accreditation was 'conditionally positive'. The panel concluded that European Studies 'partially meets the standard' regarding 'Achieved Learning Outcomes' (standard 4), and stipulated several required conditions for improvements on this aspect. Whilst detailed feedback and conditions follow in the accreditation report, the ES management was eager to hear about the panel's first thoughts and suggestions regarding the program's development.

During the meeting, the panel shared experiences from a program, that went through a similar process: In this case, a sharper profile, designed in collaboration with the professional field, brought improvements. There was agreement, that such a sharper profile will detail, what the added value of a European Professional is, in professional practice. Given the interdisciplinary nature of the ES programme, a recommendation was to have this profile cover both, the angles of public and private sector. Based on this profile, ES agreed to identify core themes and competencies that are relevant for the achieved learning outcomes, guided, of course, by the national competencies for European Studies. One suggestion was to give these national competencies, if desired, a The-Hague-specific touch.

Second, putting this profile into practice requires a clear idea on how lecturers can determine and assess whether students demonstrate the required competencies at the desired level in their final projects. For ES, this means to have a clear vision on what sort of projects are suitable to assess the required competencies, and to ensure a realistic supervision trajectory with the required hours for supervision and feedback.

A third point of reflection was that, the sharpened ES profile will also translate into choices regarding the design of the new curriculum and a revision of the competency matrix: it must be clear which knowledge and skills are relevant (and not), and students get a clear idea about the final competencies of the programme and their built-up in the curriculum. The panel also points to the fact, that such a new profile and its underlying thoughts need support from all ES staff – an aspect that will be important in the transition to the new programme management.