



MSc Political Science
Leiden University

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Project code P2206

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Summary

Standard 1. Intended learning outcomes

The MSc Political Science offered at Leiden University's Faculty of Social and Behavioural Sciences aims to provide students with an advanced grounding in the fundamentals of political science, as well as advanced training in essential academic skills. By the time they complete the MSc, graduates have the ability to build on the knowledge they have acquired to tackle the complex political and societal challenges of today, and formulate judgements in settings with incomplete or limited information. The panel agrees with the profile, which provides a common ground for all students in the programme while also offering six substantive specialisations that form attractive options and match the institute's research expertise. The intended learning outcomes match the domain-specific framework of reference for political science as well as the Dublin descriptors for master's programmes. The panel is pleased to see that the outcomes also tie in with the expectations of the labour market due to the input of the Advisory Council.

Standard 2. Teaching-learning environment

The panel considers the MSc's curriculum to be well built up and logically constructed, with varied teaching methods, attention paid to qualitative and quantitative research methods as well as professional skills, and a cap on seminar groups to ensure small-scale education. It agrees with the choice for English in general due to the international outlook of the MSc, and the use of Dutch in the specialisation-specific parts of the Dutch Politics specialisation. The panel applauds the strengthening of methodological education in the MSc, which allows students to prepare well for their thesis. It also appreciates the elective options for students, which allow them to shape their own learning trajectories. The panel considers the more limited elective options for the The Hague specialisation IO to be understandable given the specific nature of this specialisation.

The programme is feasible thanks to a good student support structure, individual thesis guidance, fitting selection criteria and measures to ensure all students are sufficiently prepared in social science methodology. The MSc allows students to enrol in September and in February, according to university policy. While this does not have any major substantive or feasibility impact, the panel still recommends creating a formal moment for these students to connect with their specialisation peers early on to make them a full part of their specialisation cohort. It also advises ensuring that the Great Debates course at the start of the programme is kept up to date regarding the choice of topics, and providing students with a BSc in Political Science with additional content, such as (extra) readings, small online courses (SPOCs), or other extra-curricular activities and academic challenges. The panel finds the programme feasible and appreciates the thesis seminars offering students support in constructing their thesis proposals and providing individual guidance afterwards. The panel recommends investigating what the best shape would be for the research internship combined with the thesis in order to be most effective, and whether more should be done for students not opting for this who are interested in a regular internship. For the IO specialisation in The Hague, the panel wonders if more could be done to include the international organizations available locally in the curriculum.

The MSc's two locations provide the programme with an added coordination burden that is dealt with well but that requires constant attention and efforts. The panel advises further efforts to bring the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchange.

Standard 3. Student assessment

The panel found that the assessment system and practices within the programme are clearly up to standard. Assessment is varied and fitting, and its quality is monitored by the programme management and Board of Examiners. The assessment of courses, internships and theses is done well and much attention is paid to

calibration and harmonization of (thesis) assessment among staff members. The Board of Examiners is in control and proactively guarantees assessment quality in the MSc.

Standard 4. Achieved learning outcomes

Based on the quality of the theses it looked at and the success of alumni in relevant positions, the panel concludes that the MSc's graduates achieve the intended learning outcomes of the programme. It recommends investing in an alumni network and putting this to use in the programme, for instance with alumni as guest lecturers.

Score table

The panel assesses the programme as follows:

MSc Political Science

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

Prof. Dr. Petra Meier
Chair

Dr. Fiona Schouten
Secretary

Date: 22 September 2023

Introduction

Procedure

Assessment

On 22 and 23 May 2023, the Political Science programmes of Leiden University were assessed by an independent peer review panel as part of the cluster assessment Political Science. The assessment cluster consisted of 9 programmes, offered by Radboud University, Vrije Universiteit Amsterdam, University of Amsterdam and Leiden University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Political Science. Fiona Schouten acted both as coordinator and secretary in the cluster assessment. She has been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 2 April 2022, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on her role in the site visit according to the Panel chair profile (NVAO 2016).

The programmes composed a site visit schedule in consultation with the coordinator (see appendix 3) and selected representative partners for the various interviews. They also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The master's programme provided the coordinator with a list of graduates over the period September 2020-August 2022. In consultation with the coordinator, the panel chair selected 15 theses. She took the diversity of final grades and examiners into account, as well as the various specialisations. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this

feedback, the secretary sent the draft report to the programme in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to the Faculty of Social and Behavioural Sciences at Leiden University.

Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Petra Meier, Professor in Politics at the University of Antwerp, Belgium (chair);
- Dr. Chris van der Borgh, Associate Professor at the Centre for Conflict Studies Utrecht University;
- Prof. dr. Stefan Rummens, Professor in Philosophy at KU Leuven, Belgium;
- Prof. dr. Marijke Breuning, Professor of Political Science at the University of North Texas, USA;
- Prof. dr. Peter Bursens, Professor in Political Science at the University of Antwerp, Belgium;
- Prof. dr. Maarten Vink, Professor in Citizenship Studies and chair of the Global Citizenship research programme of the Robert Schuman Centre at the European University Institute, Italy;
- Prof. dr. Sofie Marien, Associate Professor in Comparative and Historical Political Science at the University of Leuven, Belgium;
- Prof. dr. Amy Verdun, Professor of Political Science and founding Director of the European Studies Program at the University of Victoria, Canada;
- Dr. Laura Horn, Associate Professor in Political Economy at Roskilde University, Denmark;
- Fee A'mema MSc, Political Science graduate at Leiden University (student member);
- Elsbeth de Vries, MSc student in Political Theory at Radboud University;
- Mark Dzoljic BSc, MSc student in Political Science at the University of Amsterdam.

The panel assessing the MSc Political Science at the University of Leiden consisted of the following members:

- Prof. dr. Petra Meier, Professor in Politics at the University of Antwerp, Belgium (chair);
- Prof. dr. Peter Bursens, Professor in Political Science at the University of Antwerp, Belgium;
- Prof. dr. Marijke Breuning, Professor of Political Science at the University of North Texas, USA;
- Prof. dr. Maarten Vink, Professor in Citizenship Studies and chair of the Global Citizenship research programme of the Robert Schuman Centre at the European University Institute, Italy;
- Mark Dzoljic BSc, MSc student in Political Science at the University of Amsterdam (student member).

Information on the programme

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	MSc Political Science
CROHO number:	60203
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations:	International Politics International Organisation Nederlandse Politiek/Dutch Politics

Location:
Mode(s) of study:
Language of instruction:
Submission date NVAO:

Nationalism, Ethnic Conflict and Development
Parties, Parliament and Democracy
Political Theory: Legitimacy and Justice
Leiden and The Hague
Fulltime
Dutch and English
1 November 2023

Description of the assessment

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The MSc Political Science offered at Leiden University's Faculty of Social and Behavioural Sciences aims to provide students with advanced substantive and theoretical knowledge in the discipline of political science, as well as the opportunity to develop academic skills necessary for a successful career in various professions within and beyond the field of political analysis and governance. By the time they complete the MSc, graduates have the ability to build on the knowledge they have acquired to tackle the complex political and societal challenges of today, and formulate judgements in settings with incomplete or limited information.

The programme offers six specialisations for students to also deepen their understanding in specific subfields of political science:

- Political Theory: Legitimacy and Justice (PTLJ);
- Parties, Parliaments and Democracy (PPD);
- Nationalism, Ethnic Conflict and Development (NECD);
- International Politics (IP);
- Nederlandse Politiek/Dutch Politics (NP);
- International Organisation (IO, located in The Hague).

The objective of the MSc is to inspire, educate, and prepare the next generation of young academics for a career in public and private organisations and/or academia. The MSc also trains its students to reflect on the social and ethical responsibilities that arise from pursuing academic research and analysis.

The programme translated this profile into a set of intended learning outcomes valid for all specialisations (cf. appendix 1). These outcomes correspond with the domain-specific framework of reference for Political Science programmes in the Netherlands and are based on the Dublin descriptors for master's programmes, meeting the field-specific professional requirements at a national and international level. In order to strengthen its link to the professional field, an Advisory Council (Raad van Advies) annually advises the programme on the formulation of its goals and links to the labour market.

The panel studied the programme's profile as well as its intended learning outcomes and discussed them with programme representatives. The panel is positive on the shared profile that connects the specialisations as part of the wider political science field. It also appreciates the six specialisations that provide substantive focus, offering students a range of options that match the expertise and focus of the various research groups present in the Institute of Political Science. These specialisation options are a selling point of the programme: students and alumni told the panel that many of them selected the MSc due to the specific subfield of a specialisation on offer. The IO specialisation's location in The Hague offers particular added value due to its proximity to international organizations here.

The panel finds that the intended learning outcomes clearly match the academic and master's level in political science as specified the domain-specific framework of reference and the Dublin descriptors. The

outcomes are formulated broadly to encompass all six substantive specialisations, while highlighting the common profile of the MSc's graduates. The panel appreciates this commonality. It is pleased that the outcomes also tie in with the expectations of the labour market due to the input of the Advisory Council.

Considerations

The MSc Political Science offered at Leiden University's Faculty of Social and Behavioural Sciences aims to provide students with an advanced grounding in the fundamentals of political science, as well as advanced training in essential academic skills. By the time they complete the MSc, graduates have the ability to build on the knowledge they have acquired to tackle the complex political and societal challenges of today, and formulate judgements in settings with incomplete or limited information. The panel agrees with the profile, which provides a common ground for all students in the programme while also offering six substantive specialisations that form attractive options and match the institute's research expertise. The intended learning outcomes match the domain-specific framework of reference for political science as well as the Dublin descriptors for master's programmes. The panel is pleased to see that the outcomes also tie in with the expectations of the labour market due to the input of the Advisory Council.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum

The MSc's six specialisations share a cumulative structure starting with two mandatory 5 EC courses for all students (Great Debates in Political Science in the first block; Research Methods in the second) and core seminars for each specialisation (first block, 10 EC). The MSc then deepens the students' substantive knowledge through two additional courses in blocks 2 and 3 (2 elective seminars of 10 EC each), and culminates in a thesis written within a specialisation-specific thesis seminar in blocks 3 and 4 (20 EC). See appendix 2 for an overview.

The compulsory course Great Debates in Political Science at the start of the MSc introduces students to influential debates in political science in terms of both their theoretical and conceptual substance and the different methodological approaches and standards of empirical evidence. Students also follow the core seminar in the first block, where they are exposed to the main theories and approaches linked to their specialisation and are asked to demonstrate their command of these theories through a series of written assignments.

In their second block, all students further develop their writing and methodological skills through the Research Methods course. This was introduced in September 2019 based on feedback from student representatives in the Programme Committee, who communicated a need for additional methodological training in order to better prepare for thesis-writing. Students choose one of two different tracks (quantitative or qualitative methods). In order to prepare for this, all students are invited to an information session to guide their choice in trajectory selection before the second block starts.

In their second and third blocks, students also further expand their substantive expertise by choosing two of the elective seminars. The MSc offers multiple restricted-choice electives, which the Programme Board earmarks for each specialisation in order to ensure coherence within the specialisations and provide guidance to students. Students in Leiden can choose among a designated set of elective seminars that help them prepare for the thesis writing process, whereas in the International Organisation specialisation in The Hague the students follow two mandatory seminars on policy-making and policy evaluation to prepare them for their more policy-related thesis seminars.

In the third block, students embark on a thesis seminar that is substantively linked to the specialisation's core seminar offered earlier. The seminar starts with a group phase where students read and discuss relevant literature and work on their thesis proposals. They design and carry out a research project of their choice, within the expertise and under the close supervision of the thesis supervisor. All specialisations allow for an internship option (30 EC), within which students write a thesis linked substantively to an internship that they pursue simultaneously.

The panel considers the curriculum to be well built and logically constructed. The programme staff make sure there is not too much overlap between various courses, mandatory as well as elective, as students confirmed. The Great Debates course at the start ensures that a more level playing field is created among incoming students with heterogeneous backgrounds, providing them with a thematic as well as methodological overview of the field. The specialisation seminars running in parallel allow the students to get into their preferred specialisation fast and prepare the ground for their methodological track and thesis. The panel applauds the expansion of methods education in the MSc, which allows students to prepare well for their thesis. It also appreciates the elective options for students, which allow them to shape their own learning trajectories. The panel considers the more limited options for IO students to be understandable given the specific nature of this specialisation. IO students the panel interviewed agreed with this point of view; they also pointed out that they have more options than Leiden students in the thematic thesis seminars, since more seminar groups are formed due to the greater student numbers.

The programme allows students to enrol in September and in February, according to university policy. The February students, usually a small group, also follow the Great Debates course at the start, since it is offered twice a year. The Research Methods courses are also offered twice. However, the core specialisation courses are not offered separately for these students, so that they embark on specialisation electives (in Leiden) or seminars (in The Hague) before having followed this core course. This leads to a less ideal curriculum order, where the more specialized electives precede the more foundational core course.

The panel discussed this issue with programme staff and management and was told that for logistical, administrative and practical reasons it cannot easily be remedied. Students pointed out to the panel that they would prefer a better order, but that the programme is also doable in the current shape. However, the Leiden students now lack a common start with peers in the same specialisation, since they immediately enter into electives where various specialisations converge. This makes them feel less connected to the other students in their specialisation and the programme as a whole. While the panel also finds the changed order acceptable, as the electives can be followed without the prior knowledge and skills gained in the core course, it recommends creating another moment for these students to connect with their specialisation peers to facilitate their integration into the specialisation cohort.

The Great Debates course is designed around different themes that are regularly updated and that are chosen to match the specialisation interests of as many students as possible, while reflecting the big themes in political science. Among students and staff, there are ongoing discussions about the best themes to

include here (currently, they are party democracy and world order). As a consequence, students in some specialisations feel the themes are a better match than others in different specialisations. The panel finds that the Great Debates course has a clear function and cannot be expected to equally appeal to all students. However, it feels that the programme should keep reviewing and occasionally updating the themes on offer as it is doing now, to match current trends and developments.

When discussing the Great Debates course with students, the panel was told that those who enter the programme after completing a BSc in Political Science understand the need to bring together the divergent backgrounds of students in this course, but that they experience some repetition vis-a-vis their BSc. The panel recommends investigating how students can be provided with a more in-depth approach in this course, for instance through (extra) readings, small online courses (SPOCs), or other extra-curricular activities and academic challenges.

While academic and research skills have been increased in the curriculum, the MSc also offers students the possibility to gain skills and knowledge geared towards the professional field. Its elective seminars often link closely to the professional field, for instance through EU- or security-themed courses. Writing and presentation skills are trained throughout the programme. Students can also choose an internship option for their thesis trajectory (30 EC). Students choosing this option replace one elective seminar (or the Policy Evaluation seminar in IO) and the thesis seminar with the internship project seminar and internship thesis supervision. Students then write a thesis linked substantively to the internship. Care is taken to ensure that the internship has a research-oriented character, and that all parties involved (student, academic supervisor, and internship organization) are informed about the setup clearly and in advance.

The panel finds that professional skills and job market preparation receive sufficient attention in the programme. Regarding the internship option, the panel appreciates that this has been introduced to better connect academic research and work experience. It is understood that there are currently only limited places available (15 for all specialisations), due to limited capacity in the programme to facilitate and supervise internships and the Internship Project Seminar, and that its timing, size, and research orientation can make it challenging to arrange a suitable internship position. Many students therefore still opt for a regular non-research extra-curricular internship, which can easily lead to study delay. The panel recommends investigating what the best shape would be for the research internship in order to be most effective within the programme, and whether more should be done for students not opting for this who do want to follow an internship. In the case of the IO specialisation in The Hague specifically, the panel wonders if more could be done to include the international organizations available locally. These could be drawn into the programme more, for instance through guest lectures or visits, so that students can fully benefit from this unique environment. These international organizations could play a larger role in the electives, providing cases and internship positions.

Teaching methods and didactic approach

The MSc is mainly composed of small seminars (capped at 15 or 20 students depending on student intake), and research groups under the direct supervision of an instructor in the context of the thesis seminar (capped at 12 students). In these small seminars, the close and direct interaction between teaching staff and students ensures individualised feedback and counselling to students. Students give and receive peer-to-peer feedback and receive close guidance from the teacher. The small-scale nature of the MSc courses has been maintained despite an increase in student numbers (49 students entering the programme in 2016-2017 versus 157 in 2022-2023) through hiring new instructors and creating a wider and more diverse course offering. It remains guaranteed by enforcing caps on course size and by adding new courses or groups when numbers increase.

The didactical approach underlying the choice of teaching methods in MSc seminars has been to allow teacher flexibility in choosing the teaching and assessment methods, while coordinating with the director of MSc studies to ensure these are best suited to achieve the course objectives. A combination of hybrid and online education has been used post-pandemic when and where there are didactical advantages. In-person education remains the preferred educational setting. As the MSc is exclusively composed of small-scale seminars, in-class discussion and active participation are key and better facilitated in in-class settings. Overall, MSc seminars have increasingly used a series of digital education methods as a supplement to in-person seminars, e.g. via the Brightspace online learning environment, which provides tools for individual and group work, engagement and feedback.

To ensure consistency in teaching and between specialisations, the structure of the MSc is supported by regular coordination between the director of Master Studies and MSc instructors. The Programme Board also facilitates peer support among staff members. This takes the shape of discussions of best practices and didactic methods, the sharing of course syllabi through a regularly updated online database, and the assignment of coordinator roles when some core courses (Great Debates, core specialisation seminars), methods courses, or thesis seminars have to be broken down into various smaller groups in order to keep groups capped at 15 students. The panel discussed this coordination structure with programme staff and learned that a lot of effort is placed on ensuring that students in the various specialisations have equivalent learning experiences as much as possible, both by individual staff members and by the programme management. For instance, a taskforce was created that analysed variations in student numbers between specialisations and the consequences for students' individual learning trajectories. This resulted in earmarking electives for specialisations and in offering structural electives that can build bridges between specialisations. The panel appreciates the attention this coordination receives in the MSc and the way it contributes to coherence in the programme.

Feasibility and guidance

The MSc is a selective English-language programme whose entry requirements are aimed at selecting students who are prepared and able to meet the MSc's intended learning outcomes. Applicants must hold a bachelor's degree in Political Science, or a bachelor's degree in a related discipline, with a minimum of 80 EC in political science related courses. Applicants must also demonstrate they meet the language requirement through their diploma or a minimum IELTS score (or an equivalent test). In addition to these requirements, the MSc requires a good academic record as evidenced by a grade point average of 7 or higher in the Dutch system (or equivalent); and competency in social science research methodology, as evidenced in coursework.

The preparation in social science methodological training was highlighted as an issue by the previous assessment panel. Since 2019, students who do not demonstrate this fully are either required or advised by the admission committee to follow an online research design course (SPOC, or Small Private Online Course) and to complete this course before starting their MSc (or at the latest by the end of block 1). This SPOC introduces students to the basics of research design via a series of instruction videos, readings, practical quizzes, peer review exercises and discussion fora. Students are assessed through a final assignment which reflects the acquired skills in the course. The SPOC can also be taken as a refresher course by all admitted students.

Once they enter the programme, students are guided through the MSc in various ways. All MSc students are coupled with a study adviser from the start, who helps them make their choices in the curriculum, notably regarding the elective seminars, the methods courses and thesis supervision. In the second half of the

curriculum, the students are also supervised individually by their thesis seminar instructor, whom students meet in an information session two months before they officially start their thesis seminar. Through this process, students can ask for guidance very early on, which boosts the feasibility of their research project and timeline. Additionally, the Faculty's Popcorner FSW, Master Thesis Lab and the Institute's student association SPIL all offer workshops and courses to help students find their way through the Faculty, their programme, and their thesis trajectory. With the objective of promoting tighter links of the students to the labour market, the Programme Board recruited an internship officer. This officer is creating a database of organizations that offer internship opportunities, actively sharing that information with potential candidates, and supporting students who choose this option. The internship officer complements the existing MSc internship coordinator, who is a teaching staff member. The coordinator organizes information sessions on internship options and evaluates applications and proposals to follow the internship option within the MSc curriculum.

The university-wide obligation to admit students in February creates a structural complication for the MSc learning environment and curriculum planning. As mentioned before, the programme adjusted the curriculum structure by offering courses twice per year, including Great Debates, the research design SPOC, and the research methods courses. However, the core seminars of each specialisation can only be offered in Autumn, since the February intakes are generally smaller cohort groups. As a consequence, the February students start their programme with an elective as well as with the Great Debates course. The Programme Board therefore actively informs February starters on the elective seminars that are earmarked and appropriate for their specialisation in their first block (block 3). The panel understood from students that while the February option is still less appealing to students, especially since they would like to connect with their specialisation cohort better (see above), it has been made sufficiently feasible.

The MSc is offered at two locations, and this creates two distinct student communities that don't overlap much, in spite of the shared study association SPIL. Students don't consider this problematic but suggest that it would be good to initiate more contact between the two groups so that they can learn with and from each other and exchange their experiences in the programme. The panel understands that this split between communities is difficult to remedy, also due to financial constraints among students (international students don't have the free public transport options that Dutch students have). It recommends investigating if more regular contact between the two groups can be further promoted so that all students can benefit from the exchange.

Language

The MSc's language of instruction and its programme name are English. The panel discussed this with the programme staff and students, and considers this a justified choice, given that the disciplinary and sub-disciplinary debates are essentially international, as are many of the professional trajectories that the MSc graduates will engage in. The Dutch Politics specialisation is distinct: the shared courses (Great debates, electives, research methods) are in English, while the core specialisation course and the thesis seminar are taught in Dutch. Students write a thesis in Dutch. In consequence, students are explicitly prepared for professional opportunities that require Dutch language skills. The panel agrees with this approach.

Teaching staff

The MSc's teaching staff is large and consists of active researchers belonging to one of the Institute of Political Science's seven research clusters. It has rapidly grown over the past six years from 8.8 fte at lecturer level and 26.3 fte at assistant, associate and full professor level in 2017 to 25.8 fte and 39.6 fte, respectively, in 2022. A recent transition to predominantly permanent teaching staff, linked to changes in the Collective Labour Agreement, has further increased the pool of long-term specialised teachers, enhancing the

continuity and diversity in the course offering. As of January 2023, 96.2% of assistant professors (or 25.6 out of 26.6 fte) and 85.6% of the lecturers (or 16.0 out of 18.7 fte) at the institute are employed on a permanent contract, and so are all the associate professors (7.5 fte) and full professors (6.0 fte).

The reduced staff turnover leads to an increase in the percentage of instructors with a formal teacher training and certification. This was a point of attention in the previous accreditation and has since been remedied. At present, 77% of the teaching staff (51 out of 66) has completed the University Teaching Qualification (UTQ) or is about to do so. A reform of the faculty UTQ certification procedure forthcoming in 2023-2024, specifically aimed at facilitating the certification of early career teaching staff, is expected to further increase these numbers. Additionally, the institute stimulates teachers to develop and update their didactical skills via courses on blended learning provided by the university's educational centre LLINC (Leiden Learning and Innovation Centre) as well as language training (Dutch or English). Recently, in the Spring of 2022, two teams of teachers won faculty stimulation grants to develop innovative teaching methods and promote students' writing skills (Grassroots) and innovative training in the statistical package R through video materials (Grass shoots). Programme teachers have also won placement in the prestigious and exclusive Leiden Teachers' Academy (LTA), the FSW Casimirprijs which honours excellence in teaching, and nominations for the university-wide students teaching award (LUS).

New instructors are introduced to the programme's organization and vision in welcome sessions and via tailored introductory materials (presentations, Vademecum, Assessment Handbook, etc.), organized by the Teaching Coordinator. The programme also stimulates teamwork and coordination among teachers. Teachers are kept informed through regular updates by the study directors and supported through peer support sessions within the institute. Since 2018, the institute also offers all instructors, including those on teaching-only contract, a research funding allowance to promote research-driven education. Over the past three years all teaching staff have been granted teaching relief of one course a year, creating more room for instructors to follow training and develop their courses.

The panel discussed staff quality and quantity with all programme representatives, especially in view of the steep increase in international students in the MSc and particularly in the BSc Political Science, which is taught by the same teaching staff. Students are positive on the openness, expertise, and availability of staff members. The panel found that staff expertise and diversity have increased and that this is beneficial to the programme and its contents as well as elective offerings. The steep increase in permanent contracts provides stability, and staff professionalization has improved greatly. The panel appreciates everything that has been done to boost staff quality and quantity and concludes that these are up to standard. The work pressure, while high, is doable according to staff members the panel interviewed. The thorough training and introduction provided to new staff members is a clear positive.

The panel understood during the site visit that the community of teaching staff members is impacted by the two locations of the MSc. Although many staff members feel at home in both locations, others feel that they belong more closely to either The Hague or Leiden. The panel recommends bringing this more or less split community closer together, since staff collaboration across locations promotes coordination in the MSc programme, can lead to valuable exchange between staff members, and may provide them with a stronger sense of belonging to the same Institute. The panel appreciates that this is not an easy task. It advises the programme to address this theme and the benefits of a shared community explicitly among its staff members, and to investigate structural ways to improve the ties between both locations.

Considerations

The panel considers the MSc's curriculum to be well built up and logically constructed, with varied teaching methods, attention paid to qualitative and quantitative research methods as well as professional skills, and a cap on seminar groups to ensure small-scale education. It agrees with the choice for English in general due to the international outlook of the MSc, and the use of Dutch in the specialisation-specific parts of the Dutch Politics specialisation. The panel applauds the strengthening of methodological education in the MSc, which allows students to prepare well for their thesis. It also appreciates the elective options for students, which allow them to shape their own learning trajectories. The panel considers the more limited elective options for the The Hague specialisation IO to be understandable given the specific nature of this specialisation.

The programme is feasible thanks to a good student support structure, individual thesis guidance, fitting selection criteria and measures to ensure all students are sufficiently prepared in social science methodology. The MSc allows students to enrol in September and in February, according to university policy. While this does not have any major substantive or feasibility impact, the panel still recommends creating a formal moment for these students to connect with their specialisation peers early on to make them a full part of their specialisation cohort. It also advises ensuring that the Great Debates course at the start of the programme is kept up to date regarding the choice of topics, and providing students with a BSc in Political Science with additional content, such as (extra) readings, small online courses (SPOCs), or other extra-curricular activities and academic challenges. The panel finds the programme feasible and appreciates the thesis seminars offering students support in constructing their thesis proposals and providing individual guidance afterwards. The panel recommends investigating what the best shape would be for the research internship combined with the thesis in order to be most effective, and whether more should be done for students not opting for this who are interested in a regular internship. For the IO specialisation in The Hague, the panel wonders if more could be done to include the international organizations available locally in the curriculum.

The MSc's bi-location provide the programme with an added coordination burden that is dealt with well but that requires constant attention and efforts. The panel advises further efforts to bring the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchange.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

The programme has an adequate system of student assessment in place.

Findings

Assessment system and practice

Assessment in the MSc Political Science follows faculty- and university-wide policies to ensure that all students can achieve the intended learning outcomes through valid and reliable student assessment. Following the 2017 site visit and based on the panel recommendations, the MSc designed a curriculum-wide assessment plan to strengthen the consistency of the programme and to ensure a clear link between the course learning objectives and assessment. The assessment plan outlines the specific kinds of assessment suitable and necessary for each course and course level, given its specific goals and learning objectives. The plan further specifies the weight of the different assessments per course and the link between the individual courses and the programme's overall intended learning outcomes.

The programme uses various methods of summative and formative assessment methods, which include oral presentations, different types of papers, critical reviews, book reviews, essays, and (course) participation. Yearly teacher coordination sessions take place to support all teachers and exchange best practices in different forms of teaching and assessment. The panel considers the assessment system and practices to be well-designed, carefully implemented and clearly up to standard.

Thesis assessment

Thesis assessment is done independently by two examiners. Second readers are selected independently from the first examiner by the director of MSc studies, taking their substantive expertise into consideration. Each of the two examiners independently fills out an assessment form in which they assess the thesis with written justification across the different assessment criteria based on guidelines in the assessment form. Thereafter, the two examiners meet to discuss their independent assessments and determine the final grade. The joint assessment form with the final grade for the thesis is shared with the student. The thesis assessment form and its use are subject to regular review and discussion between the Programme Board and the Board of Examiners. All supervisors and second readers are informed about the rules and procedures, as well as the best practices, of the process through the Thesis Seminar Handbook, which is regularly updated by the Thesis Seminar coordinator.

The assessment of Research Internships as final projects takes place in a similar way, except that the student does an internship and writes a report (assessed as pass or fail) which are used as input for the thesis as the programme's final project. The internship is assessed according to the detailed Handbook on Research Internships for students and teachers that describes the research internship requirements and assessment, making use of a standardized assessment form. The daily supervisor at the internship organization fills out a separate form that is used as input for the assessment by the academic supervisor. The student writes a separate thesis under individual supervision, which is assessed in the same manner as the regular thesis and counts as the final project of the programme.

The panel concludes that thesis assessment is done well in the programme and that the procedure has been finetuned and improved over time. The frequent coordination and calibration sessions help supervisors in their assessment and ensure shared interpretations and practices. The panel studied 15 theses and their assessment forms, and concluded the grades that are generally given match its expectations. Still, in some cases the supervisors had provided more feedback than in others. The programme is currently working on the further improvement of harmonization through a new digital thesis assessment tool that ensures more standardized input by the supervisors. The panel applauds this move and encourages the programme to continue working on this.

Board of Examiners

Assessment quality in the programme is guaranteed by a Board of Examiners that was strengthened following the 2017 assessment. Its membership has been increased from 3 to 5 members (in addition to the two external members), including one full professor. An increase in time allocation for the Board of Examiners as well as two dedicated secretaries enables its improved oversight.

The Board of Examiners has implemented systematic procedures to ensure that examinations are in line with taught materials and learning outcomes of courses. The Board offers support to teaching staff, for instance by drawing up detailed instructions for grading assistants and course coordinators. It plays a central role in appointing examiners and monitoring the final thesis assessments. It also audits the assessments used in selected courses each year given their learning objectives. The Board also reviews syllabi to ensure that

assessment methods are in accordance with the assessment plan and that they are equivalent for parallel courses taught in Leiden and The Hague. Also, the Board organizes a structural review of final theses by the external members under its supervision.

The panel interviewed the Board of Examiners and concluded that its members are well aware of their tasks in assuring the quality of assessment in the MSc. The Board is proactive in promoting assessment quality. The panel appreciates the check on the final theses that is performed by the two external members, as well as the continuous dialogue between the Board, the programme management, teaching staff and students when it comes to maintaining and improving assessment quality.

Considerations

The panel found that the assessment system and practices within the programme are clearly up to standard. Assessment is varied and fitting, and its quality is monitored by the programme management and Board of Examiners. The assessment of courses, internships and theses is done well and much attention is paid to the coordination and harmonization of (thesis) assessment among staff members. The Board of Examiners is in control and proactively guarantees assessment quality in the MSc.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 15 final theses of the MSc, which it considers clearly up to standard. The theses demonstrate variety in topics and research methodologies, both quantitative and qualitative. They are well-structured and show sufficient depth and reflection. The thesis selection included one thesis from an internship research seminar, which was also clearly of the appropriate level.

Alumni from the MSc end up either in academia (as PhD students) or in positions at institutions such as the International Criminal Court, European Commission, various ministries, municipalities, NGOs, think-tanks and media organizations. Alumni interviewed by the panel looked back positively on the MSc and feel well-prepared for the job market. The panel concludes that the MSc's graduates achieve the intended learning outcomes. It did notice that the programme does not structurally keep track of where alumni end up. It recommends doing so and, if possible, involving them in the programme more, for instance through guest lectures.

Considerations

Based on the quality of the theses it looked at and the success of alumni in relevant positions, the panel concludes that the MSc's graduates achieve the intended learning outcomes of the programme. It recommends investing in an alumni network and putting this to use in the programme, for instance with alumni as guest lecturers.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the MSc Political Science is positive.

Development points

1. Create a formal moment for students starting in February to connect with their specialisation peers early on to make them a full part of their specialisation cohort.
2. Provide students with a BSc in Political Science with additional content in the Great Debates course, such as (extra) readings, small online courses (SPOCs), or other extra-curricular activities and academic challenges.
3. For the IO specialisation in The Hague, investigate if more could be done to include the international organizations available locally in the curriculum.
4. Investigate what the best shape would be for the research internship (combined with thesis) in order for it to be most effective, and whether more should be done for students not opting for this but interested in a non-research internship.
5. Invest further in bringing the Leiden and The Hague communities closer together, since staff as well as students can benefit from the exchanges. Raise the theme explicitly among students and staff to increase awareness of the potential benefits.
6. Invest in creating an alumni network and putting this to use in the programme, for instance with alumni as guest lecturers.

Appendix 1. Intended learning outcomes

a. Knowledge and understanding

Graduates of the MSc are expected to demonstrate knowledge and understanding of the 'State of the Art' in Political Science (with a particular emphasis on the field of the specialisation that the student has chosen). The MSc builds upon the qualifications of Political Science Bachelor degrees or a degree in a related field, and extends this knowledge and understanding towards developing and applying original ideas, often within a research context.

b. Applying knowledge and understanding

The MSc aims to provide additional knowledge and understanding which is geared towards problem-solving in new or unfamiliar environments within the broader scholarly and applied context.

c. Judgement

By time of the completion of the MSc, graduates are expected to have the ability to integrate the knowledge and understanding they have acquired during the study for handling complexity, and formulating judgements with incomplete or limited information. The master's training is also expected to include reflections on the social and ethical responsibilities that arise from the applied side of Political Science.

d. Communication

Graduates of the MSc will be able to communicate the conclusions of their scholarly research, their knowledge and understanding to an audience beyond traditional academia. The master's training will provide them with the necessary presentation skills.

e. Learning skills

The learning skills acquired during the MSc will allow students to continue to think analytically, study independently, and work autonomously as well as collectively.

Appendix 2. Programme curriculum

I- September start 2021-2022, Leiden

The instructional components of the 5 specialisations of the master's in Political Science offered in Leiden leading to the degree of Master of Science in Political Science at Leiden University in 2021-2022 were:

Specialisations:

- 1) International Politics
- 2) Political Legitimacy and Justice
- 3) Parties, Parliaments and Democracy Nationalism,
- 4) Ethnic Conflict and Development
- 5) Dutch Politics/Nederlandse Politiek

<i>Components</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
Specialisation Core Seminar*	10	practical	500
2 Elective Seminars for 10 EC**	20	practical	500
1 Specialisation Thesis Seminar *	20	practical	600

OR

<i>Components</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
Specialisation Core Seminar*	10	practical	500
1 Elective Seminar for 10 EC**	10	practical	500
Internship Project Seminar Practical Report ***	15	practical	500
Internship Project Seminar: Thesis (total of 30 EC)	15	practical	600

*In Leiden students take one out of five specialisations that are offered. The student takes the Core Seminar and the Thesis Seminar within his/her specialisation.

For the respective specialisations the student takes the following Core Seminar and Thesis Seminar:

- Specialisation International Politics: Core Seminar: Conflict and Cooperation in International Politics Thesis Seminars: Armed Conflict; International Organisations; International Politics, Power and World Politics (Spring 2022).
- Specialisation Political Legitimacy and Justice: Core Seminar: Legitimacy and Political Obligation Thesis Seminar: Political Legitimacy and Justice (Spring 2022).
- Specialisation Parties, Parliaments and Democracy: Core Seminar: Democracy, Political Parties, and the Challenges of Representation Thesis Seminars: Democracy, Political Parties and the Challenges of Representation (Spring 2022)
- Specialisation Nationalism, Ethnic Conflict and Development: Core Seminar: Governance and Diversity in Developing Countries Thesis Seminars: Ethnic Diversity and Political Institutions;

Development, Governance and Conflict; The Dark Side of Identity: the Politics of Exclusion, Marginalization, and Conflict (Spring 2022).

- Specialisation Dutch Politics/Nederlandse Politiek: Core Seminar: Nederlandse Politieke Instituties Thesis Seminars: Dutch Political Institutions: Origin, Functioning and Legitimacy; The Parliamentary Arena (Spring 2022).

**Students choose two elective seminars from the offered seminars in the academic year 2021-2022.

The list is subjective to change per academic year. In 2021-2022, the following courses were offered:

- Block 2, Fall 2021: Elections in Emerging Democracies, Peaceful and Violent Strategies to Secession and Independent Statehood, Governance of Human Security, Russia and the World, States, Citizens and Migrants, Algorithmic Security Politics
- Block 3, Spring 2022: Civilians in Conflict, Growth: A Social Ideal and its Ecological Limits, Human Rights Challenges posed by Global Transformations, Political Communication and Media Effects, Violence and Peace in the Age of Social Media, The Dynamics in the Relationships between Government Tiers in The Netherlands.

*** Students who have found an internship placement must submit their internship request for approval to ensure academic standards and to ensure there is the possibility to conduct research; limited capacity to facilitate and supervise internships and the Internship Project Seminar implies that a maximum of 15 students can follow this option.

The Internship Project Seminar Practical Report and the Internship Project Seminar: Thesis, are complementary to one another. Combined the two form the Internship seminar which counts for 30 ECs. The ECs will only be awarded when both parts are passed successfully by the student.

II- September start 2021-2022, The Hague

The instructional components of the specialisation International Organisation of the master's in Political Science offered in The Hague leading to the degree of Master of Science in Political Science at Leiden University in 2021-2022 are:

<i>Components</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
Core Seminar: Dynamics of International Organisation*	10	practical	500
The Politics of Policy-Making: National and International Challenges**	10	practical	500
Policy Evaluation in National and International Contexts**	20	practical	500
1 Specialisation Thesis Seminar*	20	practical	600

OR

<i>Components</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
Core Seminar: Dynamics of International Organisation*	10	practical	500
The Politics of Policy-Making: National and	10	practical	500

International Challenges

Internship Project Seminar Practical Report	15	practical	500
Internship Project Seminar: Thesis (total of 30 EC)	15	practical	600

* In The Hague students can follow the specialisation International Organisation. The student takes the Core Seminar and the Thesis Seminar within this specialisation.

Within the specialisation International Organisation the student takes the following Core Seminar and Thesis Seminars (2021-2022):

Core Seminar: Dynamics of International Organisation

Thesis Seminars: International Institutions and Security Governance, Global Governance and Sustainable Development (Fall 2021); Global Public Goods and Commons, International Institutions and Security Governance (Spring 2022).

** Students in the International Organisation specialisation take two mandatory seminars: The Politics of Policy-Making: National and International Challenges, Policy Evaluation in National and International Contexts (students who opt for an internship option only need to take the first seminar)

*** Students who have found an internship placement must submit their internship request for approval to ensure academic standards and to ensure there is the possibility to conduct research; limited capacity to facilitate and supervise internships and the Internship Project Seminar implies that a maximum of 15 students can follow this option.

The Internship Project Seminar Practical Report and the Internship Project Seminar: Thesis, are complementary to one another. Combined the two form the Internship seminar which counts for 30 ECs. The ECs will only be awarded when both parts are passed successfully by the student.

III- February start 2022, Leiden

Students who start the master's in Political Science (5 specialisations offered in Leiden) in February 2022 take the compulsory courses Great Debates and Methods in Political Science and choose 2 Elective seminars for 10 EC each in their first semester (February-June). In the Fall semester they take the Specialisation Core Seminar and the Specialisation Thesis Seminar

Specialisations:

- 1) International Politics
- 2) Political Legitimacy and Justice
- 3) Parties, Parliaments and Democracy
- 4) Nationalism, Ethnic Conflict and Development
- 5) Dutch Politics/Nederlandse Politiek

Semester 1 (February-June) for February-intake 2022:

<i>Components:</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
Two Elective Seminars for 10 EC *	20	practical	500

* Students choose two elective seminars from the offered seminars in the academic year 2021-2022.

The list is subjective to change per academic year. Students choose two elective seminars from the offered seminars in the academic year 2021- 2022. The list is subjective to change per academic year.

In 2021- 2022, the following courses were offered:

- Block 3, Spring 2022: Civilians in Conflict, Growth: A Social Ideal and its Ecological Limits, Human Rights Challenges posed by Global Transformations, Political Communication and Media Effects, Violence and Peace in the Age of Social Media, The Dynamics in the Relationships between Government Tiers in The Netherlands.
- Block 4, Spring 2022: Russia in and against Europe: Entangled Socio-Political Transformations after the Cold War, Global Transformation and Governance Challenges, Minority Rights, The Law and Politics of the Use of Force

Semester 2 (September-January) for February-intake 2022:

<i>Components</i>	<i>EC</i>		<i>Level</i>
Specialisation Core Course**	10	practical	500
Specialisation Thesis Seminar**	20	practical	600

OR

<i>Components</i>	<i>EC</i>		<i>Level</i>
Specialisation Core Course**	10	practical	500
Internship (note: takes place from June till August) incl. Practical Report***	15	practical	500
Internship Project Seminar: Thesis (total of 30 EC)***	15	practical	600

***In Leiden students take one out of five specialisations that are offered. The student takes the Core Seminar and the Thesis Seminar within his/her specialisation..

For the respective specialisations the student takes the following Core Seminar and Thesis Seminar were in Fall 2022:

- Specialisation International Politics: Core Seminar: Conflict and Cooperation in International Politics
Thesis Seminar: Armed Conflict (Fall 2022).
- Specialisation Political Theory: Political Legitimacy and Justice: Core Seminar: Legitimacy and Political Obligation
Thesis Seminar: Political Legitimacy and Justice
- Specialisation Parties, Parliaments and Democracy: Core Seminar: Democracy, Political Parties, and the Challenges of Representation
Thesis Seminar: The Parliamentary Arena (Fall 2022).
- Specialisation Nationalism, Ethnic Conflict and Development: Core Seminar: Governance and Diversity in Developing Countries
Thesis Seminar: State, Identity, Nation (Fall 2022).
- Specialisation Dutch Politics/Nederlandse Politiek: Core Seminar: Nederlandse Politieke Instituties
Thesis Seminar: The Parliamentary Arena (Fall 2022).

*** Students who have found an internship placement must submit their internship request for approval to ensure academic standards and to ensure there is the possibility to conduct research; limited capacity to facilitate and supervise internships and the Internship Project Seminar implies that

a maximum of 15 students can follow this option.

The Internship Project Seminar Practical Report and the Internship Project Seminar: Thesis, are complementary to one another. Combined the two form the Internship seminar which counts for 30 ECs. The ECs will only be awarded when both parts are passed successfully by the student.

III- February start 2022, The Hague

Students who start the master's in Political Science, specialisation International Organisation, offered in The Hague in February 2022 take the compulsory courses Methods in Political Science, and they take the course The Politics of Policy-Making and the course Policy Evaluation in their first semester (February-June). In the Fall semester of academic year 2021-2022 they take the Specialisation Core Course and the Specialisation Thesis Seminar.

Specialisation International Organisation

Semester 1 (February-June) for February-intake 2022:

<i>Components:</i>	<i>EC</i>		<i>Level</i>
Great Debates in Political Science	5	practical	500
Methods in Political Science	5	practical	500
The Politics of Policy-Making: National and International Challenges*	10	practical	500
Policy Evaluation in National and International Contexts*	10	practical	500

Semester 2 (September-January) for February-intake 2022:

<i>Components:</i>	<i>EC</i>		<i>Level</i>
Core Seminar: Dynamics of International Organisation**	10	practical	500
Specialisation Thesis Seminar**	20	practical	600

OR

Core Seminar: Dynamics of International Organisation	10	practical	500
Internship (note: takes place from June till August) incl. Practical Report ***	15	practical	500
Internship Project Seminar: Thesis (total of 30 EC) ***	15	practical	600

** In The Hague, students can follow the specialisation International Organisation. The student takes the Core Seminar and the Thesis Seminar within his/her specialisation.

Within the specialisation International Organisation the student takes the following Core Seminar and Thesis Seminars (2022):

Core Seminar: Dynamics of International Organisation
Thesis Seminars: International Institutions and Security Governance, The Politics of Human Rights (Fall 2022).

** Students in the International Organisation specialisation take two mandatory seminars: The Politics of Policy-Making: National and International Challenges, Policy Evaluation in National and International Contexts (students who opt for an internship option only need to take the first seminar)

*** Students who have found an internship placement must submit their internship request for approval to ensure academic standards and to ensure there is the possibility to conduct research; limited capacity to facilitate and supervise internships and the Internship Project Seminar implies that a maximum of 15 students can follow this option.

The Internship Project Seminar Practical Report and the Internship Project Seminar: Thesis, are complementary to one another. Combined the two form the Internship seminar which counts for 30 ECs. The ECs will only be awarded when both parts are passed successfully by the student.

Appendix 3. Programme of the site visit

22 May 2023: The Hague

15.30	16.00	Welcome and a short tour of the facilities
16.00	17.00	Preliminary discussion of panel & consultation hour
17.00	17.45	Programme Management Interview
17.45		Dinner/transport to Leiden for panel members

23 May 2023: Leiden*

09.00	09.30	Board of Examiners Interview
09.30	10.15	MSc Students' Interview (incl. alumni)
10.15	11.15	Break (extended due to fire alarm)
11.15	12.00	MSc Teaching Staff Interview
12.00	13.00	Break (moving to another location due to a fire alarm)
13.00	14.00	Lunch, combined with BSc Teaching Staff Interview
14.00	14.45	BSc Students' interview
14.45	16.00	Preparation of preliminary findings and oral report
16.00	16.45	Final interview with programme and faculty management
16.45	17.15	Development Dialogue
17.15	17.30	Oral Report: Preliminary Findings

* The schedule had to be adapted due to a fire alarm. All interviews were conducted.

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- Self-evaluation report and appendices, MSc Political Science
- Domain-specific Reference Framework
- MSc Political Science yearly programme report 2021-2022
- Board of Examiners Yearly Report 2021-2022
- MSc Programme Committee (formal letter exchanges with the Board)
- MSc Assessment Plan
- Materials of selected courses:
 - Great Debates
 - International Politics Core Seminar
 - Methods in Political Science
 - Thesis Seminar Course International Politics: Armed Conflict
- MSc Thesis Seminar Handbook for instructors
- Reaccreditation decision for the MSc Political Science: NVAO
- Assessment Reports 2017/2019
- Programme Board of the Institute of Political Science (25 January 2018) Action Plan BSc MSc
- Midterm Review Report 2020
- Programme Board of the Institute of Political Science (22 March 2021) Action Plan in response to Midterm Review Report
- MSc Taskforce report
- Opleidingskaart 2021-2022
- Internship MSc Political Science Syllabus 2022-2023
- Memo February and September intakes
- Information Thesis Assessment Tool May 2023