

<b>Fach</b>	<b>Niederlande-Deutschland-Studien</b>
<b>Abschlussgrad</b>	Master of Arts
<b>Hochschule</b>	Universität Münster
<b>Datum der Akkreditierung</b>	12.05.2009
<b>Dauer der Akkreditierung</b>	30.09.2014
<b>Start des Studienbetriebs</b>	Wintersemester 2009/10
<b>Kategorisierung</b> (nur für Masterstudiengänge relevant)	<input checked="" type="checkbox"/> konsekutiv <input type="checkbox"/> nicht-konsekutiv <input type="checkbox"/> weiterbildend
<b>Akkreditiert als Teil eines Mehrfächerstudiengangs?</b>	<input type="checkbox"/> ja <input checked="" type="checkbox"/> nein
<b>Fakultät/Fachbereich</b>	Zentrum für Niederlande-Studien
<b>Kontakt</b>	Prof. Dr. Friso Wielenga Direktor des Zentrums für Niederlande-Studien Westfälische Wilhelms-Universität Münster Alter Steinweg 6/7 48143 Münster Tel. 0251-83 285 11 Fax: 0251-83 285 20 <a href="mailto:Wielenga@uni-muenster.de">Wielenga@uni-muenster.de</a>
<b>Auflagen</b>	keine
<b>Auflagen erfüllt?</b>	
<b>Profil des Studiengangs</b>	The proposed <i>Niederlande-Deutschland-Studien</i> (NDS) programme is a two-year master programme (120 ECTS) that consists of an integrated academic study of cross-border communication, socio-political and economic cooperation, and cultural exchange between Germany and The Netherlands, seen from different relevant academic perspectives. The NDS master is a joint inter- and multidisciplinary study programme that deals with cross-border exchange between Germany and The Netherlands from four central and complementary disciplinary perspectives and approaches: Economy and Law, History and Politics, Inter-Cultural Exchange and Communication. The proposed NDS master is multidisciplinary in its approach, as its investigation of German-Dutch relations is based on four chosen professional perspectives. Each of these perspectives delivers a specific approach to the understanding of the relationship between these two countries. The overall multidisciplinary approach of the programme allows students to connect their expert knowledge with each other, which is said to result in the adoption of a comprehensive view on the problems that are being considered. Students of the NDS programme are taught how to independently develop research questions, on which they are working

**Zusammenfassende  
Bewertung**

from multiple perspectives, and in a goal-oriented manner. The fifth pillar of the NDS programme, aside from the four disciplines, is a module directed to the student's acquisition of a foreign language (German or Dutch). This module aims to elevate the student's foreign language skills from the B2 level of the European reference frame to a level placed between C1 and C2. To provide students the opportunity to gather intensive working experience in the national field of cross-border cooperation, and thus to facilitate the career entry, the programme entails an internship of several weeks in a bi-national professional context to complete the degree, the students have to submit a master thesis.

Overall, the panel has found an ambitious multidisciplinary study programme that covers four interrelated disciplines and successfully combines academic competencies with a clear praxis-oriented focus. The panel found an academic programme that clearly seeks to correspond to the aspirations of the professional field. As the objectives of the programme are comparable to its peers in most aspects, the panel also became convinced that the NDS master offers a good match with what is expected of an international MA programme in the field. From the application documents and the conversations of the site visit the panel gathered that there seems to be a stable demand for cross-cultural qualifications on both the German and Dutch labour market, as well as from the European institutions and organisations. The panel concluded that the proposed programme has a clear professional orientation, with verifiable links to current theories and developments in its disciplinary fields, while research competencies are taught at an advanced level. The panel concludes that the requirements for an academic orientation are hereby met.

Overall, the panel found an engaging and innovative curriculum that has established clear links with scientific research in the relevant disciplines mentioned above. The panel understood that the staff's research directly feeds into the educational programme, hence assuring its relation to up-to-date research. The panel considered the interaction between education and research within the curriculum to be pleasing. The panel is confident that students receive enough scientific knowledge and analytical training, which is meant to culminate in a final research project (master thesis). The learning path of the proposed curriculum enables students to develop their knowledge and research capacities gradually.

The panel had the impression that the expectations of the professional field towards the programme's contents and learning outcomes is represented well in the proposed curriculum. The panel found a well-coordinated programme with a cumulative structure. The programme's modules were designed to enhance students' knowledge gradually and there is a coordination among the teaching staff on what methods and contents are taught how and when within the different modules. On the level of the modules there is thus intense staff coordination. The panel understood that already in the design phase of the programme gaps and overlaps were avoided and contents were attuned. On the whole, the panel is positive about the admission arrangements. The structure and contents of the proposed curriculum are in line with the qualifications of the incoming students. The panel has considered the quantity of staff involved in the teaching of the curriculum of the proposed master. With the current quantity of staff, the panel believes, the programme should be able to maintain an acceptable staff-student ratio. This includes the tutoring capacity that is deemed necessary for this kind of transnational postgraduate programme. The composition of the staff is regarded as a good combination of academic competencies and backgrounds. The panel was also positive about the organisational embedding of the staff

**Mitglieder der  
Gutachtergruppe**

**Verfahrensnummer AQAS**

and the international networks in which they are involved.

Prof. Dr. Kees van Paridon (Vorsitz), Erasmus University Rotterdam (NL)

Geraard van Houweninge M.Sc., ehem. Direktor des Business  
Technology Center Twente (NL) (Vertreter der Berufspraxis)

Anna Sophie Inden, Universität Oldenburg (studentische Gutachterin)

PD Dr. Kunze, Universität Karlsruhe

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