

# **Historical, Literary and Cultural Studies**

**Faculty of Arts, Radboud University**

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This report was finalized on 31 August 2016.



# Report on the master's programme Historical, Literary and Cultural Studies of Radboud University

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (19 December 2014).

## Administrative data regarding the programme

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### Master's programme Historical, Literary and Cultural Studies

Name of the programme:	Literary Studies (research), History (research), Arts and Culture (research)
CROHO number:	60814, 60139, 60829
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations:	- Literature and Literary Studies: Modern Philology - Historical Studies: Ideology, Mentality and Social Practice - Art and Visual Culture in a Historical Perspective
Location):	Nijmegen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	29-06-2017

The visit of the assessment panel Historical, Literary and Cultural Studies to the Faculty of Arts of Radboud University took place on 23 and 24 June 2016.

## Administrative data regarding the institution

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Names of the institution:	Radboud University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

## Composition of the assessment panel

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The NVAO has approved the composition of the panel on 7 March 2016. The panel that assessed the master's programme Historical, Literary and Cultural Studies consisted of:

- Prof. dr. Claudine Chavannes-Mazel (chair), emeritus Professor of Art History of the Middle Ages, University of Amsterdam;
- Prof. dr. Maria Grever, Professor of Theory and Methods of History, Erasmus University Rotterdam;
- Prof. dr. Ralf Grüttemeier, Professor of Dutch Literature, Carl von Ossietzky University Oldenburg, Germany;
- Caroline van Toor BA, Student research master Art History and Archaeology and research master Classical, Medieval and Renaissance Studies, University of Groningen.

The panel was supported by dr. Marianne van der Weiden, who acted as secretary. On behalf of QANU, dr. Kees-Jan van Klaveren acted as project manager.

Appendix 1 contains the curricula vitae of the panel members.

## **Working method of the assessment panel**

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The research master in Historical, Literary and Cultural Studies (HLCS) is a two-year English-taught programme hosted by the Institute for Historical, Literary and Cultural Studies at the Faculty of Arts, Radboud University Nijmegen. Formally speaking, the programme consists of three separate master's programmes, each with its own CROHO-registration, but, in practice, the programme is offered as a single research master. During the site visit, the panel was informed by the programme coordinator that the NVAO and the Ministry of Education, Culture and Science have taken the decision to allow formal registration as a single master's programme per 1 September 2017, on condition of a positive accreditation outcome.

The panel has noted no more than minor differences between the programmes, none of which gave rise to differentiated judgements. In order to do justice to the everyday reality of staff and students, the panel will refer to the three programmes combined as 'the programme', and to separate programmes as 'specialisations'.

### *Preparation*

QANU received the critical reflection of the research master's programme HLCS on 31 May 2016. After having established that the reflection fulfilled the criteria of relevance and completeness, the secretary sent it along with additional information to the members of the panel. They read the report and prepared questions, comments and remarks prior to the site visit. The secretary collected these questions in a document and arranged them according to panel conversation and subject. The panel found the critical reflection to be a useful document to prepare the site visit, but would have appreciated the inclusion of a SWOT-analysis.

In addition, all panel members read recent theses from the master's programme. In consultation with the chair of the panel, fifteen theses were selected, covering the full range of marks given. In a research master's programme, the thesis should be a substantial proof of research skills and have substantive value for the discipline. The panel, therefore, paid specific attention to the scientific level of the theses, the requirements, carefulness of judgement by the reviewer of the programme, and the assessment procedure used. An overview of all documents and theses reviewed by the panel is included in Appendix 5.

The project manager drafted a programme for the site visit. This was discussed with the chair of the panel and the coordinator of the programme. As requested by QANU, the coordinator of the programme carefully selected discussion partners. The panel agreed with the selection. A schedule of the programme with all partners is included in Appendix 4.

### *Site visit*

The site visit took place on 23 and 24 June 2016 at Radboud University. It started with a preparatory meeting on 23 June 2016, during which the panel was instructed, and its tasks and working methods were discussed. The panel members took note of the specific requirements for a research master's programme and discussed their findings based on the critical reflection. Furthermore, the panel discussed its findings with regard to the theses and the questions and

issues to be raised in the interviews with representatives of the programme and other stakeholders.

During the site visit, the panel studied documents provided by the coordinator of the site visit. They included minutes of the Programme Committee and the Examination Board, course descriptions, course materials, written exams, assignments and other assessments.

Furthermore, the panel interviewed the programme management, students, alumni, staff members, members of the Programme Committee and members of the Examination Board. Prior to the site visit, both staff members and students were informed about the opportunity to speak to the panel confidentially during the ‘consultation hour’. No requests were received for the consultation hour.

After the concluding meeting with the management, the panel members extensively discussed their assessment of the programme and prepared a preliminary presentation of the findings. The site visit was concluded with a presentation of the preliminary findings by the chair. It consisted of a general assessment and several specific findings and impressions of the programme, as well as some recommendations.

#### *Report*

After the visit, the secretary produced a draft version of the report. She submitted the report to the panel members for comments. The secretary processed corrections, remarks and suggestions for improvement provided by the panel members to produce the revised draft report. This was then sent to Radboud University to check for factual errors. The comments and suggestions provided by the universities were discussed with the chair of the assessment panel and, where necessary, with the other panel members. Based on the panel’s decisions to incorporate or ignore comments and suggestions, the secretary compiled the final version of the programme report.

#### *Decision rules*

In accordance with the NVAO’s Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

#### **Generic quality**

The quality that can reasonably be expected in an international perspective from a higher education bachelor’s or master’s programme.

#### **Unsatisfactory**

The programme does not meet the current generic quality standards and shows serious shortcomings in several areas.

#### **Satisfactory**

The programme meets the current generic quality standards and shows an acceptable level across its entire spectrum.

#### **Good**

The programme systematically surpasses the current generic quality standard.

#### **Excellent**

The programme systematically well surpasses the current generic quality standard and is regarded as an international example.





## Summary judgement

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The research master's programme Historical, Literary and Cultural Studies (HLCS) is a two-year programme, offered by the Radboud University. Its aim is to train highly qualified students as researchers in the humanities. Graduates will be able to embark on a PhD project in historical, literary or art historical studies or a research position outside academia. Characteristic for the research master HLCS is the combination of interdisciplinarity and a solid grounding within one of the three constituting disciplines. The learning objectives have been formulated in eight learning outcomes. Their focus on research is clear, distinguishing the programme from one-year master's programmes. The interdisciplinary and international character, however, could be formulated more explicitly. Overall, the programme's intended learning objectives are well-described and realistic. The panel assesses the first standard as satisfactory.

The curriculum is a combination of an interdisciplinary track (20 EC), a disciplinary track in one of the three specialisations (Historical Studies, Literary Studies or Art and Visual Culture) (40 EC), elective courses (30 EC) and a master thesis (30 EC). The balance between the substantive content and the research skills typically expected from a research master's programme is good. The panel has studied a sample of course materials and found them generally to be up to date and of the required research master level, but the interdisciplinary methods course (HLCS-B) should be strengthened. The Board of Examiners has to approve the elective courses selected by a student, and makes sure that they are of an appropriately advanced level. The disciplinary track includes a research internship abroad, which is much appreciated by the students. It helps them to develop their research skills and to build up a relevant network. The interdisciplinary courses are crucial to introduce the students into the common themes of the programme. The panel particularly appreciated the programme's efforts to continuously improve those courses. In the second year, students work much more individually and within their chosen specialisation. The panel suggests adding a number of master thesis classes in the second year. These would help students to be aware of the topics and approaches of their fellow students and the usefulness thereof for their own research. They could also stimulate group coherence, which in turn might have a positive effect on finishing their thesis within the designated time frame. Students confirmed that the programme can be completed within the formal study duration of two years, but that not many do so. Currently, almost forty per cent take more than three years. The panel advises monitoring the students' progress closely and stimulating them to complete their studies within two or two and a half years.

HLCS is a selective programme for students with a relevant and strong academic background. Candidates must submit a letter of recommendation and a written account of their reasons for applying, their abilities, intended specialisation and career goals. Upon admission, each student selects a personal tutor from the academic staff. The tutor supervises the student's development, helps to make choices, gives advice and offers substantive input. The panel finds the tutorial system a strong point of the programme. The academic quality of staff is very good and includes a number of top researchers. All staff members' research activities are part of research programmes that have done well in the most recent research assessments. The students are satisfied with the didactic quality of the lecturers. Classes are small and are usually given as workshops, in order to stimulate dialogue. Students appreciate the staff's availability and willingness to guide them. The panel heard from the lecturers that teaching in the research master and working with bright and ambitious students is felt to be rewarding, which explains why the programme can be run with the limited staff time that is formally allocated. Nevertheless, the panel strongly advises increasing the available staff time. The research environment (academic context) is not only embodied in the staff members and the curriculum,

but also in the opportunities for students to get involved in their tutor's or supervisor's research, participate in an international conference and/or co-author a scholarly publication. The network provided by the programme and the individual lecturers helps students to be admitted to high-quality and prestigious study places abroad for their research training. The panel concludes that the teaching-learning environment enables the incoming students to achieve the intended learning outcomes. The panel, therefore, assesses the second standard as satisfactory.

The panel finds the mix of assessment forms (written and oral, individual and in small groups) suitable for the learning objectives of a research master's programme. The students were generally satisfied with the assessment procedures. Three major written assignments are due at the end of the programme: a scholarly article, a research proposal and the master thesis. These are valid indicators of the achieved level. The assessment procedures are objective and worked out in detail. Nevertheless, the panel found the thesis grades generally quite high and, as a consequence, the number of distinctions (cum laude) too high. The panel advises a stricter approach in grading, e.g. by having the second reader appointed by the Board of Examiners and by re-defining the grading criteria for the thesis in a research master's programme, recognising that these are higher than in one-year master's programmes. The panel appreciates the role of the Board of Examiners, both as regards the admission procedure, the quality of individual study programmes and the system of assessment. The panel assesses the third standard as satisfactory.

The panel has examined a substantial number of theses and fully agrees that they meet the criteria for a research master. Although the panel would have awarded lower grades in a number of cases, all theses are sound pieces of research, both theoretically and methodologically, with the necessary carefulness for the validity of conclusions. The findings are presented in well-structured reports. This internal indicator of the achieved level is corroborated by the external indicator: the graduates' success in securing a PhD position. The programme is obviously able to provide students with the necessary knowledge and skills. In addition, the staff members play a positive role in helping graduates to get started in the career they aim for. The panel, therefore, assesses the fourth standard as satisfactory. Consequently, it assesses the programme as a whole as satisfactory.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

The chair and the secretary of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 31 August 2016

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Prof. dr. Claudine Chavannes-Mazel

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Dr. Marianne van der Weiden

## Description of the standards from the Assessment framework for limited programme assessments

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### **Standard 1: Intended learning outcomes**

The intended learning outcomes of the programme have been concretised with regard to content, level and orientation; they meet international requirements.

#### **Explanation:**

As for level and orientation (bachelor's or master's; professional or academic), the intended learning outcomes fit into the Dutch qualifications framework. In addition, they tie in with the international perspective of the requirements currently set by the professional field and the discipline with regard to the contents of the programme. Insofar as is applicable, the intended learning outcomes are in accordance with relevant legislation and regulations.

### **Findings**

The research master in Historical, Literary and Cultural Studies (HLCS) is a two-year English-taught programme hosted by the Institute for Historical, Literary and Cultural Studies at the Faculty of Arts, Radboud University Nijmegen.

The aim of the programme is training highly qualified students as researchers in the humanities. On the basis of advanced intra- and interdisciplinary knowledge and research skills, graduates will be able to embark on a PhD project in historical, literary or art historical studies. They are trained in critical thinking and reflection and will have acquired the skills and attitude to contribute creatively and innovatively to the development of scholarly research both within the university and elsewhere. Characteristic for the research master HLCS is the combination of interdisciplinarity and a solid grounding within one of the three constituting disciplines. The panel agrees that in-depth knowledge and understanding of one discipline is a necessary foundation for interdisciplinary work.

The learning objectives have been formulated in eight learning outcomes (listed in Appendix 2). The panel recognises the explicit research focus in these learning outcomes, distinguishing this programme from one-year master's programmes. The panel finds the learning outcomes to be well-formulated. They clarify what is expected from the students, partly in concrete products such as a scholarly article and a master thesis. The first learning outcome could be strengthened: it addresses 'advanced scholarly understanding', whereas the panel would advise adding the requirement of advanced scholarly knowledge, as the basis for the required level of understanding. This would in turn make it easier to assess the attainment of this learning outcome. The panel would have expected more explicit references to the programme's interdisciplinary nature, since this is presented as typical for the research master HLCS. 'Using approaches from various disciplines' is not necessarily equivalent to an interdisciplinary approach. The panel advises adding a specific learning outcome to emphasise the interdisciplinary focus. Similarly, the programme's international ambitions could be expressed more clearly.

### **Considerations**

The panel concludes that the research master's programme HLCS is of the appropriate academic master level. The intended learning outcomes define the theoretical intra- and interdisciplinary knowledge students must have attained at the end of the programme; the skills and abilities are strongly geared to research skills and a critical academic attitude and thus prepare the students for a PhD research project or similar research job. The programme's interdisciplinary profile and its international ambition remain rather implicit in the learning outcomes. The panel advises formulating these more explicitly. The panel concludes that the programme's aim to train students as researchers in the humanities is well-described and realistic.

### **Conclusion**

*Master's programme Historical, Literary and Cultural Studies:* the panel assesses Standard 1 as 'satisfactory'.

## **Standard 2: Teaching-learning environment**

The curriculum, staff and programme-specific services and facilities enable the incoming students to achieve the intended learning outcomes.

### **Explanation:**

The contents and structure of the curriculum enable the students admitted to achieve the intended learning outcomes. The quality of the staff and of the programme-specific services and facilities is essential to that end. Curriculum, staff, services and facilities constitute a coherent teaching-learning environment for the students.

## **Findings**

### *Curriculum*

The two-year (120 EC) curriculum consists of three pillars:

- A disciplinary track (40 EC), consisting of
  - three courses on the theoretical developments and key research in Art and Visual Culture (AVC), Literary Studies (LS) or Historical Studies (HS) (15 EC);
  - a period of research training or an internship abroad (20 EC);
  - a special training course focused on writing a scholarly article and a research proposal (5 EC);
- An interdisciplinary track (20 EC), consisting of four courses on theory, method, the latest trends and debates and academic writing;
- Elective courses (30 EC), to be selected from
  - regular master's programmes (maximum 20 EC);
  - courses offered by national research schools (at least 10 EC).

The final assignment is the master thesis (30 EC) on a disciplinary subject, preferably dealt with in a broader (interdisciplinary) perspective.

A detailed overview of the HLCS curriculum is given in Appendix 3.

The panel finds the curriculum well-structured and clearly linked to the intended learning outcomes. The interdisciplinary courses bring the students from the three specialisations together and aim to develop the students' ability to transcend their own discipline in knowledge, theoretical outlook and methodical skills. Given the intended profile of HLCS with a focus on interdisciplinarity, these courses are crucial to introduce the students into the common themes of the programme. During the site visit, lecturers and the programme committee explained that staff is continuously seeking to improve these courses, partly in response to student evaluations and partly because new lecturers bring in new ideas. Plans are developed to revise HLCS-B (Methods and Techniques in Humanities) and to work on a common theme in HLCS-C (Contemporary Debates in Humanities). The panel strongly supports these revisions, especially of HLCS-B. The panel checked the content and literature of this course during the site visit, and found they were not quite of the appropriate level. In addition, the panel advises including more explicit discussion and reflection on the meaning of interdisciplinarity in HLCS-A (Theory of Scientific Research in the Humanities). After the four interdisciplinary courses, the explicit attention on interdisciplinarity is limited to a common workshop at the end of the curriculum, when all students present their thesis to an audience of fellow students and professors from all three HLCS-specialisations. The panel recommends organising a series of master thesis classes during the fourth semester. These can raise students' awareness of the topics and approaches of their fellow students and the usefulness thereof for their own research. They could also stimulate group coherence, which in turn might have a positive effect on students finishing their thesis within the designated time frame.

During the site visit the panel has studied the course materials and assignments of a representative set of disciplinary and interdisciplinary courses and concludes that they are up to date and of the required academic master level. In addition to the obligatory courses, students select a number of elective courses. This individual freedom of choice enables them to develop their own research profile. Students select their elective courses from regular master courses, offered by Radboud University or another university, and from the courses offered by national research schools. The latter are also intended for PhD students and are of a guaranteed high quality. The panel appreciates that the Board of Examiners monitors the level of the other master courses that are proposed by the students. These courses must be specifically adapted to fulfil the requirements of a research master so that they are of a sufficiently advanced level. Students are usually required to write a longer paper than the other master students, based on a larger number of sources and they always do so in English.

Since the introduction of a revised curriculum in 2012-2013, the fixed programme is taught in English and students are required to submit all written work for the English-taught courses in English. The panel agrees that this is in line with the international nature of present-day research. Students must be able to communicate in English and to present their findings to an international audience, even when their research is focused on another language, such as Dutch or French. However, since the use of English is a means to an end and not a goal in itself, the panel was pleased to learn that students can use their individual programme to take courses in another language and/or write their thesis in another language when this is more appropriate.

The research training constitutes a large part of the curriculum: the study abroad (20 EC), the master thesis (30 EC) and the writing of a scholarly article and a research proposal (5 EC). All students are expected to spend a period of four months abroad in a research environment, at relevant university departments in e.g. Europe, the United States or Latin America, in museums or libraries. Usually, this includes practice in a relevant research group, combined with taking relevant classes. Both alumni and students told the panel that these stays abroad are very valuable. They do not only provide the students with new knowledge and experience, but also with useful networks. In consultation with their tutor the students develop a detailed proposal (level, scope and aims) which must be approved by the Board of Examiners. All students are required to find a place abroad, but foreign students can be permitted to attend a similar training programme in the Netherlands. The master thesis is a substantial piece of work in which a student shows that he/she can formulate a clear research question, select an appropriate method of research, collect primary material and secondary literature, analyse and interpret the data and come to valid conclusions. The structure and form of the thesis must conform to academic standards. In addition to this usually large piece of work, students are required to write a scholarly article that is in principle publishable in a recognised peer-reviewed journal, and a research proposal in the NWO-format. The panel finds the combination of these research components a thorough preparation for a research career. There is a good balance between the substantive content and the research skills typically expected from a research master.

#### *Didactic approach and study guidance*

In its didactic approach the programme aims at a balanced combination of individual and group work. Classes in the interdisciplinary courses are small, because the annual intake is on average sixteen students. In the disciplinary courses, groups are even smaller because students spread out over the three specialisations (HS, LS and AVC). Classes usually are given as workshops, in order to stimulate dialogue with the lecturers and among the students. Lecturers and tutors support students in their academic development, providing opportunities to be part of on-going research as an apprentice. Students are given ample opportunities to show initiative and

to prepare their research career, especially during their study period abroad. The panel finds the teaching format quite appropriate for a research master's programme, but notes that after the second semester, students no longer meet each other as a class until the final thesis workshop and the training for the scholarly article and research proposal. Sometimes students take the initiative to keep in touch, e.g. through Facebook, but this is not a formal feature of the curriculum. The panel recommends organising a thesis class, where students can discuss research related issues on their subject and keep track of each other's progress. This could at the same time emphasise the interdisciplinary profile of the programme.

Students confirmed in their meeting with the panel that the second year provides much less structure than the first year, when regular classes are scheduled. After the study period abroad, the second year mainly consists of individual work on the thesis and the article, described by one of the students as 'two large chunks of work'. Study delays occur most frequently in the second year of the programme. Some students choose to add an extra internship or extend their study abroad, others spend more time on their thesis research project. It also happens that students are unable to meet all deadlines of the first-year courses and move one of those courses to the (end of the) second year. The panel recognises that personal circumstances may sometimes make it necessary for students to attend the courses in a different order, but this should not go against the overall structure of the programme. The panel, therefore, advises requiring students to have completed the obligatory part of their coursework before they start their research training abroad or their thesis project. The students who were interviewed by the panel, said that the programme is quite demanding, but can be completed within the formal duration of two years, although this is achieved by a minority of students only. The students also told the panel that the group bonding of the first year is replaced by a much more competitive atmosphere in this second phase. The panel is aware that a certain degree of competition cannot be avoided when there are more graduates than PhD positions, but this should not necessarily be at the cost of the group's cohesion.

Upon admission, each student is invited to select a personal tutor from the academic staff. Students who have not completed their bachelor's programme at Radboud University and, therefore, are not familiar with the expertise of the various staff members, are assisted by the programme coordinator to select a suitable tutor. The tutor supervises the student's development, helps the student to make his or her choices, gives advice on the approach and planning and offers substantive input. This is delineated in a protocol for tutors. Usually, a staff member tutors one student, but sometimes a staff member has a small tutor group of three to four students who are interested in the same subject. Both the alumni and the students whom the panel met, reported very positively about the approachability and support of their tutors. They indicated that they could turn to their tutor with all sorts of questions. The panel finds the tutorial system a strong point of the programme.

During the thesis project a student is supervised by a staff member, who often, but not necessarily, is the student's tutor. In the third semester, students prepare a research plan and draw up a thesis agreement with their supervisor. The thesis agreement contains a time plan, including a schedule of four meetings with the supervisor. The panel appreciates this approach.

### *Admission*

The research master's programme HLCS is a selective programme. The applicant's file is considered by the Board of Examiners. Candidates are selected on the basis of the following criteria:

1. a relevant bachelor programme with an average GPA of 7.5 or higher and a grade of 8 or higher for the BA thesis (or equivalent qualifications if obtained outside the Netherlands);
2. a good command of English, as proven by one of the appropriate tests (TOEFL, IELTS, Cambridge);
3. a passive command of German and/or French is expected.

All eligible candidates are invited for an interview with the selection panel. For this, the candidates have to submit a letter of recommendation and a written account of their reasons for applying, their abilities, intended specialisation and career goals.

The panel has looked into the background of students over the last three years. Most candidates are from the Netherlands, predominantly from Radboud University, but the programme attracts a growing number of international students. Of 32 candidates in 2015, four withdrew and seven were rejected. During the site visit, the panel was told that 29 out of 50 candidates have been accepted for the 2016 intake. Five of them are international students. Whether all admitted students will actually begin the programme will remain somewhat uncertain until September, but the panel clearly observes an increase in admissions and registrations in recent years. The students' bachelor degrees are in line with their specialisation: they mostly have a background in the fields of history, art history and visual culture, or a literary study (English, French, Spanish, German, Dutch or Greek and Latin). In special cases, the Board of Examiners may establish an individual transfer programme to bridge possible shortfalls. In 2013-2014, two students were admitted on the basis of a premaster's programme.

Most students complete the programme successfully. The panel notes that, over the past three years, in each cohort one student has made the transfer to a one-year master's programme and one (international) student left the programme. Given their low numbers, the drop-out among international students is therefore relatively high. For Dutch students the admission procedure seems to select the right students. As noted above, only a minority of students completes the programme in two years. Almost forty per cent need more than three years. Students and staff are generally convinced that adding extra experiences or publications increases the chances for a PhD position, but one of the alumni whom the panel met with, indicated that a longer study duration may, in fact, be a drawback. Being able to perform within a set time limit may also be seen as an important quality for a PhD project or when an exhibition in a museum must be prepared. The panel advises monitoring the study progress closely and encouraging students to complete the programme within two or two and a half years.

### *Staff*

The panel has studied the information in the critical reflection and appendices and concludes that the academic quality of staff is very good. The staff includes a number of top researchers. All staff members have a PhD degree and do their research as part of research programmes that have done well in the most recent assessments. The research master is embedded in the HLCS Institute, which received high ratings in the 2012 research assessment (4.2 out of 5). The lists of key publications and PhD supervisions, provided for each staff member in the critical reflection, show the range and depth of the available expertise. They also reflect the high quality of the research. The assessment reports of the research programmes and overviews of awarded



grants and international collaboration were made available for the panel separately. These corroborate the strength of the research groups.

The teaching quality of the staff is stimulated in Nijmegen. Staff hired since 2010 is obliged to acquire the 'University Teaching Qualification' (BKO) certificate. Currently, more than eighty per cent of the staff members have obtained this certificate. Over two thirds have a certificate of English proficiency or equivalent qualification. Asked about the didactic quality of staff and their ability to teach in English, the students informed the panel that they are satisfied. They appreciate the discussions stimulated in class. They also explicitly value the availability and willingness of staff to guide them and the intensive, sometimes one-to-one contact, with their teachers.

From the meetings with staff members during the site visit, it was clearly visible that the programme builds on a substantial group of experienced and motivated researchers. Teaching in the research master and working with bright and ambitious students is felt to be rewarding, which explains why the programme can be run with the limited staff time that is formally allocated. A total of 1.35 FTE staff time is available for teaching and 0.2 FTE for the general coordination. The panel applauds the staff's motivation and willingness, but strongly suggests increasing the available staff time. It would be especially fruitful to invest in the interdisciplinary competences of staff members. Currently, they mostly teach on the basis of their own discipline and more or less expect the students to define the interdisciplinarity. Defining the commonality between the disciplines and determining how this can contribute to the research master HLCS will create a stronger corporate identity. Collaboration in broader research groups within the HLCS Institute is growing and provides a good starting point for interdisciplinary teaching based on interdisciplinary research. A stronger profile may make it easier to attract more (international) students as well.

#### *Facilities*

The research environment (academic context) is not only embodied in the staff members and the curriculum, but also in the opportunities for students to get involved in their tutor's or supervisor's research, participate in an international conference and co-author a scholarly publication. The network provided by the programme and the individual lecturers, helps students to be admitted to high-quality and prestigious study places abroad for their research training. Students told the panel that they highly value these opportunities to enhance their CV and their portfolio. The Graduate School for the Humanities (GSH) is responsible for the training of the PhD students of the HLCS Institute, the Center for Language Studies (CLS) and the Research Institute for Philosophy, Theology & Religious Studies (PTR). The intention to involve the research master students in the GSH activities and course offerings will be implemented next year. The panel finds this a very positive development, improving the quality of the research environment even more.

The programme provides students with information on funding possibilities for studying abroad. The most common sources of funding are the Nijmegen University Funds Foundation, the Radboud University 'Beyond the Frontiers' Honours Programme and the Erasmus Lifelong Learning Programme. Some of the students interviewed by the panel, had been part of the Honours Programme and found it a worthwhile investment.

## Considerations

The panel comes to the conclusion that the contents of the curriculum are good: they provide a thorough theoretical basis in both the historical, literary and cultural studies and their interdisciplinary combination, although the first two interdisciplinary courses, especially the methods course (HLCS-B), need to be strengthened. Students have a large degree of freedom to build their own research profile by selecting optional courses from a wide offering. This works well because students are highly qualified and motivated. The balance between substantive courses and research training helps students to prepare for their research career. The panel advises strengthening the interdisciplinary focus by making this an explicit subject of the first HLCS course and by organising classes in the final semester(s), when students mainly work individually on their thesis. The didactic approach and study guidance prepare the students for their role as researchers. The admission procedures are appropriate and it is clear that the programme has been able to attract a high-quality group of students, increasingly from other universities outside Nijmegen, also internationally. A minority of students completes the programme in two years. Some students make a strategic choice to extend their study time, in order to further improve their research and, therefore, their chances of a PhD position. Nevertheless, the panel advises monitoring the students' progress closely and stimulate the students to graduate as much as possible within the formal study duration. The substantive expertise and didactic qualities of the teaching staff, combined with the research environment of the HLCS Institute and the intention to involve research master students in the activities of the graduate school, provide a very good academic context to the programme. A considerable number of staff members is involved in the programme, but the total of their allocated teaching hours is limited. More time is needed, among others to develop a stronger corporate identity and a more explicit interdisciplinary approach. Summing up, the panel comes to the conclusion that the teaching-learning environment (curriculum, staff and programme-specific services and facilities) enables the incoming students to achieve the intended learning outcomes. The panel, therefore, assesses this standard as satisfactory.

## Conclusion

*Master's programme Historical, Literary and Cultural Studies:* the panel assesses Standard 2 as satisfactory.

**Standard 3: Assessment**

The programme has an adequate assessment system in place.

**Explanation:**

The tests and assessments are valid, reliable and transparent to the students. The programme's examining board safeguards the quality of the interim and final tests administered.

**Findings**

The general assessment principles are described in the critical reflection. The Education and Examination Regulations and the Assessment Policy and Procedures of the research master HLCS provide the framework for the assessment criteria and organisation. Priority is given to testing individual performance in writing, through products such as essays, reports and reviews. Some courses require collectively written assignments by small groups in order to test the students' ability to collaborate in editing, conceptualising and formulating texts. In addition, many courses include oral presentations and group discussions. The panel concludes that the programme has developed an appropriate mix of assessment forms, suitable for the learning objectives of a research master's programme. The students were generally satisfied with the assessment procedures. In one or two instances there was a disagreement between students and the lecturer about the interpretation of the assessment criteria, but, normally, grading is felt to be fair and students appreciate the feedback provided.

Three major written assignments are due at the end of the programme: a scholarly article, a research proposal and the master thesis. The assessment criteria for the research proposal have been formalised since 2015 and have been developed in collaboration with the graduate school. Each proposal is assessed by a staff member in a detailed report. The final grade is decided upon jointly by the general HLCS coordinator and the director of research of the HLCS Institute, who also acts as the director of the graduate school. This has led to a wider range of grades than before, which implies that the assessment criteria are more discriminating. The scholarly article is assessed by the supervisor and a second instructor. The master thesis is graded on the basis of the Thesis Assessment Form, which is filled in by the supervisor (first reader) and a second reader independently. After these initial assessments have been submitted to the programme's secretariat and checked for completeness, both readers are invited to discuss their grades and to decide on the final grade. The assessment forms are then passed on to the Board of Examiners. The aspects to be assessed are the academic quality, such as the clarity and relevance of the research question and the quality of the data collection, but also the degree of innovativeness and the orderliness of the presentation of the findings. The first reader also assesses the degree of independence shown by the student. The panel agrees that these, taken together, show whether a student indeed has acquired the intended learning outcomes and demonstrate his/her skills as a (junior) researcher.

The panel noted that the grades for the master theses are generally quite high and that the number of distinctions (cum laude) is rather excessive: 61 per cent of the students who graduated in the past three years were awarded a cum laude. The panel learnt during the site visit that the Executive Board of the university has decided on new regulations. These effectively make the threshold for a distinction even lower. If grades were to remain at the same high level, over eighty per cent of graduates would be awarded a cum laude. To offset these negative effects at least partially, the panel advises that the second reader is not invited by the supervisor (as is currently the case, sometimes leading to more or less fixed combinations of assessors), but appointed by the Board of Examiners. Appointing a second reader with a different background would increase the independence and calibration of the assessments. The panel also advises redefining the grading criteria for the thesis in a research master's programme, and recognising that these are higher than in one-year master's programmes.

During the site visit the panel met with the Board of Examiners. The HLCS Board consists of three members, appointed by the Dean. The HLCS Board is part of the faculty Board of Examiners. The formal, legal responsibility lies with the faculty Board of Examiners. The Board of Examiners monitors the programme's quality. It is responsible for the admission procedures and the quality of individual study programmes, together with the students' tutors. The Board of Examiners checks the level of courses from the regular (non-research master) range, both at the Radboud University and at other universities. As described above (Standard 2), the Board must ascertain that they satisfy the criteria for research master courses. Similarly, the Board has to approve the level, scope and aims of the research internship. The students told the panel that they appreciate the readiness of the Board to take their requests seriously and to look for solutions in special circumstances, e.g. for international students. No cases of plagiarism have been put to the Board of Examiners over the last years. All assignments are checked by means of anti-plagiarism software Ephorus. The faculty Board of Examiners has recently set up an assessment committee to monitor the quality of assessments. The panel concludes that the Board of Examiners takes its responsibilities seriously and plays an important role in the quality of the research master's programme.

### **Considerations**

The panel concludes that the assessments are appropriate for the programme's learning goals and allow the students to show their abilities. The panel appreciates the role of the Board of Examiners, both as regards the admission procedure, the quality of individual study programmes and the system of assessment. The panel strongly advises looking for ways to decrease the very high number of distinctions (cum laude), especially since the new rules will lead to an even higher percentage. Overall, the panel assesses this standard as satisfactory.

### **Conclusion**

*Master's programme Historical, Literary and Cultural Studies:* the panel assesses Standard 3 as satisfactory.

**Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

**Explanation:**

The level achieved is demonstrated by interim and final tests, final projects and the performance of graduates in actual practice or in post-graduate programmes.

**Findings**

In order to assess whether the intended learning outcomes are achieved the panel has studied a sample of recent theses as an internal indicator, and has examined the graduates' success in a research career as an external indicator.

As described above (Standard 3), the thesis can be considered as a valid indicator of the intended learning outcomes. The panel found all theses to be of the required research master level and is impressed by the high quality and academic level of some of the theses it examined. For approximately two thirds of the theses, however, the panel would have given lower grades than the two original assessors, sometimes deviating by 0.5 only, but in other cases by 1 or even 2 points. Most of these cases were found in the historical and literary theses. The panel would have expected a stronger problem definition and a clearer theoretical framework to substantiate the often high grade. Possible explanations and solutions for the large number of very high grades have been described above (Standard 3). All students present worthwhile studies, generally based on clear problem definitions. The students are able to situate their research question in the wider international literature and some come up with an innovative methodological approach. The results are presented and discussed in a correct manner. All theses contain motivated and relevant discussions, leading to valid conclusions. Given the profile of the programme, the panel would have expected at least a number of interdisciplinary theses, but this was not the case. Adding a specific learning outcome directed at interdisciplinarity, as suggested by the panel in the paragraph on Standard 1, and introducing a series of master thesis classes in the second year, as suggested at Standard 2, would possibly make staff and students more aware of the added value of a broader perspective in the individual thesis projects.

Graduates are quite successful in their subsequent research career. Of the 39 students who graduated since 2013, seventeen have obtained a PhD position. Nine of them were accepted at Radboud University, whereas eight alumni secured a position at another university in the Netherlands (Leiden, Groningen) or abroad (Warwick, Sheffield, Munich, Ghent, Paris VII-Denis Diderot and Yale). Other graduates continued their studies at the Radboud Teachers Academy or found a job at a museum. Some are still searching for a suitable position. Knowing how scarce the number of research openings is, the panel finds this outcome impressive. Students are obviously able to build an interesting portfolio for a further career in which they can make full use of their research skills. The training in writing a research article and proposal contributes to this preparation. Students also have the chance to develop a useful network, not only through their tutor and supervisor but also through their research period abroad. All students who met with the panel during the site visit, hope to find a PhD position after graduation. Alumni confirmed that this is the main career objective.

**Considerations**

The panel has examined a substantial number of theses and fully agrees that they meet the criteria for a research master's programme. Although the panel would have awarded lower grades in a number of cases, all theses are sound pieces of research, both theoretically and methodologically, with the necessary carefulness for the validity of conclusions. The findings are presented in well-structured reports. This internal indicator is corroborated by the external

indicator: the graduates' success in securing a PhD position. The programme is obviously able to provide the students with the necessary knowledge and skills and, in addition, the staff members play a positive role in helping graduates to get started in the career they aim for. The panel, therefore, assesses this standard as satisfactory.

### **Conclusion**

*Master's programme Historical, Literary and Cultural Studies:* the panel assesses Standard 4 as satisfactory.

### **General conclusion**

The panel assesses the intended learning outcomes as appropriate for a research master's programme. The interdisciplinary profile and international ambition, however, could be formulated more explicitly in the learning outcomes. The teaching-learning environment enables the students to achieve the intended learning outcomes. The curriculum, didactic approach, study guidance and staff provide a strong research environment. The programme selects good and motivated students and helps them to prepare for a research career. Students do not only attend a set of obligatory intra- and interdisciplinary courses, but also get the chance to specialise and to choose their own profile. Staff members bring in their expertise and are eager to help students reach their goals. The master theses and the graduates' success in securing a PhD position show that the programme is able to realise its intended learning outcomes. Overall, the quality of the programme meets the standards. This quality could be strengthened even more by addressing a number of issues identified by the panel. The most important items are the lack of a strong corporate identity, partly caused by the shortage of staff time to further develop the interdisciplinary approach, and the panel's findings that the thesis grades and overall grade average are too high and lead to an excessive number of distinctions.

### **Conclusion**

The panel assesses the *Master's programme Historical, Literary and Cultural Studies* as satisfactory.

## Measures for improvement

The panel recommends the following measures for improvement:

1. formulate the programme's interdisciplinary profile and international ambition more explicitly in the learning outcomes;
2. include more explicit discussion and reflection on the meaning of interdisciplinarity in HLCS-A (Theory of Scientific Research in the Humanities);
3. strengthen the content and literature of HLCS-B (Methods and Techniques in Humanities);
4. consider organising a number of master thesis classes during the fourth semester. These could help students to be aware of the connection between the various thesis topics and approaches; the group coherence could stimulate students to submit their thesis within the designated time frame;
5. require students to have completed the obligatory part of their coursework before they start their research training abroad and thesis project;
6. monitor the students' study progress closely and encourage students to complete the programme within two or two and a half years;
7. increase the available staff time and invest in the interdisciplinary competences of staff members and a strong corporate identity;
8. limit the percentage of students who graduate with distinction, by letting the second reader of a master thesis be appointed by the Board of Examiners and by discussing the specific grading criteria for the thesis of a research master's programme.





## Appendices



## **Appendix 1: Curricula Vitae of the members of the assessment panel**

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**Prof. dr. Claudine Chavannes-Mazel** studied Art History and Codicology at Leiden University, and wrote her PhD thesis in London during a four-year stay. After having defended her thesis in Leiden in 1988, she became assistant professor in Leiden, and initiated a part-time curriculum Art History. In 1993, she was appointed full time professor at the University of Amsterdam, and developed a part-time curriculum there, too. Till 2001, either as a board member or as a chair, she was continuously involved in the development and improvement of the curriculum, both at Faculty-level, within the Institute of Art History, and at the national Onderzoekschool Kunstgeschiedenis. Outside the university she was chair of the national Vereniging van Nederlandse Kunsthistorici for eight years, and was – or still is - member or chair of several trusts and foundations, focusing on academic research at all levels. She retired in 2014.

**Prof. dr. Maria Grever** is professor of Theory and Methodology of History, and director of the Center for Historical Culture at Erasmus University Rotterdam. Between 2002 and 2007 she was a board member of the Faculty of History and Art Studies, and director of the Bachelor and M.A. Programmes at Erasmus University. Since 2010 she is a member of the Netherlands Royal Academy of Arts and Sciences (KNAW). She has been convener and co-convener of several national and international conferences. Over the years she has been involved and still is as president or board member of KNAW committees, national foundations, advisory boards, and editorial boards of journals. In 2006 she founded the Center for Historical Culture at Erasmus University which initiates, coordinates and produces academic research on historical culture. She has been research leader of several research grants, also funded by the Netherlands Organization for Scientific Research (NWO). Her main research focuses on historical culture, historical consciousness and heritage; collective memory and identity; monarchy, gender and political culture. She has published many books, chapters and articles in journals such as *Journal of Curriculum Studies*, *British Journal of Educational Studies*, *Paedagogica Historica*, *Tijdschrift voor Geschiedenis*. She also has supervised several PhD dissertations and Postdoc projects.

**Prof. dr. Ralf Grüttemeier** is professor of Dutch literature at the Faculty of Linguistics and Cultural Studies at the Carl von Ossietzky Universität Oldenburg. He studied Dutch, German and History in Aachen, Cologne and Amsterdam. He took his PhD in Amsterdam (1994) and has taught at the universities of Cologne, Amsterdam and Ankara. Since 1997 he holds the chair at Oldenburg University, where he was dean from 2005-2007. His research focuses on 20th century Dutch literature, theoretical questions as intentionality and the relation between law and literature. He was and is member of several national and international committees and boards in the humanities, among which member of the CULT-2 panel of Flemish research organization FWO 2010-2015. He was a Research Fellow of the Netherlands Institute of Advanced Study (NIAS) in 2008/9, co-editor (2003-2009) and editor in chief (2009-2012) of the journal *Internationale Neerlandistiek* and is co-editor of the journal *Spiegel der Letteren* since 2013.

**C.J. (Caroline) van Toor BA** is a student of the ReMA Classical Languages and the ReMA Archaeology at the University of Groningen. In 2013, she received her bachelor's degree in Classics from the same university. Since 2015, she is representative of the ReMA-students connected to the national research school for Classics (OIKOS) and she is involved in the organisation of the Ancient World Seminars and the Annual Conference of the interdisciplinary collective CRASIS. Also, she has held several positions as a student assistant; co-organising the bi-annual Groningen Workshop on Hellenistic Poetry 2015, teaching BA beginner's courses in Greek and Latin, and working in Prof. Dr O.M. van Nijf's project 'Connected contests: festival networks in the ancient world.'

## Appendix 2: Intended learning outcomes

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On completion of the research master HLCS, graduates will have acquired:

1. An advanced scholarly understanding of their own discipline in the domain of historical, literary, art historical or cultural studies and the ability to critically analyse and interpret phenomena and developments in this field using approaches from various disciplines;
2. a comprehensive knowledge and understanding of current theoretical, historiographical and methodological developments in the field of historical, literary, art historical or cultural studies;
3. a knowledge of leading theories and current developments in the humanities, as well as the ability to reflect critically on the nature of different disciplines and their methods;
4. an understanding and a view of the role of the humanities in topical debates regarding cultural and societal changes;
5. the ability to develop and implement research plans in their own discipline, to access and manage complex information with sufficient command of advanced heuristic skills, and with sufficient knowledge of supplementary disciplines and IT;
6. the ability to write a comprehensive, in-depth research report on a topic from the discipline, based on thorough, independent and critical research, specifically a Master thesis and a scholarly article;
7. the ability to communicate their own research and that of others orally and otherwise, for both a scholarly audience and a general public, making use of modern tools and devices;
8. an understanding of research funding strategies and academic career prospects; the ability to organize career-promotion activities such as a stay at an academic institute abroad and designing a grant proposal.



## Appendix 3: Overview of the curriculum

### Curriculum Academic year 2015-2016

<b>Year 1</b>			
<b>1st semester</b>			
<b>General programme</b>	<b>Art and Visual Culture</b>	<b>Literary Studies</b>	<b>Historical Studies</b>
HLCS A: Theory of Scientific Research in the Humanities (5 EC)	Art and its Historical Context (5 EC)	(New) Philology (5 EC)	International Historical Research (5 EC)
HLCS D: Academic Writing (5 EC)	Individual Programme (15 EC)	Individual Programme (15 EC)	Individual Programme (15 EC)
<b>2nd semester</b>			
HLCS B: Methods and Techniques in Humanities (5 EC)	What is an Image? (5 EC)	International Literature and Research (5 EC)	Sources of Historical Research (5 EC)
HLCS C: Contemporary Debates in Humanities (5 EC)	Key Research in Art and Visual Culture (5 EC)	Key Research in Literary Studies (5 EC)	Key Research in Historical Studies (5 EC)
	Individual Programme (15 EC)	Individual Programme (15 EC)	Individual Programme (15 EC)
<b>Year 2</b>			
<b>1st semester</b>			
	Research Training (study abroad or internship) (20 EC)	Research Training (study abroad or internship) (20 EC)	Research Training (study abroad or internship) (20 EC)
	Research master thesis (5 EC)	Research master thesis (5 EC)	Research master thesis (5 EC)
	Individual Programme (5 EC)	Individual Programme (5 EC)	Individual Programme (5 EC)
<b>2nd semester</b>			
	Research article and proposal (5 EC)	Research article and proposal (5 EC)	Research article and proposal (5 EC)
	Research master thesis (25 EC)	Research master thesis (25 EC)	Research master thesis (25 EC)





## Appendix 4: Programme of the site visit

<b>23 June 2016</b> Venue: Hotel Blue		
17.00	18.30	<i>Preparatory meeting</i>
18.30	19.00	Interview with alumni <ul style="list-style-type: none"> <li>- Ruud van den Beuken MA (LS)</li> <li>- Rozanne Versendaal MA (LS)</li> <li>- Melina Reintjes MA (AVC)</li> <li>- Isabel Kimmelfield MA (HS)</li> </ul>
19.00	21.30	<i>Dinner and preparation of interviews day 2</i>
<b>24 June 2016</b> Venue: Erasmusbuilding, room 9.14		
8.30	9.00	<i>Preparatory meeting</i>
9.00	9.45	Interview with programme management <ul style="list-style-type: none"> <li>- Prof. dr. Johan Oosterman, general coordinator until 1-9-2016</li> <li>- Dr. Brigitte Adriaensen, general coordinator from 1-9-2016</li> <li>- Dr. Bram De Klerck (programme coordinator AVC)</li> <li>- Dr. Matthijs Sanders (programme coordinator LS)</li> <li>- Prof. dr. Jan Kok (programme coordinator HS)</li> </ul>
9.45	10.00	<i>Break</i>
10.00	10.45	Interview with students <ul style="list-style-type: none"> <li>- Zeena Price MSc (LS)</li> <li>- Martijn Polm MA (HS)</li> <li>- Celine Giesbers BA (HS)</li> <li>- Glyn Muijtjens BA (LS)</li> <li>- Niels Dijcks BA (HS)</li> </ul>
10.45	11.00	<i>Break</i>
11.00	11.45	Interview with lecturers <ul style="list-style-type: none"> <li>- Prof. dr. Marit Monteiro (HS)</li> <li>- Prof. dr. Bé Breij (LS)</li> <li>- Prof. dr. Maaïke van Berkel (HS)</li> <li>- Prof. dr. Sophie Levie (LS)</li> <li>- Prof. dr. Jos Koldewey (AVC)</li> <li>- Dr. Harm Kaal (HS)</li> </ul>
11.45	13.00	<i>Open access opportunity, lunch and perusal of documentation</i>
13.00	13.30	Interview with the Programme Committee <ul style="list-style-type: none"> <li>- Prof. dr. Maarten Depourcq (chair)</li> <li>- Dr. Mette Gieskes</li> <li>- Leonoor Zuiderveen Borgesius BA (student member)</li> <li>- Lianne Jansen MA (student member)</li> <li>- Clim Wijnands BA (student member)</li> </ul>
13.30	14.15	Interview with the Board of Examiners <ul style="list-style-type: none"> <li>- Dr. Margu�rite Corporaal (chair HLCS Board of examiners)</li> <li>- Dr. Matthijs Sanders (former member HLCS Board of examiners)</li> <li>- Prof. dr. Jos Koldewey (member HLCS Board of examiners)</li> <li>- Prof. dr. Peter Arno Coppen (chair faculty Board of Examiners)</li> </ul>
14.15	15.00	<i>Preparation of final interview with management</i>
15.00	15.30	Final interview with the management <ul style="list-style-type: none"> <li>- Prof. dr. Margot van Mulken, Dean</li> <li>- Prof. dr. Odin Dekkers, Director of Education</li> <li>- Prof. dr. Olivier Hekster, Director of Research HLCS</li> <li>- Prof. dr. Johan Oosterman, general coordinator until 1-9-2016</li> <li>- Dr. Brigitte Adriaensen, general coordinator from 1-9-2016</li> </ul>
15.30	16.30	<i>Formulation of preliminary findings</i>
16.30	16.45	Presentation of preliminary findings (room E.2.53)



## Appendix 5: Theses and documents studied by the panel

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Prior to the site visit, the panel studied the theses of the students with the following student numbers:

0633380	0740098	3030156
0736821	4211936	0800937
0706906	3002667	4120698
0800570	0808806	4046331
0800589	0800546	0526630

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

1. Learning outcomes of the programme;
2. Study Guide;
3. Teaching and examination regulations;
4. Overview of allocated staff with names, positions, scope of appointment, level and expertise;
5. A full and anonymized list of graduates for the last two completed academic years.
6. Drop-out rates, success rates and/or average duration of studies of graduates;
7. Teacher -student ratio achieved;
8. Teacher quality (proportion of teachers holding a master's degree and proportion of teachers holding a PhD);
9. The annual report by the examining board and the reports by the programme committee;
10. Test questions with relevant assessment criteria and mark system (answer models);
11. A representative selection of reference books and other study materials;
12. A list of the responsible and senior staff members who are actively involved in the research master's programme, and any expected significant changes in the staff. Each name on the list was provided with a brief resume (5-10 lines) and a list of five distinctive publications.
13. A description of the manner in which and the extent to which the (top) researchers involved in the programme actually play an active and executive role in the curriculum.
14. A list of the number of PhD students supervised by the staff members involved.
15. The most recent data from research assessments (QANU, KNAW), and a description of the relation between this data and the research master's programme, which shows that the level of the research groups concerned is demonstrably very good to excellent.
16. A list of active collaborations with research units at home and abroad, with a brief description of their nature and scope.
17. A list of the substantial subsidies acquired by the staff members involved in the programme in open competition.