

MASTER'S PROGRAMME

LITERARY STUDIES

FACULTY OF ARTS

UNIVERSITY OF GRONINGEN

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This report was finalised on 1 October 2019.



REPORT ON THE MASTER'S PROGRAMME LITERARY STUDIES OF THE UNIVERSITY OF GRONINGEN

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Literary Studies

Name of the programme:	Literary Studies (Letterkunde)
CROHO number:	60813
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	European Literatures and Cultures English Literature and Culture Writing, Editing and Mediating
Location(s):	Groningen
Mode(s) of study:	full time
Language of instruction:	English
Expiration of accreditation:	01/11/2019

The visit of the assessment panel Literary Studies to the Faculty of Arts of the University of Groningen took place on 21, 22 and 23 May 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 7 January 2019. The panel that assessed the master's programme Literary Studies consisted of:

- Em. prof. F. (Frank) Willaert, emeritus professor in Early Dutch Literature at the University of Antwerp (Belgium) [chair];
- Prof. dr. F. (Folkert) Kuiken, professor by special appointment in Dutch as a second language and Multilingualism at the University of Amsterdam;
- Prof. dr. S.L. (Sarah) de Lange, professor by special appointment at the Department of Political Science at the University of Amsterdam;
- Prof. H. (Helen) Wilcox, professor in English Literature at Bangor University (Wales);
- O. (Onno) van Wilgenburg MA, team leader Languages in Secondary Education at Nuffic
- T. (Tamara) van Seggelen BA, master's student Linguistics and Communication Sciences (research master) at the Radboud University [student member];
- Dr. B. (Babs) Gezelle Meerburg, lecturer at NHL Stenden in Leeuwarden and Groningen for the bachelor's and master's teacher training programmes in Frisian [referee Minorities and Multilingualism].

The panel was supported by drs. E. (Erik) van der Spek, who acted as secretary.



WORKING METHOD OF THE ASSESSMENT PANEL

The master's programme Literary Studies at the Faculty of Arts of the University of Groningen was part of the cluster assessment Linguistics and Literary Studies. Between January 2019 and June 2019 the panel assessed 55 programmes at 6 universities.

Panel members

The panel consisted of the following members:

- Em. prof. F. (Frank) Willaert, emeritus professor in Early Dutch Literature at the University of Antwerp (Belgium) [chair];
- Prof. P. (Petter) Aaslestad, professor in Scandinavian Literature at the Norwegian University of Science and Technology (NTNU) and chair of the Norwegian Association of Researchers (Norway);
- Prof. dr. P.A.J.M. (Peter-Arno) Coppen, professor of Didactic Methods at Radboud University;
- Prof. dr. S. (Stef) Craps, professor of English Literature at Ghent University (Belgium);
- Prof. dr. M.B.H. (Martin) Everaert, professor in Linguistics at Utrecht University;
- Em. prof. dr. O.C.M. (Olga) Fischer, emeritus professor in Germanic Linguistics (in particular English linguistics) at the University of Amsterdam;
- Prof. dr. E.J. (Liesbeth) Korthals Altes, professor in Literary Studies at the University of Groningen;
- Dr. M. (Maartje) Kouwenberg, policy officer at the Netherlands Initiative for Education Research (NRO);
- Prof. dr. F. (Folkert) Kuiken, professor by special appointment in Dutch as a second language and Multilingualism at the University of Amsterdam;
- Prof. dr. K. (Karen) Lahousse, associate professor in (French) Linguistics at KU Leuven (Belgium);
- Prof. dr. S.L. (Sarah) de Lange, professor by special appointment at the Department of Political Science at the University of Amsterdam;
- Prof. dr. K. (Katja) Lochtman, professor in German and English at the Vrije Universiteit Brussel (Belgium);
- Prof. dr. W.M. (Wander) Lowie, professor in English, Linguistics and Applied Linguistics at the University of Groningen;
- Em. prof. M.J.H. (Maaïke) Meijer, author and honorary professor at Maastricht University;
- Prof. dr. J.F. (Josep) Quer, research professor at the Institució Catalana de Recerca i Estudis Avançats (ICREA) of Universitat Pompeu Fabra (Spain);
- Prof. dr. P.J. (Paul) Smith, professor in French Literature at Leiden University;
- D. (Dennis) Smit MA, secretary at the Programme bureau 'Sustainable Humanities' and interpreter Italian;
- Prof. H. (Helen) Wilcox, professor in English Literature at Bangor University (Wales);
- O. (Onno) van Wilgenburg MA, team leader Languages in Secondary Education at Nuffic;
- J.C. (Jolanda) Rozendaal MA, master's student Leraar Frans Voorbereidend Hoger Onderwijs at Utrecht University;
- T. (Tamara) van Seggelen BA, master's student Linguistics and Communication Sciences (research master) at the Radboud University;
- H.M. (Hanne) Stegeman, bachelor's student English Language and Culture and Media Studies at the University of Groningen;
- Prof. dr. B. (Benjamin) Biebuyck, professor in German Literature at Ghent University (Belgium) [referee German Language and Culture];
- Prof. dr. B. (Bart) van den Bossche, professor in Italian Literature at KU Leuven (Belgium) [referee Italian Language and Culture];
- Prof. dr. B.W. (Ben) Dhooge, professor and researcher at the department Languages and Cultures (Slavic and East-European Studies) at Ghent University (Belgium) [referee Slavic Languages and Cultures];
- Prof. dr. S. (Sebastiaan) Faber, professor in Hispanic Studies at Oberlin College (United States) [referee Spanish Language and Culture];



- Dr. B. (Babs) Gezelle Meerburg, lecturer at NHL Stenden in Leeuwarden and Groningen for the bachelor's and master's teacher training programmes in Frisian [referee Minorities and Multilingualism];
- Em. prof. dr. H.L.M. (Hub) Hermans, emeritus professor in Modern Romance Languages (in particular Spanish) at the University of Groningen [referee Romance Languages and Culture];
- Prof. M. (Máire) Ní Mhaonaigh, professor in Celtic & Medieval Studies at St John's College at the University of Cambridge (United Kingdom) [referee Celtic Languages and Culture];
- Prof. dr. B. (Bart) Philipsen, professor in German Literature & Theatre Studies at the KU Leuven (Belgium) [referee German Language and Culture];
- Prof. dr. A. (Arvi) Sepp, professor in German Literature at the University of Antwerp, professor Translation Studies at the Vrije Universiteit Brussel (Belgium) [referee German Language and Culture];
- Prof. dr. P. (Pierre) Schoentjes, professor in French Literature at Ghent University (Belgium) [referee French Language and Culture].

For each site visit assessment panel members were selected based on their expertise, availability and independence.

The QANU project manager for the cluster assessment Linguistics and Literary Studies was dr. Anna Sparreboom. She acted as secretary in the site visits of Leiden University and the Vrije Universiteit Amsterdam. She was also present at the start of the site visits as well as the panel discussion leading to the preliminary findings at the site visits of the University of Amsterdam and Radboud University. Drs. Erik van der Spek, freelance secretary for QANU, acted as secretary in the site visits of Leiden University, the University of Amsterdam and the University of Groningen. Dr. Hester Minnema, freelance secretary for QANU, acted as secretary in the site visits of the University of Amsterdam, Radboud University (under supervision of dr. Anna Sparreboom). Drs. Linda te Marvelde and dr. Joke Corporaal (under supervision of drs. Linda te Marvelde), freelance secretaries for QANU, acted as secretaries in the site visit of Utrecht University. On 1 May 2019, Anna Sparreboom went on maternity leave. Els Schröder acted as project manager for the site visit to the University of Groningen and Alexandra Paffen for the site visit to Utrecht University. The project managers and the secretaries regularly discussed the assessment process and outcomes. Jaira Azaria MA, employee of QANU, read all draft reports and acted as project coordinator.

Preparation

On 15 October 2018, the panel chair was briefed by the project manager on the tasks and working method of the assessment panel and more specifically his role, as well as use of the assessment framework.

A preparatory panel meeting was organised on 20 November 2018. During this meeting, the panel members received instruction on the tasks and working method and the use of the assessment framework. The panel also discussed the working method in preparation for the site visits.

A schedule for the site visit was composed. Prior to the site visit, representative partners for the various interviews were selected. See Appendix 3 for the final schedule.

Before the site visit, the programmes wrote self-evaluation reports of the programmes and sent these to the project manager. She checked these on quality and completeness, and sent them to the panel members. The panel members studied the self-evaluation reports and formulated initial questions and remarks, as well as positive aspects of the programmes.

The panel also studied a selection of theses. The selection consisted of 12 theses and their assessment forms for the programmes, based on a provided list of graduates between 2016 and 2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses. The additional conditions for applying an adjusted

working method to the thesis selection, as required by NVAO (joint Board of Examiners and demonstrable overlap in the programmes), have been met.

Site visit

The site visit to the University of Groningen took place on 21, 22 and 23 May 2019. At the start of the site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit.

During the site visit, the panel studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners.

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 panel's preliminary findings and general observations.

Calibration

In order to assure the consistency of assessment within the cluster, a calibration meeting took place on 9 April 2019, in which the panel discussed the first three assessments of Leiden University, the University of Amsterdam and the Vrije Universiteit Amsterdam. In this meeting the working method was evaluated, recurring themes were discussed and judgements per standard for each programme were determined. Panel members Frank Willaert (chair), Wander Lowie, Folkert Kuiken and Helen Wilcox were present during the calibration meeting, as well as project managers Anna Sparreboom and Alexandra Paffen and secretaries Erik van der Spek and Hester Minnema.

After the final site visit in June, a second calibration meeting was organised on 5 July 2019. During this calibration meeting, all programmes were discussed including those taken into account during the first calibration meeting. Panel members Frank Willaert (chair), Wander Lowie (via Skype) were present during the calibration meeting, as well as project managers Alexandra Paffen and secretaries Erik van der Spek and Hester Minnema. Findings and conclusions by Helen Wilcox were also taken into account on behalf of the panel, just as observations by project manager Els Schröder and secretary Linda te Marvelde.

Masterlanguage has been discussed in detail by calibrating panel members after the site visit at Utrecht University. The text on Masterlanguage has been approved by the panel on 19 July 2019.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to the project manager for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft reports to the faculty in order to have these checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the Faculty of Arts and University Board.

Definition of judgements standards

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, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory

The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory

The programme meets the generic quality standard across its entire spectrum.

Good

The programme systematically surpasses the generic quality standard.

Excellent

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

MASTERLANGUAGE

Masterlanguage (MaLa) is het landelijke cursusaanbod voor talenstudenten die staan ingeschreven bij de universitaire masteropleidingen Letterkunde, Taalwetenschappen, Oudheidstudies en Neerlandistiek. Masterlanguage is een initiatief van het Disciplineoverleg Letteren en Geschiedenis (DLG) en heeft als doelstelling de brede expertise op het gebied van de talen landelijk beschikbaar te stellen. Het MaLa-programma wordt gezamenlijk ontwikkeld en aangeboden door de Universiteit van Amsterdam, Universiteit Leiden, Rijksuniversiteit Groningen, Radboud Universiteit Nijmegen, Universiteit Utrecht en de Vrije Universiteit.

Het panel Moderne Taal- en Letterkunde besteedt bij alle visitaties aandacht aan het aanbod en gebruik van Masterlanguage in opleidingen op het gebied van de moderne talen, letterkunde, en taalwetenschappen. Het panel van het cluster Regiostudies bestudeert en beoordeelt gelijktijdig het aanbod op het gebied van de Klassieke talen en Oudheidstudies. Het panel Moderne Taal- en Letterkunde heeft bij het bezoek aan de Universiteit Utrecht een apart gesprek gevoerd met de landelijke coördinator van Masterlanguage om een compleet beeld te krijgen van het functioneren van het MaLa-programma.

Organisatie

Masterlanguage heeft één centraal loket dat bestaat uit een landelijke coördinator, een beleidsmedewerker, en een secretaresse. De landelijke coördinator rapporteert aan het Regieorgaan en aan het DLG. Elke taal heeft een landelijk vakteam dat bestaat uit een docent van elk van de deelnemende universiteiten. Dit vakteam is verantwoordelijk voor het MaLa-cursusaanbod op het gebied van de betreffende taal. Onder deze verantwoordelijkheid vallen ontwikkeling van cursussen, vaststelling en bewaking van het cursusniveau en organisatie van extracurriculaire activiteiten. Elk vakteam heeft een vakteamvoorzitter die de processen binnen het vakteam aanstuurt en de schakel vormt met het MaLa-loket. De vakteamvoorzitters zijn verenigd in de Programmaraad. Deze raad voert de centrale regie over het MaLa-cursusaanbod en bewaakt mede de afstemming en kwaliteit van het totale cursusaanbod.

In het academisch jaar 2017-2018 is een stuurgroep in het leven geroepen. Deze stuurgroep bestaat uit vice-decanen en/of onderwijsdirecteuren van de deelnemende universiteiten. De stuurgroep heeft een adviserende rol en biedt ondersteuning bij het uitzetten van het MaLa-beleid binnen de instellingen. Masterlanguage valt vanaf 2019 onder het Nationaal Platform voor de Talen. De voorzitter van het Talenplatform is voorzitter van de MaLa-stuurgroep.

Aanbod

Masterlanguage biedt studenten in de moderne talen de mogelijkheid om in de keuzeruimte van hun masteropleiding cursussen in de doeltaal te volgen. Sinds de start van Masterlanguage in het academisch jaar 2013-2014 worden er cursussen verzorgd op het gebied van de talen Duits, Engels, Frans, Italiaans, Nederlands en Klassieke talen. Spaans is vanaf studiejaar 2017-2018 aan het cursusaanbod toegevoegd. MaLa-onderwijs wordt gegeven in de doeltaal (met uitzondering van de Klassieke talen). Voor elke taal bestaat het aanbod elk semester uit één of twee cursussen van 5 EC die altijd op vrijdag worden ingeroosterd. Met instellingen is afgesproken om op vrijdag geen – of in ieder geval zo min mogelijk – lokaal masteronderwijs te programmeren, zodat studenten in de gelegenheid zijn om MaLa-cursussen te volgen.

Het panel heeft de MaLa-cursussen bestudeerd en stelt vast dat het MaLa-aanbod onderzoeksgericht is en functioneert als een aanvulling op het bestaande cursusaanbod. MaLa geeft de mogelijkheid expertise te bundelen en het aanbod voor studenten te verbreden. Het panel concludeert dan ook dat het aanbod van MaLa een belangrijke en waardevolle toevoeging kan zijn aan het vakkenpakket van masterstudenten taal- en letterkunde. Met name voor studenten Duits, Frans, Spaans en Italiaans biedt het MaLa-aanbod de nodige verrijking op het lokale aanbod voor studenten.



Het cursusaanbod van 2019-2020 wordt voor het eerst meerjarig (3 jaar) vastgelegd met vaste cursustitels en een vaste cursusbeschrijving. Het voordeel van deze (nieuwe) programmering is dat het MaLa-cursusaanbod in de Onderwijs- en Examenreglementen (OERen) van de deelnemende instellingen opgenomen kan worden. Hierdoor zullen naar verwachting de betrokken organisatiepartijen (examencommissies, programmacoördinatoren, onderwijsdirecteuren, docenten) meer vertrouwd raken met het MaLa-onderwijs. Het kan ook een aantal processen versoepelen. Studenten hoeven dan bijvoorbeeld niet meer voor iedere cursus instemming van een examencommissie te hebben voor deelname aan MaLa-onderwijs. De coördinator informeert het panel dat er een check zal plaatsvinden om te onderzoeken of de cursussen daadwerkelijk in de OERen van de deelnemende opleidingen zijn opgenomen.

Instream

De instroom in sommige cursussen is laag, soms zelfs zo laag dat de cursus wordt afgelast. Bij minder dan drie deelnemers komt een cursus te vervallen. Er zijn voor de lage instroom een aantal mogelijke oorzaken. De meeste studenten volgen Mala-onderwijs in hun vrije keuzeruimte, maar die ruimte is betrekkelijk klein, en daarbovenop kunnen ze ook kiezen uit lokaal aanbod. Ook was er tot nu toe nog geen landelijke afstemming over de wijze waarop (lokaal) de voorlichting over MaLa plaatsvindt. Daar komt nog bij dat studenten tot nu toe altijd toestemming moesten vragen aan de examencommissie van hun universiteit om een MaLa-cursus te kunnen volgen. Deze extra stap in het inschrijfproces werkte mogelijk afremmend. Door cursussen op te nemen in de Onderwijsexamenreglementen van de verschillende instellingen zou deze stap niet meer nodig zijn. Uit gesprekken blijkt verder dat studenten de reistijd naar andere instellingen als belemmerend ervaren. De inzet van *blended learning* zou deze hobbel in de toekomst mogelijk weg kunnen nemen.

Voorlichting

De voorlichting over het MaLa-aanbod valt onder de verantwoordelijkheid van de instellingen. Tijdens de voorlichting over de lokale masterprogramma's vindt in principe ook de voorlichting over Masterlanguage plaats. Er is een inhoudelijke basispresentatie beschikbaar die aangepast kan worden aan de betreffende masteropleiding. In 2019-2020 lanceert MaLa een promotiecampagne om het cursusaanbod meer bekendheid te geven. Studenten worden verder doorverwezen naar de website van Masterlanguage, waarin het volledige cursusaanbod en alle praktische informatie opgenomen staat. De MaLa-website heeft onlangs een nieuwe inrichting gekregen, zodat informatie voor zowel studenten als docenten aantrekkelijker wordt gepresenteerd en beter toegankelijk is. De website is van wezenlijk belang, omdat het de toegangspoort is tot het cursusaanbod en de cursusinschrijving. Het panel adviseert alle deelnemende instellingen om het MaLa-programma bij studenten onder de aandacht te brengen door ze actief te wijzen op deze website en/of door Masterlanguage met vaktitels en alle mogelijke specificaties van inhoud, leerdoelen, docenten, plaats en tijd online op te nemen.

De landelijke coördinator informeert het panel dat de lokale (doeltaal)docenten van de deelnemende instellingen een sleutelrol spelen bij het promoten van en informeren rond de MaLa-vakken. Deze lokale docenten zijn echter vaak onvoldoende vertrouwd met het aanbod van Masterlanguage waardoor zij geen stimulerende rol spelen bij het kiezen voor MaLa-vakken. Daarnaast begrijpt het panel dat een aantal mastercoördinatoren van de verschillende deelnemende instellingen (nog) niet open staat voor het opnemen van het MaLa-aanbod in hun masterprogramma omdat zij vrezen hierdoor studenten te verliezen voor bepaalde (kwetsbare) vakken uit het lokale aanbod. Om dit probleem te ondervangen worden voorstellen gedaan om te komen tot inbeddingsstrategieën in de lokale masteropleidingen waarbij MaLa-cursussen een deel van de stage, het stageonderzoek en/of een deel van de masterscriptie vervangen of in de vrije ruimte opgenomen worden en zo het lokale cursusaanbod niet bedreigen. Het panel is geïnformeerd dat het opofferen van een deel van de masterscriptie ten behoeve van MaLa-aanbod is gesuggereerd door een van de deelnemende instellingen voor een specifieke educatieve opleiding. Volgens het panel moet deze oplossingsrichting gespecificeerd worden en niet zonder meer als optie worden gepresenteerd.

Kwaliteitsborging

Iedere cursus wordt in principe verzorgd door twee docenten, elk afkomstig van een andere universiteit. Een van de twee docenten is tevens coördinator van de cursus. De Programmaraad houdt via de vakteams toezicht op de kwaliteit van de docentuur. De kwaliteitsborging van elke cursus valt onder de verantwoordelijkheid van het instituut dat de cursus aanbiedt (het penvoerende instituut, inclusief de examencommissie). De coördinator van het vak – die verbonden is aan het penvoerende instituut – is verantwoordelijk voor het opstellen van de studiehandleiding, toetsen, de toetsdossiers, et cetera voor alle studenten die deelnemen aan het MaLa-vak. De examencommissie van het instituut waar de student staat ingeschreven als hoofdvakstudent en van welke de student na afronding van het programma het diploma ontvangt is eindverantwoordelijk voor de kwaliteit en kwaliteitszorg van het gehele programma dat door de student gevolgd is.

Het panel vindt Masterlanguage een mooi initiatief, beschrijft de organisatiestructuur als logisch, en constateert dat het cursusaanbod relevant en interessant is voor masterstudenten. Uit de evaluaties van de cursussen blijkt ook dat de kwaliteit door studenten positief wordt beoordeeld. Het panel ziet de samenwerking van (twee) docenten van verschillende universiteiten in een cursus, én het feit dat studenten kennismaken met collega-studenten en docenten van andere instellingen als een verrijking voor alle betrokken partijen. De kwaliteit van het cursusaanbod is in de optiek van het panel goed geborgd. Door verschillende redenen is de animo voor Masterlanguage de afgelopen jaren beperkt geweest, maar het panel heeft er vertrouwen in dat de genomen maatregelen ertoe zullen bijdragen dat studenten in de toekomst meer van het aanbod gebruik gaan maken.

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The master's programme Literary Studies consists of three tracks: Writing, Editing and Mediating (WEM), English Literature and Culture and European Literatures and Cultures. The panel concludes that the profile of the master's programme Literary Studies is very broad, making it difficult to identify its profile as a whole. Each track is different, with the greatest difference being between the WEM track and the other two. The panel found that the students identify rather more with the track than with the programme. Each individual track has a clear profile, most notably the WEM track. The panel agrees with the redesign of the European Literatures and Cultures track and feels that this track will become more attractive to students.

Although the panel finds the learning outcomes at the programme level to be rather generic, those at the track level are more closely connected to the specific profile of the three tracks. It agrees with the combination of programme- and track-specific learning outcomes and feels that this combination does justice to the specificity of each track.

Standard 2: Teaching-learning environment

The programme is designed according to Faculty policy: 20 EC of track-specific courses, a master's thesis of 20 EC, and 20 EC of interdisciplinary courses provided at the Faculty level. In general, the panel is positive about the curriculum. It agrees with the idea of rebranding the European Literatures and Cultures track and with the increased focus on interculturality in this track. It approves of the freedom of choice that is provided in the English Literature and Culture track with the possibility to do an internship. The same applies to the Writing, Editing and Mediating track, in which the panel sees the professional orientation as a strong point. The panel established that the students are generally satisfied with the programme and with the skills and knowledge they acquire. It noted that there is little coherence between the tracks, and it approves of the idea to develop shared content (or sessions) for all three tracks.

Teaching in all of the tracks is student-centered and research-intensive: the panel concludes that the teaching methods are appropriate for a master's programme. The students find the programme feasible, although they experience a considerable workload (most notably concerning the required reading). The panel finds the workload typical of a master's level. The combination of an internship (which is often more extensive than the official 10 EC) and a thesis regularly leads to study delays. But since an internship often leads to a job, the panel believes that this advantage compensates for the disadvantage of a delay.

Finally, the panel established that the staff have the expertise needed for this programme and that the programme is clearly research-driven. The students are generally satisfied with the academic and didactic skills of their lecturers. The panel concludes that the staff are fully committed to both research and teaching.

Standard 3: Student assessment

The panel studied the assessment plan of the master's programme Literary Studies and finds it to be satisfactory. The assessments are sufficiently varied. Students are generally satisfied with the way they are assessed. The panel reviewed a number of the Assessment Files and found them to be satisfactory.

The panel agrees with the assessments of the thesis. However, it sees room for improvement concerning the use of the various assessment forms. It advises developing a standardised form for all tracks and ensuring that the second reader has a recognisable voice on this form. It also suggests that the programme might consider introducing a presentation or defence to the assessment process of the thesis.

The panel approves of the merger of the Board of Examiners and is positive about the role of the secretary and the assessment expert in it. However, since the Board has mandated many activities to the expert teams, the panel questions whether the Board can still take sufficient responsibility for the quality assurance in all cases in the future. In its opinion, the Board of Examiners is still looking for the right interpretation of its own role and could operate more forcefully and independently. Notwithstanding these remarks, it fully trusts the Board to continue developing its professional practice as it has sufficiently demonstrated that it is aware of the necessity of enhancing its role within the assurance of assessment.

Standard 4: Achieved learning outcomes

The panel concludes that the students in the master's programme Literary Studies reach an adequate final level and achieve the intended learning outcomes. The theses show sufficient quality and the required academic level. The available information on the subsequent careers of the graduates is limited, but there are indications that they find suitable jobs. The panel advises the faculty to establish an alumni policy and database for all its master's programmes.

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

Master's programme Literary Studies

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

The chair, em. prof. F. (Frank) Willaert, and the secretary, drs. E. (Erik) van der Spek, 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: 1 October 2019



DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK ASSESSMENTS

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 master's programme Literary Studies houses a number of former master's programmes under one roof. The common denominator is the reflection on the role of literature and culture in societal processes. The programme consists of three tracks:

- *Writing, Editing and Mediating (WEM)* is focused on the practical aspects of the cultural industries engaging with literature, including the production, dissemination and reception of literary texts. This track covers topics such as non-fiction writing for specific audiences, the history of texts, and proofreading and editing English texts.
- *English Literature and Culture* explores key works of historical and contemporary English literature in their cultural context, where 'English' refers to the broad historical and geographical range of literatures in English. This track also provides content for the educational master's programme Language and Culture Education.
- *European Literatures and Cultures* is focused on the study of the literature of a modern European language. Students have a choice between French, Frisian, German, Italian, Russian, Spanish and Swedish literature and culture. Students can supplement the core courses with language-specific courses in these seven languages. Apart from the language-specific part, the track is dedicated to the understanding of cultural differences and correspondences in the European context.

According to the panel, it is difficult to discern the profile of the programme as a whole. Each track is different, with the greatest difference being between the WEM track and the other two. The WEM track has a clear profile according to the panel, and it occupies a unique position among other master's programmes in the Netherlands. The English Literature and Culture track is more traditional, but has a distinctive emphasis on 'conflict and co-operation'. The European Literatures and Cultures track caters to the needs of those students from the bachelor's programme European Languages and Cultures who wish to specialise in the literature of their chosen language field. The WEM track is closely connected to the professional field, while the other two have a stronger academic orientation. Therefore, the common core is limited. The panel noted that students identify themselves with the track more than with the programme.

Apart from the WEM track, the programme attracts a limited number of students. This was one of the reasons for the programme to redesign the European Literatures and Cultures track. Starting in September 2019, this track is being rebranded as European Literatures and Interculturality. The course content has already been adapted to the new name and comprises courses in intercultural theory, cultural transfer and cultural change. Students will still become experts in their chosen language, but supplement this with expertise that is grounded in a pan-European context. The panel agrees with this redesign and believes that the track will become more attractive to students who wish to specialise in a foreign language other than English.

The master's programme has a common set of fourteen learning outcomes, which are supplemented by three sets of five track-specific learning outcomes. The programme learning outcomes are based on both the Dublin descriptors and the Tuning Project's 'Reference Points for the Design and Delivery of Degree Programmes in Literary Studies'. According to these learning outcomes, students develop knowledge and understanding of literary and cultural expressions in context, and of appropriate theories and methods for their interpretation.

While the learning outcomes at the programme level are rather generic, those at the track level are more closely connected to the specific profile of the three tracks. For instance, one of the learning outcomes of the WEM track is the following: 'The ability to examine and process English texts to ensure their appropriate dissemination (e.g. copy-editing) with due acknowledgement of cultural differences'. One of the learning outcomes of the European Literatures and Cultures track is: 'The capacity to reflect on research about processes of cultural change and cultural transfer between different languages, cultures and literatures and their interaction', which clearly reflects the intercultural focus of the rebranded track. The panel agrees with the combination of programme- and track-specific learning outcomes and feels that this combination does justice to the specific profile of each track.

Considerations

The panel concludes that the profile of the master's programme Literary Studies is very broad, making it difficult to identify its profile as a whole. Each track is different, with the greatest difference being between the WEM track and the other two. The panel found that the students identify rather more with the track than with the programme. Each individual track has a clear profile, most notably the WEM track. The panel agrees with the redesign of the European Literatures and Cultures track and feels that this track will become more attractive to students.

Although the panel finds the learning outcomes at the programme level to be rather generic, those at the track level are more closely connected to the specific profile of the three tracks. It agrees with the combination of programme- and track-specific learning outcomes and feels that this combination does justice to the specificity of each track.

Conclusion

Master's programme Literary Studies: the panel assesses Standard 1 as 'satisfactory'.

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 curriculum of the master's programme Literary Studies comprises 60 EC. The programme is designed according to Faculty policy: 20 EC of track-specific courses, a master's thesis of 20 EC, and 20 EC of interdisciplinary courses provided at the Faculty level. The interdisciplinary courses are part of the Faculty's strategy to maintain a sustainable educational model. However, within this programme, two out of three tracks deviate slightly from this model (with the Faculty's permission).

The students of the *European Literatures and Cultures* track follow two or three courses in the language of their choice, thus practising both their analytical skills and their language skills. Most courses are 10 EC; only in German do students take one 10 EC course and two 5 EC courses. For instance, students who opt for Italian literature follow the 'Italian modernism' and 'Italy today' courses. The language-specific courses are always offered, even if there are few students attending. In addition, all students take the interdisciplinary 'Theoretical approaches to European literature' course. This means that students in this track have only one elective: the second disciplinary course.

The panel discussed the rebranding of this track with the staff (see also Standard 1). The staff explained that the new curriculum echoes the transformations that have taken place in the Literature and Society profile of the bachelor's programme European Languages and Cultures. The first alumni of the bachelor's programme are graduating in 2019 and will be looking for an appropriate master's programme: the staff has rebranded this track to be a logical option for these graduates. Just as in



the bachelor's programme, the focus will be on interculturality, with a comparative approach. The panel agrees with the idea of rebranding and the focus on interculturality.

In the *English Literature and Culture* track, all track-specific courses are 5 EC, which allows students to choose four courses from a total of six: 'Order and conflict in Renaissance England', 'Crossing Borders', 'Literature of laughter', 'The world of women', 'Literature and rebellion 1381–1539' and 'Strangers in the South Seas'. In addition, they can choose two interdisciplinary seminars, or replace one or both of them by an internship, courses from the Writing, Editing and Mediating track, or courses from the Masterlanguage offering in English. This allows students to increase their course content in English literature and culture. The panel approves of the freedom of choice that these options provide.

The *Writing, Editing and Mediating* track also deviates from the Faculty model. In this track, the students take three track-specific courses of 10 EC each, so they follow only one interdisciplinary research seminar. And just as in the previous track, they are allowed to swap this research seminar for an internship, two courses from the English Literature and Culture track, or a Masterlanguage course. For the track-specific content, the students choose three of the following five courses (each 10 EC): 'Modern literature and mediation', 'Modern English language', 'From manuscript to printed book', 'Translating and editing' and 'The digital text: The book past and future'. Since this track has both an academic and a professional orientation, a substantial number of students opt for an internship, mostly in translation or the publishing industry. The panel approves of the freedom of choice and the professional orientation of this track.

The internship (in the WEM track and the European track) is appreciated by the students, but often causes delays. The 10 EC that is allocated to the internship is often seen as too limited by both students and employers. Therefore, many students opt for a longer internship, which often leads to delays in finishing their thesis projects. Both students and staff acknowledge this problem. However, these internships often lead to jobs, even before the programme is finished. The Examination Board has to approve the delays, which it often does. The panel concludes that even though study delay is undesirable, it is a small price to pay if it leads to a successful entry into the job market.

For the interdisciplinary research seminars, the students can choose between six titles: 'Theoretical approaches to European literature', 'Literature and conflict in the 20th century', 'Migrant and Minority Writers', 'Romanticism in European Literature', 'Engagement en populisme in de jaren 1930' and 'Mapping the present'. These courses are open to students from a variety of master's programmes and are therefore not formally linked to the programme's learning outcomes (they can, however, contribute to these learning outcomes).

The students are generally satisfied with the programme and with the skills and knowledge they acquire. Most students (about two-thirds) follow the WEM track; students in this track particularly appreciate the combination of academic subjects (such as the mediation of literature in relation to its social context) and professional skills, for example editing a variety of different texts (such as academic articles, blogs, websites and literary texts).

In all tracks, the students write a 20 EC master's thesis, which allows the programme to assess the majority of the learning outcomes. The thesis is a 15,000 word research essay on a topic of the student's choice. Students have to complete at least 20 EC worth of modules before they can start their thesis (the same rule applies for starting an internship). The procedure is set out in the thesis guidelines for each track. In all cases, students present a proposal, which has to be approved by their supervisor. They also present a feasible timetable for handing in specific parts of the final product. They are satisfied with the thesis procedure and with the guidance they receive. The panel read the thesis guidelines and feels they provide a proper framework for the students. The only problem is the delay that is sometimes caused by the internships, as discussed above.

Finally, the panel discussed the cohesion between the different tracks. Although students from different tracks may follow the same interdisciplinary research seminars, there is no common course that is followed by all students. The students feel a connection to their track, but not to the programme as a whole (although they share a common Facebook group). The staff have explored the possibility of offering a common literary course, but feel this would be unsatisfactory for several groups of students. Instead, the staff now focus on shared educational content (for instance, shared sessions on literary theory), which could be used in different forms in each track. The panel understands the problem of developing a course that would be interesting for all tracks and approves of the idea of developing shared content and/or shared sessions.

Teaching methods

Teaching in all tracks is student-centred. The dominant form of teaching is the research seminar, in which students develop their knowledge and research skills, participate in their teacher's research or carry out small research projects of their own. Most track-specific courses are small scale, with a maximum of 15 students per group. Students are satisfied with the intensive tuition and personal approach. They approve of the quantity of contact hours and feel that the personal attention provided by the lecturers helps them to further their understanding and integration of new knowledge and skills. The panel concludes that the teaching methods are appropriate for a master's programme.

Feasibility and study guidance

In general, the students find the programme to be feasible. However, the workload is quite considerable in all three tracks. Students sometimes feel overwhelmed when the courses prescribe a large amount of literature and other materials. On the other hand, the panel found that most students manage to work through the large amounts of material. It argues that although the workload may be heavy, it is appropriate for a programme at a master's level.

Students are satisfied with the information and study guidance they receive. The panel concludes that the study guidance is sufficiently well organised and that the programme is generally feasible.

Teaching staff

The permanent staff all have doctorates (three professors, a senior university lecturer and eleven university lecturers). They carry out scholarly research and bring the results to the courses they teach. All permanent staff members have a university teaching certificate (BKO) or are in the process of obtaining one. The staff members regularly publish articles and monographs with prestigious international publishers, such as Cambridge University Press and Oxford University Press. The panel has established that the staff possess the expertise needed for this programme and that the programme is clearly research-driven.

Students are generally satisfied with their lecturers' academic and didactic skills. Due to the small scale of most seminars, the students feel they receive sufficient personal attention from their lecturers. The students perceive their teachers to be approachable and knowledgeable. The panel concludes that all teachers on this programme are committed to both research and teaching.

Considerations

In general, the panel is positive about the curriculum of the master's programme Literary Studies. It agrees with the idea of rebranding the European Literatures and Cultures track and with the increased focus on interculturality in this track. It approves of the freedom of choice that is provided in the English Literature and Culture track with the possibility to do an internship. The same applies to the Writing, Editing and Mediating track, in which the panel sees the professional orientation as a strong point. The panel established that the students are generally satisfied with the programme and with the skills and knowledge they acquire. It noted that there is little coherence between the tracks, and it approves of the idea to develop shared content (or sessions) for all three tracks.

Teaching in all of the tracks is student-centred and research-intensive: the panel concludes that the teaching methods are appropriate for a master's programme. The students find the programme



feasible, although they experience a considerable workload (most notably concerning the required reading). The panel finds the workload typical of a master's level. The combination of an internship (which is often more extensive than the official 10 EC) and a thesis regularly leads to study delays. But since an internship often leads to a job, the panel believes that this advantage compensates for the disadvantage of a delay.

Finally, the panel established that the staff have the expertise needed for this programme and that the programme is clearly research-driven. The students are generally satisfied with the academic and didactic skills of their lecturers. The panel concludes that the staff are fully committed to both research and teaching.

Conclusion

Master's programme Literary Studies: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Student assessment

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

Findings

The assessment system for the master's programme Literary Studies is based on (a) the Teaching and Examination Regulations, (b) the learning outcomes and (c) the assessment plan. The panel studied the assessment plan, in which the modules are linked to the types and moments of assessment for each module. Details of the assessment are specified in the course outlines for all courses and made available through Nestor, the digital learning environment. The panel agrees with the principles of assessment outlined in the assessment plan.

For two of the three tracks (the English track and the WEM track), the language of assessment is English. For the European Literatures and Cultures track, assessment can be in English, Dutch or the language of the student's specialisation. If a student has at least 40 EC (including the master's thesis) assessed in his or her target language, this will be specified on the diploma supplement. The panel agrees with the way the language of assessment is implemented.

Most of the assessments take the form of essays. Other assessment forms are presentations, vlogs, popular articles and lesson plans. In the first WEM course, for instance, students write a position paper, a didactic text, a group report and a final course assignment. The panel finds the assessment to be sufficiently varied. Students are generally satisfied with the way they are assessed.

The tests are compiled by qualified teachers and then assessed by colleagues (peer review). They are periodically evaluated by the Board of Examiners, on the basis of Assessment Files compiled by the teachers. These Assessment Files contain the course outline (including the learning outcomes), assignment guidelines, marking criteria, assessment forms and student work. The panel had access to a number of these Assessment Files and found them to be satisfactory.

Assessment of theses

The panel read 12 theses and broadly agreed with the assessments. However, it noted that the programme uses various assessment forms. The programme representatives told the panel that the forms differ for each track. According to the self-evaluation report, the thesis assessment is based on a rubric (grading scheme), but this rubric is not integrated in the form itself. Although most forms provide ample feedback, it was often impossible for the panel to decide whether this feedback was given by the supervisor, the second reader or both. It advises developing a standardised form for all tracks and ensuring that the second reader has a recognisable voice on this form. It also recommends providing a standardised cover page for all theses, which contains information such as the title of the thesis, track, student number, supervisors and date.

In some cases, the form suggests that a discussion between the supervisor, second reader and student was organised as a formal completion of the track. The panel finds added value in such a meeting between students and their supervisor and second assessor. It suggests that the programme might consider introducing a public defence or final discussion to the assessment process of the thesis.

Board of Examiners

As of 1 January 2019, there is one Board of Examiners for the Arts, which is responsible for the assessment of all bachelor's and master's programmes within the Faculty of Arts. This committee is the result of a merger of six previous Boards of Examiners. These previous boards decided to merge for reasons of effectiveness. The new Board of Examiners replaces the former meeting of the chairs of the separate boards.

The former independent boards have been given the status of expert teams in the new constellation. These teams ensure that there is still room for the individual character of the quality assurance of each programme, but the cooperation ensures there is more harmonisation between the various programmes. Many daily activities are mandated to the expert teams, e.g. requests for exemption, cases of fraud, advice on the Examination Regulations, the safeguarding of the examinations and random checks on the quality of the theses. The central Board of Examiners monitors the activities of the expert teams and records them in the annual report.

The panel approves of the merger of the Board of Examiners and is positive about the role of the secretary and the assessment expert in it. However, it also thinks that the Board has mandated many activities to the expert teams. Although it did not find any evidence of problems regarding the existing quality control, the question is whether the Board can still take sufficient responsibility for the quality assurance for all cases within all programmes in the future, especially if the total number of students in the programmes grows. The panel noted that in the spring of 2019 faculty rules and guidelines have been laid down that define the structure, responsibilities and tasks of the Examination Board. The panel is of the opinion that these rules must now be implemented in more detail, and that in particular the way in which the supervision of the expertise teams will be put into practice deserves a great deal of attention.

The programmes do not have a separate assessment committee, but members of the expert teams carry out random tests of the assessments in each programme. It is the intention for ten courses per programme to be evaluated by two team members each year; for the theses, this is 10% per year.

While preparing the Self-evaluation Report, the Board of Examiners noted differences between the thesis assessment forms of the various programmes. The Board has advised on these forms, and a number of programmes benefited from this advice. The panel strongly recommends the development and implementation of a common thesis assessment form for all programmes, for which individual programmes can develop additions with a rationale. A shared assessment form would support the Board of Examiners in their quality assurance and further increase harmonisation, spread best practices and further enhance the transparency of assessment for students. The Board has also seen that the degree of feedback varies greatly on thesis assessment forms for the programme under consideration and that the view of the second reader is not always clearly visible.

The examples mentioned above indicate that the Board is aware of its important role in safeguarding the quality of assessment and acts accordingly. The panel concludes that the Board is still looking for the right interpretation of its own role within the new constellation and believes that it could operate more forcefully.

Considerations

The panel studied the assessment plan of the master's programme Literary Studies and finds it to be satisfactory. The assessments are sufficiently varied. Students are generally satisfied with the



way they are assessed. The panel reviewed a number of the Assessment Files and found them to be satisfactory.

The panel agrees with the assessments of the theses. However, it sees room for improvement concerning the use of the various assessment forms. It advises developing a standardised form for all tracks and ensuring that the second reader has a recognisable voice on this form. It also suggests that the programme might consider introducing a presentation or defence to the assessment process of the thesis.

The panel notes that the introduction of a joint Board of Examiners for the Arts has led to greater efficiency. The panel appreciates the contribution of the official secretary and the assessment expert in this committee. However, the panel is of the opinion that it remains to be seen how the supervision by the EC of the expertise teams will be put into practice. Based on the current assessment quality and its findings during the visit, the panel has sufficient confidence in the Board of Examiners to take this step in the future.

Conclusion

Master's programme Literary Studies: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 12 master's theses of the programme. In general, it considers them to be of sufficient quality. It encountered a number of well-written theses, containing original topics that were discussed with clarity and enthusiasm, drawing on a good range of primary texts; in other cases, it was struck by the informative and well-executed research. Among the weaknesses, it noted a tendency to meander rather than give explicit transitions from one stage of the argument to the next. In some cases, it saw a fairly basic level of approach and analysis and a use of language that suggested haste and a lack of polish. In general, however, it feels that the students demonstrate in their theses that they achieve the intended learning outcomes. The best results are achieved in the WEM track, in which eight students obtained their degree 'cum laude' in the last two years.

The programme appears to have limited information about the careers of its alumni. Some alumni visit the programme as guest lecturers, one alumnus is part of the Advisory Board, and the programme retrieves some information from LinkedIn. The available information indicates that graduates of the programme find work as teachers, with publishing companies (such as Noordhoff Uitgevers and Uitgeverij Cossee) and with translation agencies (for instance Global Textware). The programme estimates that about 20% work as freelance translators or editors. The programme states that the students of the WEM track generally have little trouble finding a suitable job; for the other tracks, less information is available.

The available career information indicates that graduates find appropriate jobs, although the panel considered the evidence to be rather anecdotal. It advises the faculty to establish a master's alumni policy and database.

Considerations

The panel concludes that the students in the master's programme Literary Studies reach an adequate final level and achieve the intended learning outcomes. The theses show sufficient quality and the required academic level. The available information on the subsequent careers of the graduates is limited, but there are indications that they find suitable jobs. The panel advises the faculty to establish an alumni policy and database for all its master's programmes.

Conclusion

Master's programme Literary Studies: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

The panel assessed all standards of the master's programme in Literary Studies as 'satisfactory'. According to NVAO's decision rules, the general final assessment of the programme is therefore 'satisfactory'.

Conclusion

The panel assesses the *master's programme Literary Studies* as 'satisfactory'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Graduates of this specialisation have:

Dublin Descriptors	Generic Competences
<p>Knowledge and Understanding Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context</p>	<ol style="list-style-type: none"> Advanced knowledge and understanding of the cultural context in which literary texts were composed. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods. Advanced knowledge and understanding of texts written in a variety of genres.
<p>Applying knowledge and understanding The ability to apply their knowledge, understanding and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study</p>	<ol style="list-style-type: none"> The ability to generate new ideas. The ability to work with unfamiliar material. The ability to search for, process and analyse information from a variety of sources. The ability to think in an abstract and analytical manner, and to synthesise ideas.
<p>Making judgements The ability to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<ol style="list-style-type: none"> The ability to be critical and self-critical. The ability to identify, articulate and resolve problems.
<p>Communication The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<ol style="list-style-type: none"> The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others. The ability to communicate key information from their discipline in a manner appropriate to their target audience. The ability to interact constructively with others, respecting cultural differences.
<p>Learning skills The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<ol style="list-style-type: none"> The ability to learn and stay up to date with learning. The ability to work with a high degree of autonomy.

In addition,

Graduates of English Literature and Culture have:

- Advanced knowledge and understanding of a range of English literary texts from different literary periods.
- Knowledge and understanding of texts written in regional English, global English, or older forms of English (e.g. medieval English).
- The ability to work with various types of English discourse (books, electronic media, lectures, films etc.), even when they are not clearly structured and when the relationships between ideas are only implied rather than stated explicitly.



18. Knowledge of the interaction between cultural, economic or technological factors and literature in English.

19. The ability to express themselves in clear, well-structured English at level C2.

Graduates of Writing, Editing and Mediating have:

19. The ability to express themselves in clear, well-structured English at level C2.

20. Knowledge and understanding of a range of theoretical and methodological debates related to the dissemination of texts (e.g. editing, electronic publication).

21. The ability to apply key methods and concepts relevant to advanced textual study.

22. The ability to examine and process English texts to ensure their appropriate dissemination (e.g. copy-editing) with due acknowledgement of cultural differences.

23. Knowledge of the interaction between cultural, economic or technological factors and textuality.

Graduates of European Literatures and Cultures have:

24. Advanced knowledge of the role of processes of intercultural theory, change and transfer.

25. Advanced knowledge of the cultures and histories of the European continent in general, and of at least one region in particular.

26. The ability to read, interpret and compare texts from different genres and in different styles in their chosen language of expertise.

27. The capacity to reflect on research about processes of cultural change and cultural transfer between different languages, cultures and literatures and their interaction.

28. The ability to express themselves orally and in written form at the required level in a variety of registers (formal, informal, specialist) in their chosen language of study or in either Dutch or English.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Master's track English Literature and Culture

Course unit	Student workload in ECTS
Master's Thesis in English Literature and Culture	20 ECTS
Choice: 20 ECTS out of	20 ECTS
Crossing Borders: From Literature of Exile to Migrant Fiction	5 ECTS
Revolutions: Literature and Rebellion in England, 1381-1539.	5 ECTS
'Something Wicked this Way Comes': Order and Conflict in Renaissance England	5 ECTS
Literature & Laughter	5 ECTS
Strangers in the South Seas: The Western Idea of the Pacific	5 ECTS
The World of Women in Early Medieval Literature	5 ECTS
The Digital Text: The Book Past and Future	10 ECTS

Choice: 20 ECTS out of	20 ECTS
Interdisciplinary Seminar (see remark below)	10 ECTS
Interdisciplinary Seminar (see remark below)	10 ECTS
Masterlanguage (English)	10 ECTS
WEM course unit	10 ECTS
Master's Placement in English Literature and Culture	10 ECTS
Basics of Teaching	5 ECTS
Master's Teacher Placement 1 in English	5 ECTS

- A. The 20 ECTS Master's Thesis in English Literature and Culture is a compulsory course unit.
 B. At least 20 ECTS worth of course units must comprise target language-specific seminars in the field of English literature (2-8).
 C. In addition, students must choose a total of 20 ECTS from the following: interdisciplinary seminars, a course unit in the field of English from the national Masterlanguage programme, a course unit from the WEM track, a Master's placement in English, or the 10 ECTS preparatory course unit for the Master of Arts in Teaching programme (10-11; in the latter case the student will have to follow another 10 ECTS in Literary Studies Master's course units during the one-year Master of Arts in Teaching programme).

Second intake date

A. Course unit	Student workload in ECTS
Master's Thesis in English	20 ECTS
B. Choice: 20 ECTS worth of course units in English Literature offered in various years	20 ECTS
Target Language-Specific Seminar I	5 ECTS
Target Language-Specific Seminar II	5 ECTS
Target Language-Specific Seminar III	5 ECTS
Target Language-Specific Seminar IV	5 ECTS



C. 20 ECTS	
Interdisciplinary Seminar (see remark below)	10 ECTS
Interdisciplinary Seminar (see remark below)	10 ECTS
Masterlanguage (English)	10 ECTS
WEM course unit	10 ECTS
Master's Placement in English Literature and Culture	10 ECTS
Basics of Teaching	5 ECTS
Master's Teacher Placement 1 in English	5 ECTS

Students who start the Master's degree programme in the second semester must follow at least two target language-specific seminars in that semester, as well as two interdisciplinary seminars or another course unit from the Faculty's range, or an English course unit from the national Masterlanguage programme. The following first semester of the new academic year will then comprise 10 ECTS in target language-specific seminars in the field of English literature as well as the compulsory thesis. Students can only follow a placement if they are willing to incur study delay, as the 20 ECTS in English Literature course units must be followed during two semesters and the thesis cannot be written until the second semester of the programme.

Master's track Writing, Editing and Mediating

Course unit	Student workload in ECTS
Master's thesis in Writing, Editing and Mediating	20 ECTS
3 WEM course units	30 ECTS
WEM 1: Modern Literature and Mediation	10 ECTS
WEM 2: Modern English Language	10 ECTS
WEM 3: From Manuscript to Printed Book	10 ECTS
(WEM 5): The Digital Text: The Book Past and Future	10 ECTS
WEM 4: Translating and Editing	10 ECTS
Choice: 10 ECTS	10 ECTS
Interdisciplinary Seminar (see remark below)	10 ECTS
Masterlanguage (English)	10 ECTS
English Literature and Culture course units	10 ECTS
Master's Placement in Writing, Editing and Mediating	10 ECTS
Basics of Teaching	5 ECTS
Master's Teacher Placement 1 in English	5 ECTS

The 20 ECTS Master's Thesis in Writing, Editing and Mediating is a compulsory course unit. Students must choose a total of 30 ECTS in WEM course units. In addition, students must choose a total of 10 ECTS from the following: interdisciplinary seminars, a course unit in the field of English from the national Masterlanguage programme, a course unit from the English Literature and Culture track, a Master's placement in English, or the 10 ECTS preparatory course unit for the Master of Arts in Teaching programme (in the latter case the student will have to follow another 10 ECTS in Literary Studies Master's course units during the one-year Master of Arts in Teaching programme).

Second intake date

Course unit	Student workload in ECTS
Master's Thesis in Writing, Editing and Mediating	20 ECTS
WEM course units: Choice of at least 20 ECTS	20 ECTS
WEM 4: Translating and Editing	10 ECTS
WEM 1: Modern Literature and Mediation	10 ECTS
WEM 2: Modern English Language	10 ECTS
WEM 3: From Manuscript to Printed Book	10 ECTS
WEM 5: The Digital Text: The Book Past and Future	10 ECTS
Choice: 20 ECTS	20 ECTS
Interdisciplinary Seminar (see remark below)	10 ECTS
Masterlanguage (English)	10 ECTS
English Literature and Culture course units	10 ECTS
Master's Placement in Writing, Editing and Mediating	10 ECTS
Basics of Teaching	5 ECTS
Master's Teacher Placement 1 in English	5 ECTS

Students who start this Master's track in the second semester must follow at least two WEM course units (bearing in mind the feasibility of the programme and the smaller range of available course units when starting in February). The Master's thesis in WEM is a compulsory course unit. In addition, students must choose a total of 20 ECTS in WEM course units, interdisciplinary seminars, a course unit in the field of English from the national Masterlanguage programme, a Master's placement in WEM, or the 10 ECTS preparatory course unit for the Master of Arts in Teaching programme (in the latter case the student will have to follow another 10 ECTS in English Literature/WEM course units during the one-year Master of Arts in Teaching programme).

All course units are listed in the online course catalogue OCASYS.

Master's track European Literatures and Cultures

Course unit	Student workload in ECTS
Theoretical approaches to European Literature	10 ECTS
Master's Thesis in European Literatures and Cultures	20 ECTS
Choice	20 ECTS
Target Language-Specific Seminar I	10 ECTS
Target Language-Specific Seminar II	10 ECTS
Choice	10 ECTS
Interdisciplinary Seminar	10 ECTS
Interdisciplinary Seminar	10 ECTS
Master's Placement in European Literatures and Cultures	10 ECTS
Masterlanguage (target language)	10 ECTS

Students choose two interdisciplinary seminars or, if available, one of the two course units from the national Masterlanguage programme. Students may replace one of these course units with a 10 ECTS placement. At least 20 ECTS worth of course units must comprise target language specific course units from the tracks in one of the European languages (French, Spanish, Italian, German, Swedish, Frisian and Russian). In addition, each student writes a thesis worth 20 ECTS.



Language-specific course units in European Literatures and Cultures

The Legacy of Modernism (German)	
Cultural Transfer History. Theory, Methods and Tools (Swedish)	
Contemporary Russian Literature	
Italian Modernism in a European Perspective	
The Child in French Youth Literature	
Literature and Crisis in Spain	
Culture and Criticism (Masterlanguage German) in combination with Europareflexionen	
Images of Minorities in Swedish Crime Fiction	
Empire and Nation in Russian Literature	
Italy Today: New Forms of Italian Literature and Cinema	
French Iranian Women's Literature	
Representation of Marginality in Spain	

Second intake date

Theoretical approaches to European literature	10 ECTS
Target Language-Specific Seminar I	10 ECTS
Interdisciplinary Seminar or Masterlanguage I	10 ECTS
Interdisciplinary Seminar or Masterlanguage II	10 ECTS
Target Language-Specific Seminar II	10 ECTS
Master's Placement in European Literatures and Cultures	10 ECTS
Master's Thesis in European Literatures and Cultures	20 ECTS

All course units are listed in the online course catalogue OCASYS.

APPENDIX 3: PROGRAMME OF THE SITE VISIT

Indeling

A	BA Nederlandse Taal en Cultuur
B	MA Neerlandistiek BA English Language and
C	Culture
D	MA Literary Studies BA Minorities and
E	Multilingualism
F	BA Taalwetenschap
G	MA Taalwetenschappen
H	BA Europese Talen en Culturen

Dag 1 21 mei 2019

09:00		ontvangst
09:00	11:30	startvergadering en inzien documenten opleidingen A,B,C,D
11:30	12:00	management Moderne Taal en Letterkunde
12:30	13:15	OPD en coördinatie opleidingen A en B
13:15	14:00	studenten opleidingen A en B
14:15	15:00	docenten opleidingen A en B
16:00	16:45	OPD en coördinatie opleidingen C en D
16:45	17:30	studenten opleidingen C en D
17:45	18:30	docenten opleidingen C en D

Dag 2 22 mei 2019

10:00	11:00	OPD en coördinatie opleidingen E, F en G
11:00	12:00	studenten opleidingen E, F en G
12:45	13:45	docenten opleidingen E, F en G
15:00	15:30	OPD en coördinatie opleidingen C, D en H
15:30	16:00	studenten H
16:15	16:45	docenten H
17:45	18:15	alumni opleidingen B, D en G

Dag 3 23 mei 2019

10:00	11:00	examencommissie
13:00	13:30	eindgesprek management
15:30	15:45	presentatie voorlopige bevindingen
16:00	16:45	ontwikkelgesprekken



APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 12 theses of master's programme Literary Studies. Information on the selected theses is available from QANU upon request.

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):

- Annual reports and minutes Programme Committee;
- Annual reports and minutes Board of Examiners;
- Assessment plans (for all programmes);
- Assessment files (for all programmes);
- Documentation Masterlanguage.