

**BACHELOR'S PROGRAMME**  
**SOUTH AND SOUTHEAST ASIAN STUDIES**  
FACULTY OF HUMANITIES  
**LEIDEN UNIVERSITY**

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This report was finalised on 7 April 2020





# REPORT ON THE BACHELOR'S PROGRAMME SOUTH AND SOUTHEAST ASIAN STUDIES OF LEIDEN UNIVERSITY

This report takes the NVAO's Assessment Framework for the Higher Education Accreditation System of The Netherlands for limited programme assessments as a starting point (September 2018).

## ADMINISTRATIVE DATA REGARDING THE PROGRAMME

### Bachelor's programme South and Southeast Asian Studies

Name of the programme:	Zuid- en Zuidoost-Aziëstudies
International name:	South and Southeast Asian Studies
CROHO number:	56099
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations or tracks:	-
Location:	Leiden
Mode of study:	full time
Language of instruction:	English
Submission deadline NVAO:	01/05/2020

The visit of the assessment panel Region Studies to the Faculty of Humanities of Leiden University took place on 19, 20 and 21 November 2019.

## ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

## COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 4 March 2019. The panel that assessed the bachelor's programme South and Southeast Asian Studies consisted of:

- Prof. dr. P. (Peter) Van Nuffelen, research professor in Cultural History of the Ancient World at Ghent University (Belgium) [chair];
- Prof. dr. D.M. (Diederik) Oostdijk, professor in English Literature at Vrije Universiteit Amsterdam;
- Prof. dr. I. (Inge) Brinkman, professor in African Studies at Ghent University (Belgium);
- Prof. dr. A.F.R. (Ann) Heirman, professor in Chinese Language and Culture at Ghent University (Belgium);
- Prof. dr. V. (Vincent) Houben, professor Geschichte und Gesellschaft Südostasiens at Humboldt Universität Berlin (Germany);
- Prof. dr. D. (Daeyeol) Kim, professor at the Institut National des Langues et Civilisations Orientales (INaLCO) of the Université Sorbonne Paris Cité (France);
- Prof. dr. A. (Andreas) Niehaus, professor in Japanese Language and Culture at Ghent University (Belgium);
- L. (Lara) van Lookeren Campagne, bachelor's student in Middle Eastern Studies at the University of Amsterdam [student member].

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



## WORKING METHOD OF THE ASSESSMENT PANEL

The bachelor's programme South and Southeast Asian Studies at the Faculty of Humanities of Leiden University was part of the cluster assessment Region Studies. Between March 2019 and November 2019 the panel assessed 38 programmes at five of universities: Radboud University, Leiden University, University of Amsterdam, Vrije Universiteit Amsterdam and the University of Groningen.

Leiden University has 19 programmes in the cluster Region Studies. To ensure that the workload for panel members was evenly distributed and all programmes were properly assessed, two site visits were planned (in June and November 2019).

### *Panel members*

The panel consisted of the following members:

- Prof. dr. P. (Peter) Van Nuffelen, research professor Cultural History of the Ancient World at Ghent University (Belgium) [chair];
- Prof. dr. D.M. (Diederik) Oostdijk, professor in English Literature at Vrije Universiteit Amsterdam;
- Prof. dr. A. (Umar) Ryad, professor in Arabic and Islamic Studies at KU Leuven (Belgium);
- Prof. dr. E.J.C. (Eibert) Tigchelaar, research professor of the research unit Biblical Studies, Faculty of Theology and Religious Studies at KU Leuven (Belgium);
- Prof. dr. G. (Gunnar) De Boel, professor in (Greek) Linguistics and Modern Greek and Byzantine Literature (Department of Literary Studies) at Ghent University (Belgium);
- Prof. dr. I. (Inge) Brinkman, professor in African Studies at Ghent University (Belgium);
- Prof. dr. G. (Gert) Buelens, professor in English and American Literature at Ghent University (Belgium);
- Dr. D. (Diana Bullen) Presciutti, senior lecturer in Art History, director of Global Studies and director of the Interdisciplinary Studies Centre at the University of Essex (United Kingdom);
- R.A. (Rianne) Clerc-de Groot MA, teacher in Classics at the Cygnus Gymnasium in Amsterdam;
- Dr. D. (Dario) Fazzi, lecturer in North American Studies and International Studies at Leiden University;
- Prof. dr. A.F.R. (Ann) Heirman, professor in Chinese Language and Culture at Ghent University (Belgium);
- Prof. dr. A. (Axel) Holvoet, professor at the Institute of the Languages and Cultures of the Baltic of Vilnius University (Lithuania);
- Prof. dr. V. (Vincent) Houben, professor Geschichte und Gesellschaft Südostasiens at Humboldt Universität Berlin (Germany);
- Prof. dr. E.M.H. (Helena) Houvenaghel, professor in Spanish Language and Culture at Utrecht University;
- Prof. dr. D. (Daeyeol) Kim, professor at the Institut National des Langues et Civilisations Orientales (INALCO) of the Université Sorbonne Paris Cité (France);
- L. (Lotte) Metz MA, teacher in Greek and Latin at the Stedelijk Gymnasium Nijmegen;
- Prof. dr. J. (John) Nawas, professor in Arabic and Islamic Studies at KU Leuven (Belgium);
- Prof. dr. A. (Andreas) Niehaus, professor in Japanese Language and Culture at Ghent University (Belgium);
- Prof. dr. J.L.M. (Jan) Papy, professor in Latin Literature at KU Leuven (Belgium);
- Dr. N.A. (Nicolet) Boekhoff-van der Voort, teacher Islam studies and coordinator Graduate School for Humanities at Radboud University;
- C. (Charlotte) van der Voort, bachelor's student in Greek and Latin Language and Culture, and pre-master's student Dutch Language and Culture at Leiden University [student member];
- L. (Lara) van Lookeren Campagne, bachelor's student in Middle Eastern Studies at the University of Amsterdam [student member];
- G.M. (Gerieke) Prins, bachelor's student in Social and Migration History with a minor in Latin American Studies at Leiden University [student member];
- E.L. (Emma) Mendez Correa, bachelor's student in Greek and Latin Language and Culture at Leiden University [student member];

- Prof. dr. L.P. (Lars) Rensmann, professor in European Politics and Society at University of Groningen [referee International Studies at Leiden University];
- Em. prof. dr. C.H.M. (Kees) Versteegh, emeritus professor in Arabic and Islam at Radboud University [referee Arabic and Middle Eastern Studies at the University of Amsterdam];
- Prof. dr. H. (Harco) Willems, professor in Egyptology at KU Leuven (Belgium) and director of the excavation in Dayr al-Barshā (Egypt) [referee Ancient Near East Studies at Leiden University];
- Prof. dr. J. (Jaap) Wisse, professor in Latin Language & Literature at Newcastle University (United Kingdom) [referee Greek, Latin and Classics at the University of Amsterdam and Vrije Universiteit Amsterdam].

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

The QANU project manager for the cluster assessment was dr. Els Schröder. She acted as secretary in the site visit to Radboud University and in the first site visit to Leiden University. In order to assure the consistency of assessment within the cluster, the project manager was present at the start of the site visits as well as the panel discussion leading to the preliminary findings at the other site visits and reviewed the draft reports. During her leave of absence, she was replaced by her colleagues at QANU. Dr. Irene Conradie acted as project manager in the combined site visit to the University of Amsterdam and Vrije Universiteit Amsterdam and in the second site visit to Leiden University. Dr. Anna Sparreboom acted as project manager in the site visit to the University of Groningen.

Several secretaries assisted in this cluster assessment: drs. Trees Graas, employee of QANU, also acted as secretary in the site visit to Radboud University; drs. Mariette Huisjes, freelance secretary for QANU, also acted as secretary in the first site visit to Leiden University and in the site visit to the University of Groningen; drs. Erik van der Spek, freelance secretary for QANU, acted as secretary in the second site visit to Leiden University; drs. Marielle Klerks, freelance secretary for QANU, acted as secretary in the combined site visit to the University of Amsterdam and Vrije Universiteit Amsterdam. The QANU project managers and the secretaries regularly discussed the assessment process and outcomes.

#### *Preparation*

On 22 November 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. Prior to the site visit, the panel members received instruction by telephone and e-mail on the tasks and working method and the use of the assessment framework. 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 eight theses and their assessment forms, based on a provided list of graduates between 2016-2018 (see Appendix 4).

#### *Site visit*

The site visit to Leiden University took place on 19, 20 and 21 November 2019. At the start of each 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. Members of the



Programme Committee were included as part of the interviews with staff and students. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received.

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. The visit concluded with a development dialogue, held in parallel sessions, in which the panel members and the representatives of the programme discussed various development routes for the programmes. The results of this conversation are summarised in a separate report, which will be published through the programmes' communication channels.

#### *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 it/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 Humanities 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 the standards:

#### **Generic quality**

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

#### **Meets the standard**

The programme meets the generic quality standard.

#### **Partially meets the standard**

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard.

#### **Does not meet the standard**

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

#### **Positive**

The programme meets all the standards.

#### **Conditionally positive**

The programme meets Standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel.

#### **Negative**

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets Standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.



## SUMMARY JUDGEMENT

### *Standard 1: Intended learning outcomes*

The panel understands the history of the bachelor's programme South and Southeast Asian Studies and recognises the way the current specialisations have been combined under one umbrella. It appreciates the way the staff is trying to reinforce the profile of the programme and to forge connections and build bridges between different regions and areas. The programme is a compromise, but the panel learned that it is a compromise that works. At the same time, by combining distinct regions such as Tibet and Indonesia under one label, the programme remains a rather artificial construction. This poses a number of connected problems in the name, in the marketing and in the student intake. The panel therefore understands and appreciates the ideas of management and staff to explore the possibility of merging the programme into a broader label Asian Studies. This would mean a more logical programme (like African Studies), which might offer advantages in marketing and attract more students. The panel advises continuing these explorations, which might lead to a more viable programme.

Leiden University has a long-standing tradition in cultivating the knowledge of many cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The faculty is committed to keeping this tradition alive and protecting small fields like South and Southeast Asian Studies, the panel found. It wholeheartedly supports this ambition, in the interest of Dutch society as a whole.

The panel studied the intended learning outcomes of the bachelor's programme South and Southeast Asian studies and believes they are suitable for a bachelor's programme in area studies. The learning outcomes are organised according to the Dublin descriptors for academic bachelor's programmes. The panel recommends that the staff explore the possibilities to strengthen the language component, in particular by integrating it more into content and non-language classes, such as the seminars. This would make it easier for students to use sources in the target language during their studies and in particular in the BA thesis. Furthermore, it recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance the transparency if all programmes used the same terminology and categorisation.

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

The panel studied the curriculum of the bachelor's programme South and Southeast Asian Studies and found it to be satisfactory. The courses that it studied are varied, interesting and at a suitable level for a bachelor's programme. Although the programme covers many disciplines and regions, the panel recognises the effort of the staff to safeguard the coherence of the programme. The students have a lot of freedom in designing their trajectories, which allows them to follow their personal interests. The semester abroad, free of charge, is a strong point of the programme, especially for the students who choose Hindi or Indonesian. The panel agrees with the motivation to adopt English as the main language of instruction and to use a foreign language name for the programme.

The panel found that the thesis trajectory combines a lot of freedom for the students with a flexible and intensive supervision. The combination of individual supervision with a Programme Seminar appears to be a fruitful one. The panel understands that formal language requirements in the thesis trajectory are not possible within the programme, but advises the staff to encourage the students to use materials in the target languages wherever possible.

The panel is of the opinion that the teaching methods are suitable for a bachelor's programme with a substantial language component. It approves of the innovative language learning tools that have been developed for Hindi and may be developed for Indonesian as well. Sufficient study guidance is provided by the programme coordinator (who is also a study advisor), a student mentor for first-year students and the individual lecturers. Labour market preparation is provided at both the faculty and programme level.



The main issue with the bachelor's programme South and Southeast Asian Studies is the low student intake. Although intensive marketing can help in increasing the numbers, publicity by itself cannot solve all problems in this area. The panel therefore supports the ideas of the programme to develop a broad label bachelor's programme Asian Studies. It appreciates the efforts of the management and staff to safeguard the viability of the programme and encourages them to keep exploring the possibilities of such a broad label bachelor's programme.

Finally, the panel established that the programme is supported by sufficient numbers of high-quality staff who cover all the necessary disciplines and regions. The staff consists of distinguished scholars and active researchers who bring the results of their research into the seminars they teach. The panel supports the attempts of the faculty to harmonise the way the staff is being allocated by the various Research Institutes involved in the programme.

#### *Standard 3: Student assessment*

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been expanded in recent years and gives the programmes more control; this is reflected, among other things, in the manuals and guidelines that have been developed. The panel is of the opinion that the faculty support is of good quality and notes that since the previous round of programme assessments, the faculty has professionalised its assessment procedures. However, the procedure in the case of plagiarism and fraud still deserves further attention; it recommends that the guidelines on these topics be reviewed.

The panel is of the opinion that the Board of Examiners fulfills its responsibilities. It is especially positive about the contribution of the external member, who provides a link between the various Boards across programmes. However, it feels that the Board should implement more tools to evaluate the quality of education during the stay in India or Indonesia, for example by having students evaluate the courses they follow abroad.

The panel established that the South and Southeast Asian Studies programme uses appropriate types of assessment that are sufficiently varied. Alongside the traditional types of assessments, more innovative forms, such as web postings, are used as well; the panel finds this stimulating. It approves of the frequent assessments in the language courses and the progressive types of assessment in the content courses. It agrees with the assessment of the theses and with the role of the supervisor and second reader. However, it recommends ensuring that the comments of the second reader are clearly recognisable to the students and that the students know how the final mark was reached.

#### *Standard 4: Achieved learning outcomes*

The panel has established that the students of the bachelor's programme South and Southeast Asian Studies achieve a sufficient level and the intended learning results. Most of them continue in suitable master's programmes, such as Asian Studies, where they do not appear to experience any major hurdles. The panel finds that the programme sufficiently prepares them for a master's programme. The graduates appear to have no major trouble in finding suitable jobs, although the evidence is largely anecdotal. The panel advises the programme to keep track of its alumni's careers more systematically.

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

*Bachelor's programme South and Southeast Asian Studies*

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

The chair, prof. dr. Peter van Nuffelen, and the secretary, drs. 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: 7 April 2020



## 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 bachelor's programme South and Southeast Asian Studies combines an immersion in the cultures and societies of southern Asia, from India to Indonesia, with intensive language training. The students are trained in one of four key languages of the region (Hindi, Indonesian, Sanskrit, and classical Tibetan). This training is complemented by courses on the history, politics, economics, religions, literatures, art, and material culture of the South and Southeast Asian countries. The students have a choice in the second year between a 'modern' and a 'classical' track: (1) Modern South and Modern Southeast Asia, and (2) Classical Cultures of South and Southeast Asia. The programme is taught entirely in English.

The programme offers many electives and options for specialisation. Apart from the two tracks, the students can take courses that deal with all major countries within the region: not only India, Indonesia and Tibet, but also Pakistan, Sri Lanka, Bangladesh, Nepal, Myanmar, Thailand, Cambodia, Laos, Vietnam, Malaysia, Singapore, and the Philippines. The programme also includes a half-year at a foreign university, for instance Yogyakarta (for students of Indonesian) or Hyderabad (for students of Hindi). This semester abroad is largely meant for language immersion, but also allows the students to follow electives not offered at Leiden University.

Since the transition to a fully English-taught programme in 2013, the international profile of the programme has been strengthened. Currently about 50 students are enrolled in the South and Southeast Asian Studies programme, of whom 13 are of non-Dutch nationality. Most graduates continue with a master's programme, often at Leiden University; the programme gives direct access to Leiden's master's programme in Asian Studies, which offers both a South Asian and a Southeast Asian study track. The bachelor's programme also prepares students for work in a wide variety of areas and institutions, including cultural and governmental organisations, development cooperation, and the private sector.

The bachelor's programme South and Southeast Asian Studies is the only programme of its kind in the Netherlands, according to the self-evaluation. A similar programme is offered by the University of California in Berkeley; the programme is partly comparable to a number of bachelor's programmes around the world dealing with either South or Southeast Asia. However, according to the self-evaluation report, the intended learning outcomes of the Leiden programme are generally more demanding in comparison to the Berkeley programme, especially in the field of language training.

In general, the panel was impressed by the diversity and depth of the university's cultural profile, to which the bachelor's programme South and Southeast Asian Studies contributes. A small programme like this is vulnerable, because it is relatively expensive to maintain. However, the panel strongly emphasises that such special programmes are of vital importance, not only to Leiden University but to the Netherlands as a whole. If academic research is no longer done in certain specialised subfields of the humanities, the university can no longer offer broad programmes with sufficient depth, nor electives to students in other programmes. Also, academics from other faculties and universities in the Netherlands will be deprived of this specialised knowledge. And if expertise in languages and cultures that are rarely studied in Western Europe is no longer passed from one generation to the next, the Netherlands will weaken its international position.

The panel discussed the profile with the programme management and staff. During these discussions, it learned that the current profile is a compromise resulting from combining formerly independent



programmes, while still containing a number of language and area specialisations under one roof. However, the staff is satisfied with the current setup; they see sufficient connections and cross-fertilisation between the various courses within the programme. Nevertheless, because the intake remains rather low (also see Standard 2), both staff and management are in favour of exploring the option of a broad label bachelor's programme Asian Studies. This would be a way to strengthen the profile of the programme and the unity and synergy of LIAS and Asian Studies in Leiden. It would also provide a remedy to the biggest challenge of the programme, the low student influx. This option is now being considered by the LIAS Management Team and the staff of the four bachelor's programmes in Asian Studies. The panel understands the history of the programme and agrees with the idea of exploring a broad label bachelor's programme Asian Studies.

#### *Intended learning outcomes*

All bachelor's programmes of the Faculty of Humanities of Leiden University share the same set of general intended learning outcomes. In addition, the bachelor's programme South and Southeast Asian Studies is based on a set of programme-specific learning outcomes. These learning outcomes are organised according to the Dublin descriptors for academic bachelor's programmes. In general, the programme aims to produce graduates who have knowledge and understanding of the cultures, societies, politics, and history of South and Southeast Asia in a global context. The graduates will be able to speak and write either Indonesian or Hindi, or read and interpret texts in Sanskrit or Tibetan. They can also evaluate and debate issues within the field of their studies, undertake research and have acquired the necessary intercultural skills.

The panel believes these learning outcomes are suitable for a bachelor's programme in Area Studies. It ascertained that the learning outcomes for the languages differ: for Hindi and Indonesian they fluctuate between level B1 and B2 (according to the Common European Framework of References), the levels for Indonesian are somewhat higher than for Hindi. For the classical languages (Sanskrit and Tibetan), no quasi-quantitative outcome levels of this kind are specified; the focus is on reading authentic material. The panel recommends that the staff explore the possibilities to strengthen the language component, in particular by integrating it more into content and non-language classes, such as the seminars. This would make it easier for students to use sources in the target language during their studies and in particular in the BA thesis.

#### **Considerations**

The panel understands the history of the bachelor's programme in South and Southeast Asian Studies and recognises the way the current specialisations have been combined under one umbrella. It appreciates the way the staff is trying to reinforce the profile of the programme and to forge connections and build bridges between different regions and areas. The programme is a compromise, but the panel learned that it is a compromise that works. At the same time, by combining distinct regions such as Tibet and Indonesia under one label, the programme remains a rather artificial construction. This poses a number of connected problems in the name, in the marketing and in the student intake. The panel therefore understands and appreciates the ideas of management and staff to explore the possibility of merging the programme into a broader label Asian Studies. This would mean a more logical programme (like African Studies), which might offer advantages in marketing and attract more students. The panel advises continuing these explorations, which might lead to a more viable programme.

Leiden University has a long-standing tradition in cultivating the knowledge of many cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The faculty is committed to keeping this tradition alive and protecting small fields like South and Southeast Asian Studies, the panel found. It wholeheartedly supports this ambition, in the interest of Dutch society as a whole.

The panel studied the intended learning outcomes of the bachelor's programme South and Southeast Asian studies and believes they are suitable for a bachelor's programme in area studies. The learning outcomes are organised according to the Dublin descriptors for academic bachelor's programmes.

The panel recommends that the staff explore the possibilities to strengthen the language component, in particular by integrating it more into content and non-language classes, such as the seminars. This would make it easier for students to use sources in the target language during their studies and in particular in the BA thesis. Furthermore, it recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance the transparency if all programmes used the same terminology and categorisation.

## Conclusion

*Bachelor's programme South and Southeast Asian Studies*: the panel assesses Standard 1 as 'meets the standard'.

### **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

### *Language of instruction and name of the programme*

The University of Leiden in principle offers its bachelor's programmes in Dutch and its master's programmes in English. The bachelor's programme South and Southeast Asian Studies is one of the exceptions to the Dutch-language rule. The reason behind this is that the expertise taught in this programme has global relevance and that the programme aims at an international profile. In the current programme most classes will be in English, but language acquisition classes will at least partly be taught in be one of target languages (for instance, Hindi or Indonesian). The panel agrees with the motivation to adopt English as the main language of instruction and to use a foreign language name for the programme.

### *Curriculum*

The structure of the educational programme is based on the Leiden 100-600 level structure. In the bachelor's programme South and Southeast Asian Studies, modules are offered at the 100 – 400 level. In practice, these levels translate into a course of an introductory nature with no prior experience or knowledge required (100), a course of an introductory nature for which experience of independent study is expected (200), an advanced course with some prior knowledge required at 100 or 200 level (300), and a specialised course and bachelor's graduation project (400). In the panel's view, this course-level structure, as reflected in the design of the programme's curriculum, reflects and safeguards the level requirements for a bachelor's degree.

From the beginning of the curriculum, the students choose one out of four languages: Indonesian, Hindi, Tibetan or Sanskrit. This specialisation is followed by a second choice in the second year, between a classical and a modern track. Generally, the study of Indonesian or Hindi is combined with a modern track, while the choice for Tibetan or Sanskrit is often combined with a classical track.

For each language, the students spend 40 EC on language acquisition: 10 EC in each of the first four semesters. In the modern languages (Hindi and Indonesian), the students are trained in all four language skills (reading, writing, speaking and listening). They eventually reach a CEFR level B2 for Indonesian (B1 in speaking) and a level B1 in Hindi (B2 in reading). In the classical languages (Sanskrit and Tibetan), the focus is on reading.

The language acquisition culminates in a study abroad in the first semester of the third year; this applies to all four languages. Students of Indonesian go to Gadjah Mada University in Yogyakarta; students of Hindi attend classes at the University of Hyderabad. Here the focus is on language training, although the students can also follow content courses, together with the regular students from the host universities. An important part of the study experience of those students who go to Universitas Gajah Mada in Yogyakarta consists of following, together with Indonesian undergraduate



students, classes which are not intended specifically for foreigners and in which Indonesian is the language of both instruction and evaluation. Students of the classical languages spend this first semester at a European university (outside the Netherlands) that offers complementary language training options. The semester abroad is free of charge for the students. For students who are not able to go abroad, a back-up programme is organised that consists of at least 10 EC of language courses, complemented by electives.

Apart from the language training programme, the students are offered a combination of mandatory courses, electives and two courses of the faculty core curriculum. In the first year, they follow seven content courses (5 EC each) specific to the BA South and Southeast Asian Studies programme, one of which (on religion) offers a choice between Islam, Buddhism and Hinduism. The other six cover the premodern and modern histories of the region, its classical and contemporary cultures, its political economy, and its language geography and linguistics. Together these courses provide the students with a knowledge base for the region, on which they can expand in the second and third years. In addition, they follow the faculty core course 'Introduction to Area Studies'.

In the first year the students also attend weekly Academic Skills meetings that are organised specifically by and for the South and Southeast Asian programme. These sessions do not in themselves generate study credits but are integrated with regular courses: in the first semester with the 'Histories of Modern South and Southeast Asia' course, and in the second semester with 'Classical Cultures of Southeast Asia'. This second course is at the same time the first of three linked and cumulatively developing 'programme seminars', one in each study year, which are at the shared core of the programme. In these meetings, academic skills such as academic writing and presentation are directly applied in the accompanying courses. Disciplinary methodology (for instance, methodology used in art history) is not part of these academic skills sessions, nor is it covered in much detail in the content courses. The staff maintains that since most courses are integrated, it is impossible to offer the same depth of disciplinary training as in a disciplinary programme. The panel understands this point of view but still feels the methodological training could be improved on. It believes that the students should be supplied with sufficient methodological foundations to facilitate them to do research as required when writing their bachelor thesis.

In the second year, apart from the language acquisition courses, the students take four courses (20 EC) in either the modern or the classical track. All of these courses are electives. In the previous academic year, students of the modern track could choose between 13 courses, for instance 'Politics of Southeast Asia', 'Tibetan Culture' or 'The Indian Ocean World'. Students of the classical track had a choice of 10 courses, such as 'Buddhist Art', 'Architecture: the Temple and the Stupa' or 'Hindu Myths in the Art of South and Southeast Asia'. Apart from these electives, the students follow three common courses: 'Living Histories: Locating Pasts in Southern Asia', the faculty core course 'Philosophy of Science', and the second programme seminar (Seminar II), of which more below. The panel studied a number of the courses and found them to be interesting and suitable for a bachelor's programme in area studies.

In the third year, the main component is the bachelor's thesis (10 EC, see below). In addition, the students follow a programme seminar with a content that rotates in three years through a cycle of three related topics: Heritage, Current Affairs and Futures. The supervision of the process of writing the bachelor's thesis is partly integrated into this seminar, which is also combined with the second-year programme seminar (Seminar II) in order to give second year students a preview of the thesis component of the degree. The remaining 15 EC are made up of electives; the students can choose three courses from the standard faculty offer. They can also use part of the elective space for an internship.

With such a large number of languages and areas to cover, coherence is an issue for the programme. The foundational courses in the first year provide a shared base for all students, as do the three mandatory Programme Seminars. In the languages and electives, however, the students go their separate ways. The panel recognises the staff's efforts to connect the various areas, but also sees



that it is often hard to overcome the difference between the regions in the course materials. Seen from this perspective, the move towards a broad label Asian Studies seems a reasonable choice. In such a broad label, the equilibrium between the broad disciplinary content courses and the regional specialisations might become more natural.

#### *Thesis trajectory*

In the second semester of the third year, the students write a 10 EC bachelor's thesis. They are completely free, within reason and within the very broad parameters of the programme, to select their thesis topic and explore their academic interests. They select a supervisor with the required expertise on the thesis topic. The main part of the supervision is strictly individual; the supervisor meets at least four times with the student, in most cases more often. General issues concerning the methodology, planning and writing process are discussed in the Programme Seminar during this semester as well.

In the thesis trajectory, the programme does not pose any requirements concerning the use of sources in the target language. This is mainly because the students also have the option to write theses on regions outside the taught languages, for instance Thailand. The panel understands that formal language requirements are not possible within the scope of this programme, but advises the staff to encourage the students to use materials in the target languages wherever possible.

#### *Teaching methods*

Classes are generally lectures (predominantly in the first year) and seminars (from year two). Lectures are given with PowerPoint and other visual support; sometimes they are recorded for revision purposes. Seminars are usually given in smaller groups, which allows for sufficient interaction and participation. In language teaching classes, interactive exercises are an essential part from the start. The panel believes these teaching methods are suitable for a bachelor's programme with a substantial language component.

In some language classes innovative teaching methods are used as well. For Hindi, a blended-learning project has been developed consisting of around fifty video grammar tutorials and several online self-assessment tests. For Indonesian a comparable e-learning programme is currently being discussed. The panel approves of these innovative language learning tools.

#### *Guidance, advice and support*

The programme coordinator also serves as a study advisor. In that capacity, s/he is responsible for guiding and advising students during their studies. He or she invites first- and second-year students for introductory and progress meetings. To monitor their study progress, the students draw up an individual study plan, which they discuss with their study advisor. The study advisor is available to provide individual guidance for study choices, answer study-related questions, discuss study-related problems and present possible solutions. Furthermore, s/he serves as the contact for students who complete part of their studies abroad. For the first-year students, a voluntary second-year student mentor is appointed each year; he or she also acts as an instructor in one of the Academic Skills teaching sessions. The students also receive guidance from their lecturers and supervisors. They are on the whole satisfied with the guidance they receive, the panel found.

#### *Labour market*

Improving the labour market orientation is one of the challenges currently taken up by both the programme and the faculty. Some students still lack confidence in their professional abilities and chances and have trouble in finding their way after graduation, as alumni told the panel. The faculty organises events at which the students can gain perspectives on their possibilities on the labour market. There is, for instance, the annual Humanities Career Event, at which potential employers such as the Ministry of Foreign Affairs, Google, publisher Das Mag and the General Intelligence and Security Service offer workshops. The Humanities Career Service supports students with their internships and job application procedures.



Within the programme, the semester abroad allows the students to gain first-hand experience on living and possibly working in India or Indonesia. The international character of the programme and the diversity of the student population and teaching staff also help prepare them for an international job market. In addition, the programme organised an alumni event in 2019, at which they could meet graduates of the programme and receive career advice. The programme intends to repeat this event in future years; the panel approves of this idea. Internships are somewhat more difficult to incorporate in the programme, due to the semester abroad in the third year. The few students who do an internship often have to delay their graduation. The panel understands that the semester abroad limits the options of the programme for internships, but advises the programme to explore the possibilities of strengthening the labour market orientation in other ways.

#### *Student intake*

One of the main problems of the bachelor's programme South and Southeast Asian Studies is the low student intake. The average intake in the last seven years was 10-11 students, although the target intake is 25 students annually. Another worrying issue is that this number has been declining since 2014-2015. The main reason, according to the programme management, is probably the introduction of a number of new English-language bachelor's programmes, of which International Studies is the main competitor. Since the great majority of courses offered by this programme are also followed by students from other programmes and exchange students, class sizes are generally acceptable. On the other hand, a number of staff members who also teach in the International Studies programme have noted a diminishing interest in the South and Southeast Asian track in this programme.

To increase the number of students, the programme has limited options at its disposal. One is marketing and publicity, both online, offline and in outreach events for prospective students; the panel found that the programme is doing the best it can in this respect. At a faculty level, it would be helpful if the South and Southeast Asian Studies programme would be highlighted as an appealing alternative option as part of the intensive publicity for the International Studies programme. The panel approves of this idea, but realises that marketing and publicity cannot by itself solve all the problems concerning student intake.

In the long run, the programme would welcome a broad label bachelor's programme in Asian Studies, as mentioned above. This broad programme could accommodate the current South and Southeast Asian Studies programme as a separate track or specialisation. A broad label bachelor's programme Asian Studies would, moreover, prepare the students in a natural way for the master's programme Asian Studies. The panel appreciates the efforts of the management and staff to safeguard the viability of the programme and encourages it to keep exploring the possibilities of a broad label bachelor's programme Asian Studies.

#### *Staff*

The diversity of the programme is reflected in the diversity of the staff members, who cover the various disciplines and regions. Many lecturers are distinguished scholars and active researchers, which allows them to include their research in the electives. The majority of the staff is employed at the Leiden Institute for Area Studies (LIAS), while a number are based in the Institute for History and the Institute of Cultural Anthropology and Developmental Sociology. Almost all staff members teach in other programmes as well. The staff-to-student ratio is relatively high, allowing for close and flexible supervision of the bachelor's thesis. The panel has established that the programme is supported by sufficient numbers of high-quality staff who cover all necessary disciplines and regions.

Keeping the workload within limits is a continuous challenge for all programmes in the Humanities, the panel found. Dealing with this is complicated by the fact that the educational staff is made available for teaching by the faculty's Research Institutes and centres. The Institutes, not the Programme Board or faculty, are directly responsible for personnel management. This may get in the way of a fair division of labour amongst members of staff across Institutes, especially for those members of staff taking up tasks in several of the legal bodies such as the Programme Committee

and Boards of Examiners. The panel fully supports the faculty in trying to harmonise this, and calls on the Institutes to stick to the list of compensation hours per task that is provided by the Faculty Management. It considers the workload a serious challenge, but also found that the Faculty Management is aware of this problem and is doing its utmost to tackle it.

Almost all staff with a permanent position are in possession of the formal University Teaching Qualification (UTQ). The faculty stimulates lecturers in their professional development by offering them workshops at the university's teacher training centre ICLON and expert meetings with other lecturers. In the faculty-wide Expertise Centre Online Learning, they can share best practices, and in the university-wide Leiden Teacher's Academy, they can work on innovative didactic tools.

### **Considerations**

The panel studied the curriculum of the bachelor's programme South and Southeast Asian Studies and found it to be satisfactory. The courses that it studied are varied, interesting and at a suitable level for a bachelor's programme. Although the programme covers many disciplines and regions, the panel recognises the effort of the staff to safeguard the coherence of the programme. The students have a lot of freedom in designing their trajectories, which allows them to follow their personal interests. The semester abroad, free of charge, is a strong point of the programme, especially for the students who choose Hindi or Indonesian. The panel agrees with the motivation to adopt English as the main language of instruction and to use a foreign language name for the programme.

The panel found that the thesis trajectory combines a lot of freedom for the students with a flexible and intensive supervision. The combination of individual supervision with a Programme Seminar appears to be a fruitful one. The panel understands that formal language requirements in the thesis trajectory are not possible within the programme, but advises the staff to encourage the students to use materials in the target languages wherever possible.

The panel is of the opinion that the teaching methods are suitable for a bachelor's programme with a substantial language component. It approves of the innovative language learning tools that have been developed for Hindi and may be developed for Indonesian as well. Sufficient study guidance is provided by the programme coordinator (who is also a study advisor), a student mentor for first-year students and the individual lecturers. Labour market preparation is provided at both the faculty and programme level.

The main issue with the bachelor's programme South and Southeast Asian Studies is the low student intake. Although intensive marketing can help in increasing the numbers, publicity by itself cannot solve all problems in this area. The panel therefore supports the ideas of the programme to develop a broad label bachelor's programme Asian Studies. It appreciates the efforts of the management and staff to safeguard the viability of the programme and encourages them to keep exploring the possibilities of such a broad label bachelor's programme.

Finally, the panel established that the programme is supported by sufficient numbers of high-quality staff who cover all the necessary disciplines and regions. The staff consists of distinguished scholars and active researchers who bring the results of their research into the seminars they teach. The panel supports the attempts of the faculty to harmonise the way the staff is being allocated by the various Research Institutes involved in the programme.

### **Conclusion**

*Bachelor's programme South and Southeast Asian Studies:* the panel assesses Standard 2 as 'meets the standard'.



### **Standard 3: Student assessment**

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

#### **Findings**

##### *System of assessment*

The Faculty of Humanities safeguards the system of assessment for all programmes in the Region Studies cluster at Leiden University. It drafted a general assessment policy, which is shared amongst the programmes. In it, the teachers are assigned a central role in assuring the quality of assessment; as content experts, they know the requirements of the relevant fields. Fraud and plagiarism are considered intolerable; the various Boards of Examiners active within the faculty are expected to closely monitor academic integrity.

Assessment in the programmes is structured according to shared principles. The design of all forms of assessment is always peer-reviewed: tests and exams are checked for their validity and coherence prior to being run. Also, exams are designed in such a way that the students are invited to continuously sharpen their skills and broaden their knowledge, based on the principles of structural alignment. In this way, they develop their knowledge and skills from a basic to a more advanced level, appropriate for their degree level. Knowledge acquisition and application are continuously tested, as are academic and communication skills. The preferred format is to test the students multiple times within a course, using a diversity of testing forms and methods. At least two independent examiners are involved in the assessment of students' theses or final projects.

The faculty has developed various guidelines and materials to support the Boards of Examiners, programmes and their staff in order to develop and enhance their assessment practices and design. The panel verified that a newly developed *Manual for Boards of Examiners* is proving helpful to align assessment practices at the various programmes. It also considered the support materials available to staff very useful, with advice regarding the quality assurance of testing and practical tips and suggestions regarding exam design. These guidelines are available in both Dutch and English. In addition, the faculty recently introduced a standard evaluation form for thesis assessment to enhance the transparency of their assessment across all programmes under its remit.

The panel is pleased with the increased uniformity of assessment procedures, which adds to the transparency and clarity of assessment in all programmes. It considers the faculty's efforts in response to recommendations regarding its assessment level to be good, resulting in a sound support system for all programmes within the Region Studies cluster. During the site visit, the panel found that the various Boards of Examination were engaged and operating in line with faculty policies and principles. It noted, however, that not all Boards interpreted the faculty's guidelines regarding the handling of fraud cases in a similar way. In some programmes, staff members still seemed to deal with individual occurrences on a case-by-case basis. While the panel has no concerns regarding the staff members' integrity in these matters, it still advocates that the Boards and faculty to step in. In its opinion, fraud cases should always be handled by the responsible Board of Examiners. It advises clearly communicating the faculty guidelines regarding fraud, and adjusting them if and where necessary.

##### *Board of Examiners Asian Studies*

The panel held an interview with the Board of Examiners for Asian Studies. The Board is supported by a secretary and supplemented by an external member, who is also an assessment expert; as this external member is a member of all Boards within the faculty, she also safeguards the exchange of information. It is responsible for the bachelor's programmes South and Southeast Asian Studies and Korean Studies, the master's programme Asian Studies and the research masters Asian Studies and Middle Eastern Studies. It meets every two weeks, and the members formally have half a day a week available for their work.

The Board of Examiners delegates part of its work to an Assessment Committee, which is a subcommittee of it. The Assessment Committee assesses the courses of the study programmes in a three- or six-year cycle; special attention is paid to new courses, ones taught by new lecturers or ones that have been evaluated critically. If the Board makes recommendations, it checks in the following year whether they have been implemented. The panel also learned that the system of archiving examination and course results has improved in recent years, as 85% is now available on Blackboard.

In addition, the Assessment Committee evaluates 15% of the theses each year, more for small programmes. In recent evaluations, it observed no significant problems. In some cases it encountered assessment forms in which the formulation left much to be desired or in which there was no clear relationship between the formulation of the findings and the grades. In such cases, it sends an e-mail to the supervisor to clarify the lack of transparency. It has found that the differences in grading between the first and second reader are limited. Calibration sessions have not yet been held, but the Board is exploring this option: the panel believes that these sessions would be a good addition to the current quality policy. It judges that the Board of Examiners and the Assessment Committee for the South and Southeast Asian Studies programme fulfill their tasks in an appropriate manner.

During the site visit the panel discussed the stay abroad in Yogyakarta or Hyderabad with the Board of Examiners. The stay abroad programme at the start of the third year is only available for SSEAS students who have obtained the propaedeutic diploma and have successfully completed a specified set of courses (45 EC) in the second year. From the interview it was clear to the panel that the staff works closely together with the partner universities in a context of mutual trust and that the Board of Examiners has confidence in this collaboration. It understands this position and has no reason to doubt the quality of the stay abroad, but it recommends that the Board of Examiners state more formally how it monitors the quality of the stay abroad. For instance, the Board of Examiners could check the partner universities' accreditation or request assessments of student work by SSEAS students from the partner universities involved to include in the Board's sample of courses.

#### *Assessment*

The students are assessed regularly in both content and language courses. Each course contains at least two assessments, often three or more. The language courses include regular graded homework assignments, frequent lexical tests, and both written and oral examinations. In the classical languages (Tibetan and Sanskrit), the focus is on written examinations and textual translations.

In the content course, the types of assessment develop during the programme. In the first year, written examinations with short questions predominate, together with short written assignments. In the second year the students have to write longer assignments and essay questions; oral presentations linked to the assignments are part of the assessment as well. In some courses the students have to write weekly web postings as well. According to the assessment plan, all assessments are connected to the learning outcomes and to the development of the required academic skills. All examinations have to be approved by two members of staff with the appropriate expertise. The panel read a number of assignments and believes they are suitable for a bachelor's programme with a substantial language component. It established that the assessment methods show sufficient variety.

#### *Thesis assessment*

The bachelor's theses are assessed by the supervisor and a second reader, appointed by the Board of Examiners. The theses are submitted electronically and are automatically tested for plagiarism (like most written assignments). Where possible, the use of primary-source materials in the target language is strongly encouraged. The panel read eight theses and broadly agreed with the judgements of the supervisors.



The programme uses a faculty assessment form for the theses, on which the supervisor and the second reader independently substantiate their judgment. Their comments are collected on a third form for the student; the supervisor may edit the comments on this form. The panel is positive about this assessment form, but noted that the input of the second reader was not always clear in the forms that were supplied by the programme. It believes it is useful for the students to see the comments of both the first and second reader, and to know how the final mark was reached.

### **Considerations**

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been expanded in recent years and gives the programmes more control; this is reflected, among other things, in the manuals and guidelines that have been developed. The panel is of the opinion that the faculty support is of good quality and notes that since the previous round of programme assessments, the faculty has professionalised its assessment procedures. However, the procedure in the case of plagiarism and fraud still deserves further attention; it recommends that the guidelines on these topics be reviewed.

The panel is of the opinion that the Board of Examiners fulfills its responsibilities. It is especially positive about the contribution of the external member, who provides a link between the various Boards across programmes. However, it feels that the Board should implement more tools to evaluate the quality of education during the stay in India or Indonesia, for example by having students evaluate the courses they follow abroad.

The panel established that the South and Southeast Asian Studies programme uses appropriate types of assessment that are sufficiently varied. Alongside the traditional types of assessments, more innovative forms, such as web postings, are used as well; the panel finds this stimulating. It approves of the frequent assessments in the language courses and the progressive types of assessment in the content courses. It agrees with the assessment of the theses and with the role of the supervisor and second reader. However, it recommends ensuring that the comments of the second reader are clearly recognisable to the students and that the students know how the final mark was reached.

### **Conclusion**

*Bachelor's programme South and Southeast Asian Studies:* the panel assesses Standard 3 as 'meets the standard'.

### **Standard 4: Achieved learning outcomes**

The programme demonstrates that the intended learning outcomes are achieved.

### **Findings**

The panel read eight theses of the bachelor's programme South and Southeast Asian Studies. It established that in these theses, the students demonstrated that they have achieved the intended learning outcomes. It encountered captivating and relevant topics that were incorporated in a well-informed analysis. Most of the theses were well written, using an appropriate academic style. In a number of the theses, methodology was an issue; the panel read a few theses with a lack of methodological awareness, which renders the conclusions somewhat predictable (see also Standard 2, where a recommendation is made to solve this issue). Some theses were descriptive rather than analytical. In addition, the panel noted that a language component (i.e. primary sources in the target language) was generally lacking, in spite of the fact that the students are reportedly encouraged to incorporate such a component in their thesis.

Most graduates (50-75%) follow a subsequent master's programme in Leiden. They have automatic access to the master's programme Asian Studies, in which both Southeast Asian and South Asian study tracks are offered. They also follow other master's programmes in Leiden and elsewhere, in which they are welcomed on the basis of the skills and knowledge they acquired during the bachelor's

programme. As far as the programme management is aware, the graduates do not experience major hurdles in their subsequent education.

Since faculty research on the graduates' careers is collected under the general denominator 'Asian Studies', the programme has no specific quantitative data on the labour market situation of its graduates. During the alumni day in 2019, a number of alumni made a presentation about their careers: they included a journalist, a politician, a culinary entrepreneur, a professional linguist and a university lecturer. Other alumni whose career is known work in copywriting, communication, translation and editing jobs. The panel advises the programme to keep track of its alumni's careers more systematically, which should not pose an unnecessary burden considering the limited numbers.

### **Considerations**

The panel has established that the students of the bachelor's programme South and Southeast Asian Studies achieve a sufficient level and the intended learning results. Most of them continue in suitable master's programmes, such as Asian Studies, where they do not appear to experience any major hurdles. The panel finds that the programme sufficiently prepares them for a master's programme. The graduates appear to have no major trouble in finding suitable jobs, although the evidence is largely anecdotal. The panel advises the programme to keep track of its alumni's careers more systematically.

### **Conclusion**

*Bachelor's programme South and Southeast Asian Studies*: the panel assesses Standard 4 as 'meets the standard'.

## **GENERAL CONCLUSION**

The panel assessed all four standards of the bachelor's programme South and Southeast Asian Studies as 'meets the standard'. According to the decision-making rules of the NVAO, the general final assessment of the programme is therefore 'positive'.

### **Conclusion**

The panel assesses the *bachelor's programme South and Southeast Asian Studies* as 'positive'.







## APPENDICES



## APPENDIX 1: INTENDED LEARNING OUTCOMES

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

### **Knowledge and understanding**

1. General knowledge of the language map of South and Southeast Asia and of the position of the languages of this region, in particular Hindi, Indonesian, Sanskrit and Tibetan, within language families;
2. General knowledge of different scholarly approaches to language;
3. Insight into the functioning of language in various socio-political contexts in South and Southeast Asia;
4. Basic knowledge of historical and current developments in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the study of history;
5. Basic knowledge of the history and institutions of at least one of the major religions in South and Southeast Asia (Buddhism, Hinduism, Islam), and a broad knowledge of the study of religion;
6. Basic knowledge of various cultural expressions (language, literature, art and material culture, performing arts, popular culture) in South and Southeast Asia, in particular India, Indonesia and Tibet, and a broad knowledge of the various scholarly approaches to these cultural expressions;
7. Deeper knowledge of, and insight into, one of the two specialized areas of study in the programme (1. Modern South and Southeast Asia or 2. Classical Cultures of South and Southeast Asia);
8. Knowledge of, and insight into, the history and state of the art of the study of South and Southeast Asia.

### **Applying knowledge and understanding**

9. Language proficiency: the learning outcomes with regard to the component language acquisition depend on the chosen language (Hindi, Indonesian, Sanskrit, or Tibetan) and the level at which the student completes this component. The minimum allowable completed language component is 40 EC; Aims and objectives of the Common European Framework of Reference for Languages.



<i>Hindi:</i>	Propaedeutic	Bachelor
Listening	A1	B1
Reading	A2	B2
Spoken interaction	A1	B1
Spoken production	A1	B1
Writing	A1	B1

<i>Indonesian:</i>	Propaedeutic	Bachelor
Listening	A2	B2
Reading	B1	B2
Spoken interaction	A1	B1
Spoken production	A2	B2
Writing	A2	B2

#### *Sanskrit*

Knowledge and understanding of the idiom of different text genres in classical Sanskrit; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context;

#### *Tibetan*

Knowledge and understanding of the idiom of different text genres in classical Tibetan; ability to read authentic material on specific topics within the student's individual research interests and to interpret this material in its cultural context.

### **Judgement**

10. The ability to answer basic research questions regarding the study of South and Southeast Asia using secondary sources and, depending on the language chosen and the level achieved in this language, primary sources;

### **Learning skills**

11. Ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective.

## APPENDIX 2: OVERVIEW OF THE CURRICULUM

<b>Year 1</b>		
<u>Semester 1</u>		
	EC	Level
Core curriculum: Area Studies	5	100
Premodern History of South and Southeast Asia	5	100
Histories of Modern South and Southeast Asia	5	100
Academic Skills (South and Southeast Asian Studies)	-	100
Elective Religion: choose one	5	100
Introduction to the Study of Islam	(5)	100
Introduction to Buddhism	(5)	100
Introduction to Hindu Religions	(5)	100
<b>Elective Languages (10 EC):</b>	<b>10</b>	<b>100</b>
Hindi 1	(10)	100
Sanskrit 1	(10)	100
Tibetan 1	(10)	100
Indonesian 1	(10)	100

<u>Semester 2</u>		
Nation, Community, Self: Questions of Culture in South and Southeast Asia	5	100
Languages of South and Southeast Asia: History, Context and Structure	5	100
State, Politics and Economy in Modern South and Southeast Asia	5	100
Classical Cultures of South and Southeast Asia: Seminar 1	5	100
Academic Skills (South and Southeast Asian Studies)	-	100
<b>Elective Languages (10 EC)</b>	<b>10</b>	<b>200</b>
Hindi 2	(10)	200
Sanskrit 2	(10)	200
Tibetan 2	(10)	200
Indonesian 2	(10)	200



<b>Year 2</b>		
<u>Semester 1</u>		
	EC	Level
Living Histories: Locating Pasts in Southern Asia	5	200
<b>Elective Languages (10 EC)</b>	<b>10</b>	<b>300</b>
Sanskrit 3	(10)	300
Hindi 3	(10)	300
Indonesian 3	(10)	300
Tibetan 3	(10)	300
<b>Electives Tracks: choose 10 EC within one track</b>	<b>10</b>	
<i>Track A: Modern South and Modern Southeast Asia</i>		
Politics of Southeast Asia	(5)	200
Modern media in SSEA	(5)	200
Culture of Tibet	(5)	200
The Indian Ocean World: sailors, scholars, slaves	(5)	200
Displacement and Development: anthropological perspectives on South Asia	(5 of 10)	200
Islam in Southeast Asia: the basics	(5)	300
Comparative colonial history: Dutch and British Indies, 1750-1950	(10)	300
<i>Track B: Classical Cultures of South and Southeast Asia</i>		
Buddhist art	(5)	200
Culture of Tibet	(5)	200
Iconography of South and Southeast Asia	(5)	200
<b>Elective SSEAS: choose a 5 EC course within track A or B</b>	<b>5</b>	

<u>Semester 2</u>		
Core curriculum: Philosophy of science	5	200
Seminar II: Heritage of South and Southeast Asia	5	200
Elective Languages (10 EC)	10	300
Hindi 4	(10)	(300)
Indonesian 4	(10)	(300)
Sanskrit 4	(10)	(300)
Tibetan 4	(10)	(300)
<b>Electives Tracks: choose 10 EC within the earlier chosen track</b>	<b>10</b>	
<i>Track A: Modern South and Modern Southeast Asia</i>		
Anthropology and Sociology of Modern Day South-East Asia	(10)	(200)
Islam in the Modern World	(5)	(200)
Tibet: State and Society	(5)	(300)
Literatures of South and Southeast Asia	(5)	(200)
Oral Traditions of South and Southeast Asia	(5)	(300)
Economies of South and Southeast Asia	(5)	(200)
<i>Track B: Classical Cultures of South and Southeast Asia</i>		
Tibetan Buddhism	(5)	(200)
Literatures of South and Southeast Asia	(5)	(200)
Oral Traditions of South and Southeast Asia	(5)	(300)
Hindu Myths in the Art of South and Southeast Asia	(5)	(300)
World Philosophies: India	(5)	(100)
Architecture: The Temple and the Stupa	(5)	(300)
Tibet: State and Society	(5)	(300)
(Extracurricular: Tantric Buddhism in mediaeval India)	(5)	(200)



<b>Year 3</b>			
<u>Semester 1</u>			
		EC	Level
Study Abroad or		30	-
Alternative programme in Leiden: choose one of the following		30	-
Advanced Readings in Sanskrit Literature or Hindi Literature		(10)	400
A course within track A or B		(5)	-
Electives		(15)	-
<b>Or</b>			
A course from the earlier chosen track		(10)	-
A course from track A or B		(5)	-
Electives		(15)	-
<i>Available courses from track A:</i>			
Comparative Colonial History: Dutch and British Indies, 1750-1950	(10)	(300)	
Culture of Tibet	(5)	(200)	
Displacement and Development: Anthropological Perspectives on South Asia	(5 of 10)	(200)	
Modern Media in SSEA	(5)	(200)	
Politics of Southeast Asia	(5)	(200)	
<i>Available courses from track B:</i>			
Buddhist Art	(5)	(200)	
Culture of Tibet	(5)	(200)	
Iconography of South and Southeast Asia	(5)	(200)	

<u>Semester 2</u>		
BA Thesis (South and Southeast Asian Studies)	10	400
Seminar III: Heritage of South and Southeast Asia	5	300
Electives	15	-



## APPENDIX 3: PROGRAMME OF THE SITE VISIT

<b>Day 1: November 19, 2019 – Bachelors Chinastudies, Japanstudies, Koreastudies, and South and Southeast Asian Studies</b>		
09.00	09.15	Brief welcome
09.15	09.30	Installation of the panel
09.30	11.30	First panel meeting and reading of documentation
11.30	12.15	Faculty Board: Vice dean Master's programmes Vice dean Bachelor's programmes Student assessor Faculty Board
12.15	13.00	Lunch
13.00	13.45	Programme Boards and Coordinators of Studies of Chinastudies and Japanstudies: Chair Programme Board Japanstudies Chair Programme Board Chinastudies Coordinator of Studies Chinastudies Coordinator of Studies Japanstudies Student member Programme Board Chinastudies Student member Programme Board Japanstudies)
13.45	14.30	Students (and alumni) of Chinastudies and Japanstudies
14.30	15.15	Staff of Chinastudies and Japanstudies
15.15	15.30	Break
15.30	16.15	Programme Boards and Coordinators of Studies Koreastudies, and South and Southeast Asian Studies: Chair Programme Board Koreastudies Chair Programme Board South and Southeast Asian Studies Coordinator of Studies Koreastudies Coordinator of Studies South and Southeast Asian Studies Student member Programme Board Koreastudies Student member Programme Board South and Southeast Asian Studies
16.15	16.45	Open consultation hour Area Studies II
16.45	17.30	Panel meeting
17.30	18.00	Alumni of Asian Studies 60 EC and 120 EC and African Studies

<b>Day 2: November 20, 2019 – Bachelor Afrikaanse talen en culturen, and Masters African Studies, and Asian Studies 60/120 EC</b>		
08.30	09.30	Panel meeting and reading of the documentation
9.30	10.15	Students (and alumni) of Koreastudies, and South and Southeast Asian Studies
10.15	11.00	Staff of Koreastudies, and South and Southeast Asian Studies
11.00	11.15	Break



11.15	12.00	Programme Board and Coordinator of Studies Afrikaanse talen en culturen and African Studies: Chair Programme Board Afrikaanse T&C and African Studies Member Programme Board African Studies Coordinator of Studies Afrikaanse T&C and African Studies Student member Programme Board Afrikaanse T&C Student member Programme Board African Studies
12.00	12.45	Students and alumni of Studies Afrikaanse talen en culturen and African Studies
12.45	13.30	Lunch
13.30	14.15	Staff of Studies Afrikaanse talen en culturen and African Studies
14.15	15.00	Programme Board and Coordinators of Studies Asian Studies 60 EC and Asian Studies 120 EC: Chair Programme Board Coordinator of Studies Student member Programme Board
15.00	15.45	Students of Studies Asian Studies 60 EC and Asian Studies 120 EC
15.45	16.30	Staff of Studies Asian Studies 60 EC and 120 EC
16.30	17.30	Panel meeting

<b>Day 3: November 21, 2019 – Boards of Examiners</b>		
08.30	09.30	Panel meeting and reading of the documentation
09.30	10.30	Boards of Examiners Chinastudies and Asian Studies (relevant programmes: B Chinastudies, B Korean Studies, B SSEAS, M Asian Studies (60 EC/120 EC)): Chair Chinastudies Member Chinastudies Chair Asian Studies Secretary External member
10.30	11.30	Boards of Examiners Japanstudies and African Studies (relevant programmes: B Japanstudies, B Afrikaanse talen en culturen, M African Studies): Chair Japanstudies Chair Afrikaanse Studies Member Afrikaanse Studies Secretary External member
11.30	12.00	Panel meeting
12.00	12.45	Lunch

12.45	13.30	Final meeting management: Vice dean Master's programmes Vice dean Bachelor's programmes Student assessor Faculty Board Chair Koreastudies Chair South and Southeast Asian Studies Chair Asian Studies Chair Afrikaanse talen en culturen and African Studies Chair Japanstudies Chair Chinastudies
13.30	16.30	Composing of final judgment
16.30	16.45	Break
16.45	17.30	Development dialogues – parallel



## APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

### *Thesis selection*

Prior to the site visit, the panel studied eight theses of the bachelor's programme South and Southeast Asian Studies. It studied a selection of theses and their assessment forms, based on a provided list of 23 graduates between 2016-2018. The programme has outlined two tracks: Modern South and Modern Southeast Asia; and Classical Cultures of South and Southeast Asia. These are not official specialisations and as such, these paths are not registered separately. Because the programme also includes other options for specialisation (e.g. on the languages Hindi, Indonesian, Tibetan, Sanskrit), the panel ensured that a variety of topics 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. Further information on the selected theses is available from QANU upon request.

The bachelor's programme South and Southeast Asian Studies shares a Board of Examiners with the bachelor's programme B Korean Studies, the master's programmes M Asian Studies (60 EC), M Asian Studies (120 EC), and the research master's programmes RM Asian Studies and RM Middle Eastern Studies. The programme shares three mandatory courses (15 EC in total) with other programmes at the Faculty of Humanities: it shares 'Nation, Community, Self: Questions of Culture in South and Southeast Asia' with the B Middle Eastern Studies (5 EC), 'Kerncurriculum: Area Studies' (5 EC) with the B Japan Studies, B Middle Eastern Studies, B Ancient Near Eastern Studies and B Korean Studies, and the 'Kerncurriculum: Wetenschapsfilosofie' course (5 EC) is shared amongst most bachelor's programmes at the Faculty of Humanities. In addition, the programme shares many electives with other programmes: with the bachelor's programme B Middle Eastern Studies (15 EC), B China Studies (10 EC), M Asian Studies (105 EC), B Religiewetenschappen (30 EC), B Filosofie (5 EC) and M Philosophy (5 EC).

### *Documents studied*

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):

Faculty-wide documents:

- *Transferable skills at the Faculty of Humanities;*
- Flyers Career Services Humanities (including: *Your Future: From university to a career*);
- Flyer Humanities Master's Buddy Programme;
- Overview Leiden University Master's Programmes 2019-2020;
- Flyer education vision: *Learning@LeidenUniversity*;
- Analyses arbeidsmarktonderzoek Faculteit der Geesteswetenschappen;
- *Tips bij Toetsen*;
- *Expertisecentrum Online Leren Evaluatierapport 2017-2018.*

Specific reading material concerning the bachelor's programme South and Southeast Asian Studies:

- Study material 'Introduction to Hindu Religions' (BA1);
- Study material 'Hindi I' (BA1);
- Study material 'Modern Media in South and Southeast Asia' (BA2);
- Annual programme reports 2015-2018;
- Annual reports Board of Examiners 2015-2018;
- Meeting minutes Programme Committee 2015-2019;
- *Factsheets Nationale Studenten Enquête 2018*;
- ICLON course evaluations;
- Educational innovation;
- Programme metrics 2015-2018;
- Assessment plans;

- ICLON programme evaluation 2019;
- Student evaluation (addendum to student chapter SER);
- Thesis writing process evaluation;
- *Onderwijs- en Examenregeling September 2019.*

Links provided on laptops:

- Video: Student assessor Faculty Board on the Faculty structure;
- Study association SIITAA (South and Southeast Asian Studies).