

A large, abstract graphic consisting of several overlapping, curved white lines on a pink background, resembling a stylized 'A' or a series of connected loops.

M Philosophy (60 EC)
M Philosophy (120 EC)
University of Amsterdam

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Summary

Standard 1. Intended learning outcomes

The panel concludes that both the 60 EC master's programme Philosophy (1MA) and the 120 EC master's programme Philosophy (2MA) offered at the University of Amsterdam (UvA) have clear objectives and attractive profiles. In both the 1MA and 2MA, students acquire advanced academic skills as well as knowledge and understanding of a philosophical specialization of their own choice. Students are educated to be able to perform independently and professionally at an advanced academic level. The programmes are well-conceived and are characterized by an emphasis on systematic philosophy. The programmes address a broad and balanced scope of both continental and analytical philosophical traditions and subdisciplines. The programmes are strongly connected to the research of lecturers, allowing students to get acquainted with various research traditions in philosophy. The panel considers the exit qualifications of both programmes to be clearly defined, well-elaborated, and appropriate for the academic master level. They are aligned with the demands and expectations of the international philosophical discipline. Alignment with the professional and academic field is adequately realized through discussion with the advisory board.

Standard 2. Teaching-learning environment

The panel concludes that the curricula of both the 1MA and the 2MA programmes are well designed, coherently structured, and aligned with the exit qualifications. Students have a large degree of freedom to define their own philosophical specialization. The panel is impressed by the flexibility in the programmes, but also sees some vulnerabilities, particularly in the 1MA (which includes very few compulsory courses), with regard to guaranteeing that each student acquires sufficient general philosophical background. It advises the programme to (continue to) make sure that the achievement of all exit qualifications is not compromised. In the past few years, the attention for diversity in the philosophical content offered and critical reflection on the canon was strengthened in both programmes. The panel encourages the programmes to continue this development.

During the programmes, students can get acquainted with the role of philosophy in the various professional fields through multiple activities. The learning environments are well designed, making use of a good variety of teaching methods. The programme is strongly student-centred. The 1MA programme offers an English as well as a Dutch track. The 2MA is taught in English. According to the panel, the choice for English fits with the international nature of the academic field of philosophy and allows students to prepare for an academic career. The panel appreciates that the 1MA still offers a Dutch track as well. A fair number of students is international, resulting in an international classroom. The panel advises to pay extra attention to the guidance and support of international students.

The admission criteria are appropriate. Although the programmes in themselves are feasible, according to the panel, the study success rates require improvement. The panel advises to systematically analyse the causes of study delay, and in particular identify and tackle factors that are within the sphere of influence. The panel recommends to also look into the role of students' large degree of freedom in relation to study delay. According to the panel, student guidance is well structured. The programmes have a good tutoring system in place, but not all students participate in it. The panel advises the programmes to take measures to increase participation, as this will benefit the students and their study progress. For example, the programmes may consider making the tutoring meetings mandatory and scheduling the first individual meeting with the tutor by default.

The teaching staff is motivated, accessible, helpful, and cooperative. Lecturers are competent, qualified, and highly dedicated to the students. Most lecturers are very active in research, ensuring a strong connection between education and research.

Standard 3. Student assessment

The panel concludes that assessment in both programmes is well-designed, and that varied and appropriate assessment methods are applied. In the past few years, the programmes evidently improved the quality assurance regarding assessment. There is regular consultation and calibration about assessment among the teaching staff. Also, the four eyes principle is consistently applied in thesis assessment. Moreover, the thesis assessment form was improved. The panel does advise to diversify the thesis regulations and assessment criteria more specifically per master's programme, to better align them with the specifics of each programme. For the 2MA programme in particular, the panel recommends adding an assessment criterion regarding the philosophical reflection on the non-philosophical discipline. Also, both programmes should see to it that the scores in the thesis assessment form are always elaborately substantiated by both examiners. Furthermore, the panel advises the programmes to see to compliance with the criteria for word count more strictly, and to assess other formal and substantive aspects of academic writing more rigorously. Moreover, the procedure with respect to the involvement of a third reader should be laid down more clearly and communicated in an unequivocal way. Lastly, the panel recommends clearly explaining the criteria and expectations for assignments at the start of a course, and to regularly provide feedback during the course, to prepare students for the assessment in an optimal way.

According to the panel, the Examinations Board is in control, competent and proactive in safeguarding the quality of assessment. It safeguards the programmes' exit level by reviewing samples of theses. Some tasks are delegated to the assessment committee, which systematically evaluates assessment quality by reviewing samples of assessment files.

Standard 4. Achieved learning outcomes

Based on the examination of a selection of 15 theses per programme, the panel concludes that the level of the theses is appropriate for an academic master's programme. The theses demonstrate the achievement of the exit qualifications. The documentation and interviews show that graduates are well prepared for the professional field and perform successfully.

Score table

The panel assesses the programmes as follows:

M Philosophy (60 EC)

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

M Philosophy (120 EC)

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

General conclusion

positive

prof. dr. Gerd Van Riel
Chair

drs. Anne-Lise Kamphuis
Secretary

Date: March 26th 2024

Introduction

Procedure

Assessment

On 11 and 12 December 2023, the master's programmes Philosophy (60 EC) and Philosophy (120 EC) of the University of Amsterdam were assessed by an independent peer review as part of the Philosophy cluster assessment. The assessment cluster consisted of 29 programmes, offered by Leiden University, Erasmus University Rotterdam, Radboud University, University of Groningen, Tilburg University, University of Twente, Utrecht University, University of Amsterdam and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Philosophy. Fiona Schouten acted as both coordinator and secretary, and Irene Conradie, Mariette Huisjes, Marieke Schoots, and Anne-Lise Kamphuis acted as secretaries in the cluster assessment. They have been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster through overlapping panel participation. Gerd Van Riel acted as chair of the UvA panel, and was also chair during the assessments at the University of Groningen and the Vrije Universiteit Amsterdam. He participated as a panel member in the site visits to Leiden University, Utrecht University, Erasmus University Rotterdam and Radboud University. Thomas Reydon acted as a panel member at the UvA as well as at the Vrije Universiteit Amsterdam. Martine Prange and Tim van Alten participated as panel members in the assessments of UvA and Erasmus University Rotterdam. On 24 July 2023, the NVAO approved the composition of the panel. The coordinator instructed the panel chairs on their role in the site visit according to the Panel chair profile (NVAO 2016).

The contact persons of the institution composed a site visit schedule in consultation with the coordinator (see appendix 3). The programmes selected representative partners for the various interviews. The interview with students consisted of fulltime students. The programmes could not find part-time students who were willing and able to participate, mainly due to work and other obligations. This was further complicated by the small number of part-time students: for the 60 EC programme, there were between 4-10 part-time students per cohort in the past 6 years, and for the 120 EC programme there was 1 part-time student per cohort at the most in the past 6 years. However, input from part-time students has been included in the student chapters. It was determined that the development dialogue would be part of the site visit. A separate development report was made based on this dialogue.

The programmes provided the coordinator with a list of graduates over the period April 2020 to August 2023 (M Philosophy 60 EC) and September 2018 to July 2023 (M Philosophy 120 EC). In consultation with the coordinator, the panel chair selected 15 theses of each programme. They took the diversity of final grades and examiners into account, as well as various tracks, language and modes of study. For the M Philosophy 60 EC, 12 fulltime and 3 part-time theses were selected. For the M Philosophy 120 EC, 13 fulltime and 2 part-time theses were selected. Prior to the site visit, the programme provided the panel with the theses and the

accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

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

Site visit

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

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to programmes and the contact person in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the Faculty of Humanities of the University of Amsterdam.

Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Martin van Hees, professor of Moral and Political Philosophy, VU University, and Dean of Amsterdam University College (AUC) – chair;
- Prof. dr. Gerd Van Riel, professor of Ancient Philosophy and Dean of the Institute of Philosophy, KU Leuven – chair and panel member;
- Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC;
- Prof. Thomas Reydon, professor of Philosophy of Science and Technology, Leibniz University Hannover;
- Em. prof. dr. Jos de Mul, professor of Philosophical Anthropology, Erasmus University Rotterdam;
- Prof. dr. Sonja Smets, professor in Logic and Epistemology, University of Amsterdam;
- Prof. dr. Bart Raymaekers, professor of Moral Philosophy and Philosophy of Law, KU Leuven;
- Prof. dr. Geert Van Eekert, professor of European Philosophy, University of Antwerp;
- Prof. dr. Martine Prange, professor of Philosophy of Humanity, Culture, and Society, Tilburg University;
- Prof. dr. Wybo Houkes, professor of Philosophy of Science and Technology, Eindhoven University of Technology;
- Prof. Federica Russo, professor in Philosophy of Science and Technology, University of Amsterdam;
- Dr. Victor Gijsbers, assistant professor Philosophy, Leiden University;
- Prof. dr. Vincent Blok, professor of Philosophy of Technology and Responsible Innovation, Wageningen University;
- Prof. Rein Raud, professor of Asian and Cultural Studies, Tallinn University;
- Prof. Corien Bary, professor in Logical Semantics, Radboud University;

- Dr. Elsbeth Brouwer, assistant professor in Philosophy of Language and Cognition, University of Amsterdam;
- Prof. dr. Erik Weber, professor of Philosophy, Ghent University;
- Dr. Constanze Binder, associate professor Philosophy, Erasmus University Rotterdam – referee;
- Dr. Bruno Verbeek, assistant professor of Ethics and Political Philosophy, Leiden University – referee;
- Sarah Boer, MA student Philosophy, Politics, and Society, Radboud University – student member;
- Tim van Alten BSc, MSc student Philosophy of Science, Technology and Society, University of Twente – student member;
- Christa Laurens, MA student Modern European Philosophy, Leiden University – student member.

The panel assessing the Philosophy master’s programme at the University of Amsterdam consisted of the following members:

- Prof. dr. Gerd Van Riel, professor of Ancient Philosophy, KU Leuven – chair;
- Prof. dr. Thomas Reydon, professor of Philosophy of Science and Technology, Leibniz University Hannover;
- Prof. dr. Martine Prange, professor of Philosophy of Humanity, Culture, and Society, Tilburg University;
- Prof. dr. Corien Bary, professor in Logical Semantics, Radboud University;
- Tim van Alten BSc, MSc student Philosophy of Science, Technology and Society, University of Twente – student member.

Information on the programmes

Name of the institution:	University of Amsterdam
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive

Programme name:	Philosophy
CROHO number:	60822
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specializations or tracks:	Filosofie Philosophy
Location:	Amsterdam
Mode(s) of study:	Fulltime, parttime
Language of instruction:	Dutch, English
Submission date NVAO:	1 May 2024

Programme name:	Philosophy
CROHO number:	60823
Level:	Master
Orientation:	Academic
Number of credits:	120 EC
Specializations or tracks:	Philosophy of the Social Sciences

Location:	Philosophy of the Humanities
Mode(s) of study:	Amsterdam
Language of instruction:	Fulltime, parttime
Submission date NVAO:	English
	1 May 2024

Description of the assessment

Previous accreditation panel's recommendations

The previous accreditation of both the 60 EC master's programme Philosophy (1MA) and the 120 EC master's programme Philosophy (2MA) offered at the Faculty of Humanities of the University of Amsterdam (UvA) took place in 2017. The panel assessed the standards 1, 2, and 4 as satisfactory. Standard 3 was assessed as unsatisfactory, based on the following criticisms: insufficient archiving (missing assessment forms), insufficiently systematic procedure concerning the role of the second assessor for theses, insufficient consistency in thesis assessment, lack of transparency and independence in the assessment system and insufficient assessment of language skills. As a result of the score on standard 3, a recovery trajectory took place. As part of this, several improvements were implemented, which included the introduction of a new archiving system for theses, the development of rubrics for thesis assessment, including an assessment criterion concerning language skills, and the organization of 'educational meetings' ('onderwijsmiddagen') about assessment. In the recovery assessment in 2019, standard 3 was assessed as satisfactory.

With regard to 1MA, the panel also gave several recommendations concerning the other standards in 2017. The panel advised to:

- reformulate the intended learning outcomes to better reflect the programme, and possibly include specializations;
- strengthen the tutoring system in order to increase study success.

In the self-evaluation reports of the current assessment, the programmes elaborately describe the actions undertaken as part of the recovery trajectory and in response to the other recommendations. Also, several improvements were discussed in the interviews during the site visit. The panel concludes that the recovery trajectory resulted in evident improvements with regard to assessment. In this report, this will be further discussed under standard 3. The other recommendations have also been adequately followed up on, as is described further on in the report.

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

Profile

In both the 1MA and 2MA, students acquire advanced academic skills as well as knowledge and understanding of a philosophical specialization of their own choice. Students are educated to be able to perform independently and professionally at an advanced academic level in the professional field. Also, students are prepared for a doctoral programme and other research positions.

1MA

The 1MA programme offers an English-taught track ('Philosophy') and a Dutch-taught track ('Filosofie'). The content of the programme is the same in both tracks. The previous accreditation's panel suggested to introduce formal thematic specializations. After consideration, the programme decided to introduce four thematic clusters instead of specializations. The thematic clusters inform students about possibilities for interesting combinations of (restricted choice) electives within four domains: 'Ethics, Politics and Society',

‘Art, Culture and Critique’, ‘Language, Logic, Mind and Metaphysics’ and ‘Science, Humanities, Technology and Society’. However, students are still free to choose (restricted choice) electives from outside the suggested thematic selection. In this way, the various possible ways to specialize are clearer for students while the flexible nature of the programme is not compromised.

2MA

While the formal name of the 2MA programme is ‘Philosophy’, the programme is known as ‘Master’s programme in Philosophy of the Humanities and the Social Sciences’ within UvA, to better distinguish it from the 1MA. In the 2MA, students specialize in either ‘Philosophy of the Humanities’ or ‘Philosophy of the Social Sciences’. They follow a non-philosophical programme (60 EC) on master’s level in the area of their choice (Humanities or Social Sciences). The other 60 EC is dedicated to acquiring knowledge and skills to philosophically reflect on the chosen academic field. Rather than focusing on classical philosophy of science, this philosophical reflection concerns the scientific methods and construction of objects in the scientific field as well as the functioning of this science in a political and social context. The reflection should result in a critical analysis of scientific practices in the chosen area. The philosophical courses within each specialization have specific relevance to the chosen field: Humanities or Social Sciences.

Both programmes are characterized by an emphasis on systematic philosophy, paying a lot of attention to the fundamentals of important systematic disciplines in philosophy. The history of philosophy is also addressed, but mostly in a systematic context. Based on the documentation and the interviews, the panel concludes that the programmes address a broad and balanced scope of both continental and analytical philosophical traditions and subdisciplines. The panel is positive about the profile of the programmes and thinks that the programmes are well-conceived and attractive, paying attention to many different currents in philosophy. According to the panel, the 2MA programme’s profile is especially distinctive and relevant. The panel also appreciates the strong connection between the educational programmes and the research of lecturers, allowing students to get acquainted with various research traditions in philosophy.

Exit qualifications

The 1MA programme’s intended learning outcomes are described in nine general and five programme-specific exit qualifications. In response to a recommendation from the previous accreditation’s panel, the programme reformulated the exit qualifications to better reflect the programme. For the 2MA, the same nine general exit qualifications apply, complemented by two programme-specific exit qualifications and three specific exit qualifications for each specialization. See appendix 1 for a detailed description of the exit qualifications. The general exit qualifications include one qualification (A3) exclusively focused on academic (research) integrity. The self-evaluation reports of both programmes describe in which exit qualifications the Dublin descriptors for the master’s level are addressed. To achieve alignment with the (international) discipline, the exit qualifications are regularly discussed among the programme management and lecturers. Each year, they are presented to various bodies in the faculty (such as the Programme Committee, the Examinations Board, the Student Council and the Faculty Board) for formal consent or advice. To guarantee alignment with the expectations and needs of the professional field, the exit qualifications are discussed with the advisory board (‘Alumni klankbordgroep’) each year. The advisory board consists of alumni working in various sectors within the professional field.

The panel thinks that the exit qualifications of both programmes are clearly defined and well-elaborated. They are appropriate for the academic orientation of the programme and the master’s level as described in the Dublin descriptors. The exit qualifications are aligned with the demands and expectations of the international philosophical discipline and the professional field. Alignment with the professional field is adequately realized through discussion with the advisory board.

Considerations

The panel concludes that both the 60 EC master's programme Philosophy (1MA) and the 120 EC master's programme Philosophy (2MA) offered at the UvA have clear objectives and attractive profiles. The programmes are well-conceived and are characterized by an emphasis on systematic philosophy. The programmes address a broad and balanced scope of both continental and analytical philosophical traditions and subdisciplines. The programmes are strongly connected to the research of lecturers, allowing students to get acquainted with various research traditions in philosophy. The panel considers the exit qualifications of both programmes to be clearly defined, well-elaborated, and appropriate for the academic master level. They are aligned with the demands and expectations of the international philosophical discipline. Alignment with the professional and academic field is adequately realized through discussion with the advisory board.

Conclusion

The panel concludes that both programmes meet standard 1.

Standard 2. Teaching-learning environment

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

Findings

Curriculum

Both the 1MA and the 2MA are offered as fulltime and part-time programmes. The part-time variants consist of the same courses as the fulltime variants. However, part-time students progress through the curriculum at a slower pace. Appendix 2 includes overviews of the curricula.

1MA

The 1MA programme consists of 60 EC. It is offered as a one-year fulltime programme and a two-year part-time programme. The curriculum includes 24 EC of mandatory courses, namely the Colloquium (6 EC) and the Thesis (18 EC). The curriculum includes 36 EC of electives, with a minimum of 24 EC in restricted-choice philosophical courses. As described above, the programme defined four thematic clusters with corresponding electives. Students can choose electives from one thematic cluster, if they wish to specialize in that area, or choose electives from different thematic clusters if they wish to develop a more general and broad profile (e.g. if they aspire to be a teacher). As part of the Colloquium, students participate in the Research Seminar. After this, they join a seminar ('werkgroep') connected to one of the four thematic clusters in the second part of the Colloquium. In this seminar, students prepare their thesis proposal. A supervisor is then appointed to each student. The thesis should clearly reflect the chosen thematic cluster.

2MA

The 2MA programme consists of 120 EC and is offered as a two-year fulltime programme and a four-year part-time programme. Students choose one of two specializations ('Philosophy of the Humanities' or 'Philosophy of the Social Sciences'). The programme includes 60 EC of non-philosophical courses (typically the first year). For this, students either follow a master's programme in Humanities or a master's programme in Social Sciences at the UvA. The other 60 EC consists of 48 EC of mandatory courses and 12 EC for electives. The mandatory courses include an 18 EC thesis preceded by the 6 EC Colloquium (that prepares for the thesis). In the specialization 'Philosophy of the Humanities' students also take the course 'History and Philosophy of the Humanities' (12 EC) and 'History, Identity, Agency' (12 EC). In the specialization

'Philosophy of the Social Sciences' students also take the course 'Philosophy of the Social Sciences' (12 EC) and 'Philosophy, Science and Public Affairs' (12 EC).

In the self-evaluation reports, both programmes describe in which courses each exit qualification is addressed. Additionally, the relation between the exit qualifications and the courses is demonstrated in a matrix for each programme. Skills such as discussion and argumentation are addressed and assessed in all (restricted choice) electives. All skills mentioned in the exit qualifications are assessed in the mandatory courses of the programmes, particularly in the Colloquium and the thesis. According to the panel, the curricula for both programmes are well designed and well aligned with the exit qualifications. The curricula have a good structure, allowing students to achieve the relevant academic knowledge, understanding, and skills. Also, the topic of ethics and research integrity is well integrated in the majority of courses in the programmes.

The programmes, most notably the 1MA, are characterized by a large degree of freedom for students to compose their own programme. The panel is impressed by the flexibility in the programme that allows students to define their own philosophical specialization. It is clear from the documentation and the interviews that the programme strongly values the freedom of choice for students. For many students, the flexible nature of the programme was one of the main reasons for choosing this programme at the UvA. The panel recognizes the value of this distinctive characteristic but also sees some vulnerabilities with regard to guaranteeing that each student acquires sufficient general philosophical background. This particularly applies to the 1MA, since the programme includes only a few compulsory courses and the thematic clusters are merely suggested combinations of electives. In the interviews, the programme explained that students are guided in choosing electives by the tutor. Also, to arrive at 36 EC of electives in the 1MA, students need to choose courses from various traditions and subdisciplines, as there are not enough courses about any one small area in philosophy to reach a total of 36 EC. In other words, it is impossible to compose a set of electives that focuses exclusively on one field within philosophy. The panel sees that the programme is aware of the vulnerability that comes with the large degree of freedom and advises the programme to (continue to) to make sure that the achievement of all exit qualifications is not compromised.

In the past years, the programmes have strengthened the attention for diversity, including non-Western philosophy and a critical reflection on the canon, in the courses. In the interview, students indicated that they are generally content about this aspect. They feel there is sufficient openness and awareness regarding diversity. However, they also feel that there is still room for improvement. The interviews with the programme management and lecturers indicated that they share the students' view on this matter. Lecturers are generally aware of the need to increase diversity in the programmes, but many lecturers' expertise focuses on other areas. The panel appreciates the efforts taken by the programmes to increase diversity in the philosophical traditions addressed and the critical reflection on the canon. It sees that the awareness and will to invest in it are evidently present among the management and staff. The panel encourages the programmes to continue this development and to further strengthen the attention for diversity.

The panel is positive about the way in which students can get acquainted with the role of philosophy in the various professional fields during the programme. For example, during the yearly career week organized by the faculty, alumni tell about their professions, allowing students to get familiar with the professional field. Additionally, the programme organizes 'alumni talks' several times a year, in which alumni from a specific professional field (like education, journalism, public policy and politics, and publishing) share their experiences in their current position. In the interview, students indicated that they are satisfied with how the programme prepares students for the labour market. Besides the career week and alumni talks, students

also mentioned the elective 'Publieksfilosofie' (only taught in Dutch) in which students perform a project for a company, as a good example of how the programme connects with the professional field.

Learning environment

The didactical approach in the programmes is aligned with the educational vision of the UvA. This vision emphasizes research-intensive education, a focus on academic development (a critical and inquisitive attitude), and room for differentiation and specialization. The programmes' learning environments are designed to educate students to develop strong language skills and to become independent and research-oriented. A lot of the teaching takes place in relatively small-scale settings, such as seminars. According to the programme, the large degree of freedom to compose their own specialization contributes to students' active and independent attitude. Also, students are stimulated to actively participate in discussions and debates in each course. The student population is quite diverse, representing various nationalities, ages and backgrounds. In the interview, the students mentioned they appreciate the diversity in the classroom, allowing them to interact with students from other backgrounds. This evidently contributes to developing a constructive, critical, and reflective attitude.

The panel is positive about the learning environment in the programmes as they employ a good variety of teaching methods that are appropriate for the courses' learning objectives. The programmes provide a lot of opportunity to practice various relevant skills and to develop an academic attitude. The panel also appreciates the strong student-centred approach of the programmes, which is reflected in the students' freedom of choice. According to the panel, this is a great strength of the programmes.

Admission

The 1MA programme's admission criteria include a degree from a bachelor's programme in philosophy or another bachelor's programme including 60 EC of philosophical courses. The collection of philosophical courses should include multiple courses at an advanced level, at least one of which was assessed by means of an academic philosophical essay, and cover various philosophical subdisciplines. The programme is also admissible to students who finished a 'Bèta-gamma' bachelor's programme with a major in philosophy.

To be admitted to the 2MA programme, students need to have an academic bachelor's degree. The bachelor's programme should include at least 36 EC of philosophy courses (including a course on philosophy of science) and meet the entry requirements of a master's programme in the humanities or social sciences (depending on the chosen specialization).

For both programmes, an admission committee decides on the applications. The panel agrees with the admission criteria and considers them appropriate for the programmes and in line with the requirements commonly applied by similar programmes in the Netherlands.

Study success

Regarding the 1MA programme, the documentation indicates that in the past few years around a quarter of the fulltime students graduated within one year. Around 40% graduated within two years, and about half of the students graduated within three years. In the 2MA programme, around a fifth of the fulltime students (and less in the past three years) graduated within two years. Between 20% and about a third of the students graduated within three years. Because of the small number of part-time students (ranging from 1 -10 for the 1MA and 0-1 for the 2MA in the past few years), the study success rates for the part-time variants are highly divergent per cohort and difficult to interpret. However, the figures give no reason to assume that study success in the part-time variant is fundamentally different as compared to the fulltime variant. The panel considers study delay to be a point of concern for the programmes, although there is no indication that the

feasibility of the programmes is an issue. In the interviews and in the self-evaluation reports, the programme management indicated it agrees that study success should be improved, but also mentioned that some of the main causes of study delay are outside the programmes' sphere of influence, such as students who follow two programmes at the same time, have a job, or deliberately choose to take more time for the programme (e.g. to be able to take more electives). In the current academic year, the programmes are looking into study delay by means of surveys to identify the most important causes. The panel concludes that the programmes in themselves are feasible. However, it underlines the importance of a systematic analysis of the causes of study delay. It advises to also look into the role of students' large degree of freedom in relation to study delay. The programmes should identify factors that are within the sphere of influence and make sure to implement all possible measures that could decrease study delay. For example, the programmes may consider implementing deadlines for the thesis and make tutoring mandatory.

Guidance

In the thesis trajectory, students are individually guided by a supervisor. Supervisors always have multiple meetings with the students during the thesis trajectory. The number of meetings is tailored to the needs of the student. For overall student guidance, the programmes have a tutoring system. The tutoring system was implemented for the fulltime as well as part-time variants of the programmes. Since the academic year 2021-2022, the tutoring system has been intensified, in part to improve study progress. Several lecturers in the programmes are also tutors for a group of students. The tutors are the first point of contact for students with regard to issues such as study progress and their choice of electives. The programmes believe the tutoring system will allow them to keep track of students' study progress and choices and to properly guide them in that process. The tutoring system is mainly focused on content-related issues. For issues related to planning and personal problems, a study advisor is available. Tutors can refer students to the study advisor when needed. Students can also contact the study advisor themselves.

There are plenary and individual tutoring meetings in each year of the programmes. In the 1MA programme, the tutors are also lecturers in the course 'Colloquium'. In the first semester of the 1MA full-time programme, there are four plenary tutoring meetings. Also, students have the opportunity to schedule individual meetings with their tutor. In the second semester, students are working on their thesis, for which their supervisor is the first point of contact. Their tutor also remains available for guidance. In the 2MA programme, the master coordinator and the lecturer of the course 'Colloquium' act as tutors and therefore as first points of contact for study guidance. At the beginning of both years of the 2MA fulltime programme, a plenary meeting with the tutor takes place. In the second year, a third plenary meeting is scheduled to inform students about the thesis trajectory. Each semester, students can schedule an individual meeting with their tutor.

In both the 1MA and the 2MA programme, the plenary as well as individual tutoring meetings are not mandatory. It is clear from the documentation and the interviews that part of the students do not attend the tutoring meetings. These students often do not respond when the tutor actively approaches them either. Because of this, several students, some of whom may need it the most, may be missing out on the guidance they need. In the interviews, the programmes explained that making the tutoring mandatory is a source of discussion in the faculty. It does not seem to fit with the culture in the faculty. To encourage attendance, the tutoring was recently included in the study guide, to communicate that it should be seen as a standard part of the curriculum. Attendance has increased as a result of this. The interviews show that students regularly receive messages from their tutor. They are aware of the possibility of individual meetings. Nevertheless, for some, there is still a barrier to contact the tutor individually as they feel they should have a specific reason/problem to do this.

The student chapters and the interview with students show that students from both the 1MA and the 2MA programme are generally content with the guidance they receive from the tutors. They noted that tutors are approachable and cooperative. However, quite a few students had not made use of the opportunity to consult with their tutor. Also, in the 2MA programme, students indicated that sometimes the tutor was not sufficiently informed about the specifics of their programme, especially regarding the combination with the other master's programme (in the Humanities or the Social Sciences).

The panel is very pleased with how the tutoring system is set up. Despite the resistance in the faculty, the panel advises the programmes to consider making the meetings mandatory, as this will benefit the students and their study success. The barrier for making individual appointments with the tutor may be lowered by scheduling these meetings by default, at least the first time.

Internationalization

The 1MA programme offers a Dutch-taught and an English-taught track. Since the start of the Dutch-taught programme, in 2003, it has always included some English-taught courses. The English-taught track was introduced in 2015, in connection with a growing group of international students and an increasingly international staff in the Philosophy department, and to better align with the international research and academic field. At the same time, the programme wanted to maintain the Dutch track, to cater to Dutch students who focus on the Dutch labour market. The 2MA programme's name and language of instruction were changed to English in 2020, to better align with the non-philosophical master's programmes in the Netherlands, which are often taught in English. Also, there was a growing group of international students who expressed interest in the programme. Moreover, the choice for English reflects the internationally oriented academic field. The panel understands and agrees with the argumentation for offering an English track in the 1MA and for the choice to change the 2MA's name and language of instruction to English. According to the panel, the choice for English fits with the international nature of the academic field of philosophy and allows students to prepare for an academic career. The panel also appreciates that the 1MA still offers a Dutch track as well.

As mentioned earlier both programmes have Dutch as well as international students. At the moment, almost a fifth of the student population is international in the 1MA programme. In the 2MA programme around a third of the students is international. The interview with students makes clear that students appreciate the mix of various nationalities in the classroom. Several international students did mention that they would like more guidance and help from the programme. While the International Office provides adequate information and help, not all lecturers are equally sensitive to the needs of international students. Because of this, some international students seem to miss out on important information, which may even lead to study delay. The panel advises the programme to pay extra attention to the guidance and support of international students, and to make sure that all lecturers in the programme are aware of the specific needs of international students.

Teaching staff

The 1MA programme is taught by a team of over thirty lecturers. The teaching staff of the 2MA programme consists of over twenty lecturers. Practically all lecturers have a permanent position in the Philosophy department, have a PhD, and hold a University Teaching Qualification (UTQ). Several lecturers also hold a Senior Teaching Qualification (STQ). The panel is positive about the teaching staff. The size of the team contributes to the stability of the programmes. According to the panel, the lecturers are competent and qualified with regard to both the contents and the didactics of the programmes. Most lecturers are very active in research, which creates a strong link between education and research. The panel also appreciates recent developments at the UvA to increase the career opportunities of lecturers who focus on education

mainly. During the site visit, the panel met with very motivated and engaged lecturers. Students indicated that the lecturers are very accessible, helpful, and cooperative. The panel is impressed by the passion of the teaching staff and their dedication to the students.

Considerations

The panel concludes that the curricula of both the 1MA and the 2MA programmes are well designed, coherently structured, and aligned with the exit qualifications. Students have a large degree of freedom to define their own philosophical specialization. The panel is impressed by the flexibility in the programmes, but also sees some vulnerabilities, particularly in the 1MA (which includes very few compulsory courses), with regard to guaranteeing that each student acquires sufficient general philosophical background. It advises the programme to (continue to) make sure that the achievement of all exit qualifications is not compromised. In the past few years, the attention for diversity in the philosophical content offered and critical reflection on the canon was strengthened in both programmes. The panel encourages the programmes to continue this development.

During the programmes, students can get acquainted with the role of philosophy in the various professional fields through multiple activities. The learning environments are well designed, making use of a good variety of teaching methods. The programme is strongly student-centred. The 1MA programme offers an English as well as a Dutch track. The 2MA is taught in English. According to the panel, the choice for English fits with the international nature of the academic field of philosophy and allows students to prepare for an academic career. The panel appreciates that the 1MA still offers a Dutch track as well. A fair number of students is international, resulting in an international classroom. The panel advises to pay extra attention to the guidance and support of international students.

The admission criteria are appropriate. Although the programmes in themselves are feasible, according to the panel, the study success rates require improvement. The panel advises to systematically analyse the causes of study delay, and in particular identify and tackle factors that are within the sphere of influence. The panel recommends to also look into the role of students' large degree of freedom in relation to study delay. According to the panel, student guidance is well structured. The programmes have a good tutoring system in place, but not all students participate in it. The panel advises the programmes to take measures to increase participation, as this will benefit the students and their study progress. For example, the programmes may consider making the tutoring meetings mandatory and scheduling the first individual meeting with the tutor by default.

The teaching staff is motivated, accessible, helpful, and cooperative. Lecturers are competent, qualified, and highly dedicated to the students. Most lecturers are very active in research, ensuring a strong connection between education and research.

Conclusion

The panel concludes that the programmes meet standard 2.

Standard 3. Student assessment

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

Findings

Assessment in the programmes

The assessment in the programmes is based on the principles and guidelines of the university's assessment policy. For each programme, the link between the exit qualifications and the courses is demonstrated in a matrix. The self-evaluation reports of both programmes describe the assessment methods for each mandatory course. In line with the assessment policy, each course in both programmes is assessed through at least two tests, formative as well as summative. Assessment methods applied include reviews, reports, essays, presentations, oral exams, preparation of questions for discussion, proposals, peer reviews, and the thesis. The panel considers the assessment in the programmes to be well designed. Both programmes make use of varied assessment methods that are appropriate for the contents and learning objectives of the courses.

The courses' learning objectives and assessment methods are stated in the study guide. In the course manuals these matters are further specified, including a description of the assessment criteria and weighting. After a test has been graded, students always have the opportunity to inspect the test and the feedback. In the interview, students mentioned that they sometimes struggled to understand what the expectations are regarding certain assignments. In some cases, they did not figure out what was expected until they received the feedback. This especially applies to students with a non-philosophical background. The panel advises the programme to clearly explain the criteria and expectations for assignments at the start of the course, and to regularly provide feedback during the course, to prepare the students for the assessment in an optimal way.

Examiners are appointed by the Examinations Board. Examiners are required to have a permanent position, a PhD, and a UTQ certificate. For grading the assessment, examiners make use of marking models and assessment forms. The course coordinators make sure that relevant documents regarding assessment in the course, such as the course manual, tests, marking models/assessment forms, and an overview of the grades, are archived in an assessment file.

The self-evaluation reports and the interviews show that the programmes have strongly invested in improving the quality assurance regarding assessment. For example, the programmes regularly organize 'educational meetings' ('onderwijsmiddagen') for the lecturers, in which topics related to assessment are discussed. In so doing, there is consultation and calibration about the development and grading of tests among the teaching staff. The panel concludes that assessment in the programmes is sufficiently valid, reliable, and transparent.

Thesis assessment

Theses are always assessed by two examiners: the thesis supervisor and the second reader. The two examiners fill out the assessment form independently, after which they discuss their findings and come to an agreement about the final grade. The interviews indicate that the second reader is leading in the assessment process in order to offset any biases that may be present with the first reader, who supervised the thesis. The panel is pleased that the four eyes principle is applied to thesis assessment and concludes that it is consistently implemented. This is a clear improvement since the previous visitation. Based on the documentation and interviews, however, it has not become entirely clear to the panel in which cases a third reader is required. The panel recommends laying down a clear procedure for this and to communicate it in an unequivocal way.

Following the previous assessment in 2017, rubrics were added to the thesis assessment form. The panel is positive about this improvement. However, the panel thinks that the assessment criteria should be better aligned with the programmes' exit qualifications. At the moment, one assessment form is used for the different master's programmes in philosophy. Related to this, there is one, shared thesis manual for these

master's programmes. The panel advises the programmes to diversify the thesis regulations and assessment criteria more specifically per programme, to better align them with the specifics of each programme. For the 2MA programme in particular, the panel recommends adding an assessment criterion regarding the philosophical reflection on the chosen discipline (Humanities or Social Sciences), as the interaction between philosophy and the chosen discipline is fundamental to the programme's profile and exit qualifications. In line with this, the thesis manual should include this specific requirement.

In preparation for the site visit, the panel examined 15 theses for each programme, including their filled-in assessment forms. Based on this, the panel concludes that the grades awarded are not always elaborately substantiated. For each criterion, the form offers room for written feedback ('comments') to substantiate the score. In some cases, this column was not or only briefly filled out. The panel notes that the form describes the 'comments' column as optional. In the opinion of the panel, this should be adjusted to make it mandatory. The panel advises the programmes to see to it that the scores are always elaborately substantiated in the form by both examiners.

The panel also noted that a relatively large proportion of the examined theses exceeds the maximum word count as stated in the thesis manual. The interviews with the lecturers and programme management indicated that some lecturers have a relatively flexible approach towards the regulation about word count, perceiving it as a rough guideline. The panel considers it important to be strict in upholding this regulation, in order to guarantee a fair playground for the students. Word count could also be included as an assessment criterion in the assessment form. The same goes for some other formal aspects of the thesis, such as requirements concerning the table of contents, bibliography and references. Although these aspects of academic writing are included as assessment criteria in the form, they are not always strictly assessed, according to the panel. Finally, the panel sees room for improvement regarding the assessment of substantive aspects, such as the quality of argumentation and the academic level. These could be more rigorously assessed and be given more weight in the final score.

Examinations Board

There is one joint Examinations Board at faculty level, consisting of a chair, eight members, and one external member. Each of the eight members is chair of a cluster of one or more programmes. These programmes are represented in the cluster through delegates. The 1MA and 2MA programmes are part of the cluster Philosophy. Programme-specific matters are usually dealt with by the clusters. The Examinations Board focuses primarily on overall issues that concern all programmes. One of the ways in which the Examinations Board safeguards the exit level and the quality of assessment, is by reviewing a sample of theses and assessment files yearly. The Examinations Board delegated the review of assessment files to the faculty wide assessment committee, consisting of assessment experts in the faculty. The conclusions and recommendations that follow from these reviews are reported to the programme director, who should communicate it to the relevant examiner. In the interview, the assessment committee indicated that it still sees room for improvement with regard to the monitoring of the improvement measures taken in response to the recommendations. The Examinations Board and the assessment committee organize training opportunities for lecturers, and thereby contribute to lecturer professionalization.

The panel's impression of the Examinations Board is positive: it is competent, in control, and proactive in safeguarding the quality of assessment. The structure of clusters in which the individual programmes are represented through delegates provides a strong connection with the specifics of the programmes. The panel is also very pleased with the skilled assessment committee, that reviews the assessment system in a systematic way and as such contributes to assessment quality.

Considerations

The panel concludes that assessment in both programmes is well-designed, and that varied and appropriate assessment methods are applied. In the past few years, the programmes evidently improved the quality assurance regarding assessment. There is regular consultation and calibration about assessment among the teaching staff. Also, the four eyes principle is consistently applied in thesis assessment. Moreover, the thesis assessment form was improved. The panel does advise to diversify the thesis regulations and assessment criteria more specifically per master's programme, to better align them with the specifics of each programme. For the 2MA programme in particular, the panel recommends adding an assessment criterion regarding the philosophical reflection on the non-philosophical discipline. Also, both programmes should see to it that the scores in the thesis assessment form are always elaborately substantiated by both examiners. Furthermore, the panel advises the programmes to see to compliance with the criteria for word count more strictly, and to assess other formal and substantive aspects of academic writing more rigorously. Moreover, the procedure with respect to the involvement of a third reader should be laid down more clearly and communicated in an unequivocal way. Lastly, the panel recommends clearly explaining the criteria and expectations for assignments at the start of a course, and to regularly provide feedback during the course, to prepare students for the assessment in an optimal way.

According to the panel, the Examinations Board is in control, competent and proactive in safeguarding the quality of assessment. It safeguards the programmes' exit level by reviewing samples of theses. Some tasks are delegated to the assessment committee, which systematically evaluates assessment quality by reviewing assessment files.

Conclusion

The panel concludes that the programmes meet standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Theses

For both the 1MA and 2MA programme, the thesis is regarded as the final project in which students demonstrate that they achieved the programme's exit qualifications. Before the site visit, the panel examined a selection of 15 theses per programme. In the selection, a proper distribution across grades and topics was ensured. In the opinion of the panel, the level of the examined theses of both programmes is appropriate for an academic master's programme. The theses demonstrate the achievement of the exit qualifications. For the 2MA programme, however, the panel notes that in some theses, students could have elaborated more explicitly on the philosophical reflection of the chosen scientific field (Humanities or Social Sciences).

Alumni

There is no representative data available about the alumni of the 1MA and 2MA programmes. Results of the National Alumni Survey ('Nationale Alumni Enquête') provide some information on the 1MA programme, although the non-response was considerably high. The results show that alumni are content about the programme. Results from a limited online search (LinkedIn) the programmes conducted, show that many 1MA alumni work in the public sector, journalism or education. A limited number of 1MA alumni work in the private sector, in positions such as publisher, editor, analyst, or consultant. 2MA alumni typically work in

academia (usually in the field of their non-philosophical master's programme), journalism, publishing, editing, or public administration. The panel remarked that more than half of the alumni of both programmes included in the LinkedIn-search have a degree in another discipline, on top of their degree in Philosophy. The interview indicates that alumni of both programmes are positive about the programmes and clearly see the value of their programme for their current job. Based on the documentation and the interviews, the panel concludes that graduates of both programmes are well prepared for the professional field and perform successfully.

Considerations

Based on the examination of a selection of 15 theses per programme, the panel concludes that the level of the theses is appropriate for an academic master's programme. The theses demonstrate the achievement of the exit qualifications. The documentation and interviews show that graduates are well prepared for the professional field and perform successfully.

Conclusion

The panel concludes that the programmes meet standard 4.

General conclusion

The panel's assessment of the master's programmes Philosophy (60 EC) and Philosophy (120 EC) is positive.

Development points

1. (Continue to) make sure that the achievement of all exit qualifications is not compromised by the highly flexible nature of the 1MA programme.
2. Continue strengthening the attention for diversity in the philosophical content offered and critical reflection on the canon.
3. Pay extra attention to the guidance and support of international students.
4. Systematically analyse the causes of study delay, and in particular identify and tackle factors that are within the sphere of influence of each programme. Look into the role of students' large degree of freedom in relation to study delay.
5. Take measures to increase participation in the tutoring meetings. Consider making the tutoring meetings mandatory and scheduling the first individual meeting with the tutor by default.
6. Diversify the thesis regulations and assessment criteria more specifically per master's programme, to better align them with the specifics of each programme. For the 2MA programme, add an assessment criterion regarding the philosophical reflection on the non-philosophical discipline.
7. See to it that the scores in the thesis assessment form are always elaborately substantiated by both examiners. Also, see to compliance with the criteria for word count more strictly and assess other formal and substantive aspects of academic writing more rigorously.
8. Elaborate and lay down the procedure with respect to the involvement of a third reader in thesis assessment.
9. Clearly explain the criteria and expectations for assignments at the start of a course, and regularly provide feedback during the course, to prepare students for the assessment in an optimal way.

Appendix 1. Intended learning outcomes

Master's programme Philosophy (60 EC)

a. academisch denk- en werkniveau

De student die de masteropleiding heeft afgerond:

1. heeft inzicht in de belangrijkste onderzoeksbenaderingen in het vakgebied;
2. kan de hedendaagse wetenschapsbeoefening binnen het vakgebied - en de resultaten daarvan - interpreteren, beoordelen en daarbinnen een eigen positie innemen;
3. kan de wetenschap beoefenen op een wijze die in lijn is met de Nederlandse Gedragscode Wetenschapsbeoefening (zie de Nederlandse Gedragscode Wetenschappelijke Integriteit op de site van de UvA: Wetenschappelijke integriteit);
4. kan relevante vakliteratuur evalueren;
5. kan zelfstandig vragen op het terrein van het vakgebied formuleren, operationaliseren en vormgeven in een onderzoeksplan;
6. kan zelfstandig onderzoek op het vakgebied uitvoeren en daarover mondeling en schriftelijk rapporteren op een wijze die voldoet aan de in het vakgebied gebruikelijke academische conventies;
7. kan de in de opleiding opgedane wetenschappelijke kennis en inzichten presenteren en overdragen aan een breder publiek dan de academische gemeenschap;
8. kan wetenschappelijke vragen beantwoorden met behulp van kennis van een specialisme binnen de opleiding;
9. kan in teamverband werken en op constructieve wijze feedback geven en verwerken.

b. opleidingsspecifieke eindtermen

De student die de masteropleiding heeft afgerond:

1. kan de in de opleiding opgedane wetenschappelijke kennis en inzichten op het eigen vakgebied verbinden met maatschappelijke vraagstukken;
2. kan reflecteren op de implicaties van de inzichten van het eigen vakgebied voor relevante institutionele contexten.
3. heeft aantoonbare kennis van enkele specialistische filosofische debatten en kan verschillende filosofische perspectieven met elkaar in verband brengen, vergelijken en evalueren op ten minste één van de volgende thematische gebieden: Ethics, Politics and Society; Art, Culture and Critique; Language, Logic, Mind and Metaphysics; Science & Humanities, Technology and Society.
4. kan de filosofische dimensie in maatschappelijke en wetenschappelijke kwesties identificeren.
5. beschikt over aantoonbare vaardigheden die essentieel zijn voor verder onderzoek binnen tenminste één vakgebied of discipline van de opleiding Filosofie. De student beheerst daartoe de volgende vaardigheden op een kennelijk hoger niveau dan vereist wordt bij de voltooiing van de Bachelor Filosofie: onderzoeksvaardigheden, lezen, schrijven, mondeling presenteren, discussiëren en debatteren, organiseren van eigen werk, beoordelen en reflecteren.

Master's programme Philosophy (120 EC)

a. Academic Ability

The student who has completed the Master's degree programme:

- A1. has insight into the key research methods in the field;
- A2. is able to interpret, assess and take an individual position on academic practice –and the results thereof – within the field of study;
- A3. is able to assess the academic practice in line with the Netherlands Code of Conduct for Academic Practice (see the Netherlands Code of Conduct for Research Integrity on the website of the UvA:

Academic Integrity);

A4. is able to assess relevant academic literature;

A5. is able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan;

A6. is able to independently carry out research in the field of study and report on that research orally and in writing in a way that complies with the common academic conventions in the field of study;

A7. is able to present any scientific knowledge and insights gained during the degree programme and transfer them to a broader audience than the academic community;

A8. is able to answer scientific questions using knowledge of a specialism within the degree programme;

A9. is able to work in a team and give and incorporate feedback in a constructive way.

b. Programme-specific exit qualifications

The student who has completed the Master's degree programme:

O1. is able to connect the scientific knowledge and insights in their field of study gained during the degree programme with social issues;

O2. is able to reflect on the implications of the insights in their own field or discipline to relevant institutional contexts.

c Additional programme-specific exit qualifications

The student who has taken the specialisation Philosophy of the Humanities

PH1. has profound knowledge of the philosophy of the humanities;

PH2. has knowledge of and insight in the functioning of the humanities in their social and political context;

PH3. has profound knowledge of a non-philosophical area in the field of the humanities.

The student who has taken the specialisation Philosophy of the Social Sciences

PSS1. has profound knowledge of the philosophy of the social sciences;

PSS2. has knowledge of and insight in the functioning of the social sciences in their social and political context;

PSS3. has profound knowledge of a non-philosophical area in the field of the social sciences.

Appendix 2. Programme curriculum

Master's programme Philosophy (60 EC)

Fulltime programme

1e semester (Sep-Jan)			2e Semester (Feb-Jul)		
blok 1	blok 2	blok 3	blok 4	blok 5	blok 6
<i>keuzevak (6 EC)</i>	<i>keuzevak (6 EC)</i>	Colloquium (6 EC)	Scriptie (18 EC)		
<i>keuzevak (6 EC)</i>	<i>keuzevak (6 EC)</i>		<i>keuzevak (6 EC)</i>	<i>keuzevak (6 EC)</i>	
Research Seminar (Colloquium)					

Part-time programme

jaar	1e semester (Sep-Jan)			2e Semester (Feb-Jul)		
	blok 1	blok 2	blok 3	blok 4	blok 5	blok 6
<i>jaar 1 (30EC)</i>	<i>keuzevak (6 EC)</i>	<i>keuzevak (6 EC)</i>		<i>keuzevak (6 EC)</i>	<i>keuzevak (6 EC)</i>	
	<i>in blok naar keuze: keuzevak (6 EC)</i>					
<i>jaar 2 (30EC)</i>	<i>in blok naar keuze: keuzevak (6 EC)</i>		Colloquium (6 EC)	Scriptie (18 EC)		
	Research Seminar (Colloquium)					

In de master Filosofie volgen studenten minimaal 24 EC aan opleidingsgebonden keuzevakken. De overige 12 EC mag worden gevolgd buiten het opleidingsaanbod, maar in de praktijk kiezen studenten vaak voor meer filosofische keuzevakken. Het individuele studieprogramma wordt door de student samengesteld en bestaat dus uit ten eerste een keuze van opleidingsgebonden keuzevakken uit het vakaanbod en ten tweede een scriptieonderzoek binnen een 'thematische cluster'.

Thematic Clusters 2023-2024

Ethics, Politics and Society	Art, Culture and Critique	Language, Logic, Mind and Metaphysics	Science & Humanities, Technology and Society
Art and Politics	Aesthetics and Intimacy	Advanced Topics in the Philosophy of Language	History, Identity, Agency
History, Identity, Agency	Aesthetics and Metaphysics	Data-driven History of Ideas	Advanced Topics in the Philosophy of Language
Philosophy of the Social Sciences	Art and Politics	Introduction to the Philosophy of Language	Data-driven History of Ideas
Fixing Frankenstein	Critique(s) of Violence	Meaning, Reference and Modality	Environmental Philosophy
Ethics and Politics of Climate Change	Decolonial Aesthetics	Ontology: Historical Perspectives	Ethics and Politics of Climate Change
Critical Theories	Environmental Philosophy	Phenomenology	Fixing Frankenstein
Critique(s) of Violence	Philosophical Perspectives on the Image	Advanced topics in Philosophy of AI	History and Philosophy of the Humanities
Decolonial Aesthetics	Publieksfilosofie	Philosophy of Cognition	Introduction to the Philosophy of Language
Environmental Philosophy	History, Identity, Agency	Philosophy of Logic	Philosophy of AI
Philosophy of AI	Phenomenology	Philosophy of Mathematics	Philosophical Perspectives on the Image
Philosophy of Technology and Politics		Philosophy of Techno-science	Philosophy of Mathematics
Philosophy of Techno-Science		Publieksfilosofie	Philosophy of Technology and Politics
Philosophy, Science and Public Affairs		Rationality, Cognition and Reasoning	Philosophy of Techno-science
Publieksfilosofie		Semantics and Philosophy	Philosophy of the Social Sciences
Recent Debates in Moral Philosophy		Structures for Semantics	Philosophy, Science and Public Affairs
Theories of Justice		Power, speech and conceptual engineering	Publieksfilosofie
Power, speech and conceptual engineering		Philosophy of AI	Power, speech and conceptual engineering
Advanced topics in Philosophy of AI			Advanced topics in Philosophy of AI

Master's programme Philosophy (120 EC)

Fulltime programme

Specialisation Philosophy of the Humanities	1e semester (Sep-Jan)			2e Semester (Feb-Jul)		
	block 1	block 2	block 3	block 4	block 5	block 6
year 1*	Master's programme in Humanities (60EC)					
year 2*	History and Philosophy of the Humanities (12EC)		Colloquium (6EC)	Thesis Philosophy (18EC)		
	elective (6EC)	elective (6EC)		History, Identity, Agency (12 EC)		

Specialisation Philosophy of Social Sciences	1e semester (Sep-Jan)			2e Semester (Feb-Jul)		
	block 1	block 2	block 3	block 4	block 5	block 6
year 1*	Master's programme in Social Sciences (60EC)					
year 2*	Philosophy of the Social Sciences (12EC)		Colloquium (6EC)	Thesis Philosophy (18 EC)		
	elective (6EC)	elective (6EC)		Philosophy, Science and Public affairs (12EC)		

* The order in which students follow the different modules of either programme may differ between students. They may, for instance, follow philosophical and non-philosophical courses alternately or even simultaneously. The organisation largely depends on the semester system of the Faculty or University where the non-philosophical programme is followed.

Part-time programme

The above-described programme may also be followed part-time. The student follows the same courses and will be asked to design a suitable trajectory. The timetable for a part-time student is entirely individualised since the following courses from two programmes, sometimes at different Faculties, require careful planning. General conditions are that the part-time student discusses their trajectory with the Master coordinator (who also acts as a tutor in the programme) and that the student follows 30 EC in courses each year.

Appendix 3. Programme of the site visit

Day 1: Monday 11 December

10.30	10.45	Arrival and welcome
10.45	12.15	Private panel meeting and open consultation hour
12.15	13.00	Lunch
13.00	13.45	Interview programme management
14.15	15.00	Interview students bachelor
15.00	15.45	Interview lecturers bachelor
16.15	17.00	Interview students 1MA and 2MA
17.00	17.45	Interview lecturers 1MA and 2MA

Day 2: Tuesday 12 December

09.00	09.30	Private panel meeting
09.30	10.15	Interview students rMA
10.15	11.00	Interview lecturers rMA
11.30	12.00	Interview Examination Board
12.00	13.00	Lunch
13.30	14.15	Final interview programme management
14.15	16.00	Private panel meeting: conclusions
16.00	16.30	Oral presentation of conclusions
16.30	17.15	Development dialogue

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the master's programme Philosophy (60 EC) and 15 theses of the master's programme Philosophy (120 EC). Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

1MA

- Self-evaluation report 1MA
- OER MA Filosofie (60EC)
- Matrix verplichte onderdelen – eindtermen – opleidingsniveau
- Thematische clusters
- Overzicht vakcoördinatoren 1MA Filosofie
- Examencommissie steekproef 2023
- Kengetallen

2MA

- Self-evaluation report 2MA
- Teaching and Examination Regulations 2023-2024
- Matrix compulsory units – Exit qualifications
- Lecturers of core courses and electives
- Examencommissie Scriptiesteekproef 2023 (rMA en 2MA)
- Kengetallen

Both masters

- Toetsbeleid UvA 2019
- Jaarverslag Examencommissie GSH
- Brief reactie DB op jaarverslag Examencommissie CoH GSH 21-22
- Examinatoren afdeling Filosofie
- Onderwijsmiddagen afdeling Filosofie
- Jaarverslagen Opleidingscommissie 21-22 en 22-23
- Restricted choice electives Philosophy 2023
- Alumni-relaties afdeling Filosofie
- MA Thesis Manual Philosophy (sep 23)
- English MA Thesis Philosophy assessment form
- Nederlands MA Fil Scriptie beoordelingsformulier
- MA Thesis AOS per supervisor 2223
- Syllabi of several courses:
 - 1MA
 - Colloquium Philosophy
 - 2MA
 - History, Identity, Agency
 - Philosophy, Science and Public Affairs
- Both masters:
 - Aesthetics and metaphysics (restricted choice elective)
 - Philosophy of Mathematics (restricted choice elective)
 - Theories of Justice (restricted choice elective)
- Access to the Canvas environment of selected courses