



**BA Philosophy
Leiden University**

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Summary

Standard 1. Intended learning outcomes

The BA programme in Philosophy at Leiden University combines a focus on the integration of systematic philosophy and the history of the discipline with attention for world philosophy. The panel appreciates this profile, especially the primarily non-western orientation of the English-language Global and Comparative Perspectives track, since it ties in with the specific expertise present elsewhere in the Faculty and gives the BA a distinctive and unique character. It is also appreciative of the historical and systematic focus of the two Dutch-language tracks, which is coherent and clear, as well as the various specializations offered to students and the fact that the tracks cater to the specific backgrounds of incoming students. The panel does suggest re-examining the names of these tracks (Standard and BA Plus), which may cause incoming students to have the wrong kind of expectations. The panel considers the programme's intended learning outcomes (ILOs) to be fitting for an academic bachelor's programme in Philosophy. It considers the ILOs geared towards a broad range of professions and fields in that they require awareness of and reflection on the implications of domain-specific and transferrable skills and knowledge for these fields. The panel considers the ILOs sufficiently detailed and clearly in line with the Dublin descriptors. It does suggest adjusting the phrasing of ILO 1 to create a better match for the Global and Comparative Perspectives specialization.

Standard 2. Teaching-learning environment

The panel is impressed with the BA Philosophy's logical and well-structured design. The programme builds up knowledge and skills carefully throughout the three years and allows students much freedom to shape their own learning trajectory while providing a coherent structure to support them. The programme has three tracks the structure of which provide sufficient flexibility to account for differences in background and preferences of the students. The GCP track has a focus on world philosophy, which means that the choice for English as a language of instruction is both a logical and a necessary one. The panel recommends improving the connection to the professional field by giving transferrable skills a more prominent place in the courses, for instance by making them part of the assessment. Teaching methods are sufficiently varied, but activating research tasks might enhance the integration of teaching and research.

The programme is feasible for all students thanks to the guidance provided, student mentoring, and the thesis trajectory. The panel recommends further enhancing feasibility by increasing the study advice staff as soon as possible and reducing the weight of midterm exams in the first years of the programme. It considers quality and quantity of teaching staff to be clearly sufficient: students praise their teachers as expert, dedicated and approachable. Whereas the programme is well coordinated, the panel recommends investigating sharing responsibilities more widely and enhancing the feedback structure for students and staff members. Doing so would be conducive to creating a shared sense of responsibility and ownership among the programme's teaching staff and students, thus contributing to the programme's resilience.

Standard 3. Student assessment

The panel is pleased with the assessment policies, practices and assessment types it encountered in the BA Philosophy. Thesis assessment is done in a transparent and valid way, and the Board of Examiners proactively safeguards assessment quality. The panel suggests looking into smaller or formative assessment types to alleviate student work pressure in the first phase of the programme. It advises looking for ways to include transferrable or professional skills explicitly in exams, for instance by assessing team working skills in group assessments. The panel supports reintroducing calibration sessions among staff members to enhance assessment practices.

Standard 4. Achieved learning outcomes

The panel is positive about the level of the BA theses, with one exception, which it considers an incidental case. The theses deal with fitting, yet varied topics and are usually executed in a satisfactory, and sometimes in a good or excellent way. The majority of the BA programme's graduates continue in an MA programme. Alumni feel well-prepared for follow-up (research) master's programmes. The panel concludes that the intended learning outcomes are achieved by the programme.

Score table

The panel assesses the programme as follows:

B Filosofie

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. Martin van Hees
Chair

Dr. Fiona Schouten
Secretary

Date: 1 December 2023

Introduction

Procedure

Assessment

On 18 and 19 September 2023, the bachelor's programme Filosofie (henceforth: Philosophy) of Leiden University was assessed by an independent peer review panel as part of the Philosophy cluster assessment, together with the university's Philosophy MA programmes. 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. On 20 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 Philosophy programmes in Leiden composed a site visit schedule in consultation with the coordinator (see appendix 3). The programmes selected representative partners for the various interviews. They also determined that the development dialogue would take place on a separate moment after the site visit. A separate development report was made based on this dialogue.

The programme provided the coordinator with a list of graduates over the period 2021 – 2023. In consultation with the coordinator, the panel chair selected 15 theses. They took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation reports 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. One staff member requested a consultation. 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 an Academion colleague 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 the programmes 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 finalised the report, and the coordinator sent it to Leiden University.

Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Martin van Hees, professor of Moral and Political Philosophy, VU Amsterdam, 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. dr. 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. dr. Federica Russo, professor of Philosophy and Ethics, Utrecht University;
- 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. dr. 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, 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 bachelor at Leiden University consisted of the following members:

- Prof. dr. Martin van Hees, professor of Moral and Political Philosophy, VU Amsterdam, 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;
- Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC;
- Prof. Rein Raud, professor of Asian and Cultural Studies, Tallinn University;
- Sarah Boer, MA student Philosophy, Politics, and Society, Radboud University – student member.

Information on the programme

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Filosofie
CROHO number:	56081
Level:	Bachelor
Orientation:	Academic
Number of credits:	180 EC
Specialisations or tracks:	Ethiek en politieke filosofie Filosofie van mens, techniek en cultuur Geschiedenis van de filosofie Theoretische filosofie Global and Comparative Perspectives
Location:	Leiden
Educational minor:	Applicable
Mode(s) of study:	Fulltime, parttime
Language of instruction:	Dutch, English
Submission date NVAO:	1 May 2024

Description of the assessment

Reflection on the previous assessment

The previous assessment report included recommendations on strengthening the profile and curriculum of the BA programme to explicitly include its societal orientation and relevance. Based on the self-evaluation report and its discussions with programme representatives during the site visit, the panel concludes that these recommendations were followed up by the programme. See Standards 1 and 2 for a more detailed discussion.

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

The BA programme in Philosophy at Leiden University distinguishes itself from other academic philosophy programmes in the Netherlands and abroad by its emphasis on the integration of systematic philosophy with the history of the discipline, as well as its attention for world philosophy. The programme is made up of three tracks, each with its own profile and target audience:

1. The *Dutch-language BA Plus track* is explicitly aimed at full-time, Dutch-speaking students who pursue Philosophy as their only degree. The track offers a broad introduction to philosophy, followed by a specialization in the usual systematic and historical parts of Western philosophy. The track aims to provide a good spread of continental and analytic approaches. A specific trait of the programme is that it pays attention to Chinese and Indian philosophical traditions, in addition to its mainly traditional attention for the history of the discipline in connection to systematic subfields of philosophy.
2. The *Standard track* is aimed at part-time students who pursue Philosophy as their second degree, as well as students who for some reason (be it work, career, family, health or other) cannot or do not wish to participate in the BA Plus track. The track overlaps with BA Plus, but offers less contact hours (see also Standard 2).
3. Finally, there is the English-language track *Philosophy: Global and Comparative Perspectives (GCP)*, which started in 2016-2017. The profile and organisation of this track resemble that of the BA Plus track, but GCP offers a systematic emphasis on intercultural philosophy and world philosophical traditions.

The programme has five specializations, between which students can choose in their final year. Students in the Standard and BA Plus tracks can choose all five, while students of Global and Comparative Perspectives stay within the specialization of their track and continue in GCP:

1. Ethics and Political Philosophy (Ethiek en politieke filosofie): the focus of this specialization is on practical philosophy in all its facets.
2. Philosophy of Humans, Technology and Culture (Filosofie van mens, techniek en cultuur): the focus of this specialization is on the typical topics of post-Kantian continental philosophy in relation to Western culture.

3. History of Philosophy (Geschiedenis van de filosofie): this specialization deals mostly (but not exclusively) with premodern philosophical traditions and schools of thought.
4. Theoretical Philosophy (Theoretische filosofie): this specialization focuses on metaphysics, philosophy of science, epistemology, and logic.
5. Global and Comparative Perspectives: this specialization combines the study of Western philosophy with traditions of thought from India, East Asia, Africa, and the Arab world. Students in the global track are required to follow this specialization (see also standard 2).

The panel studied the set-up of the bachelor's programme and discussed it with programme representatives and students. The panel appreciates the historical and systematic focus of the two Dutch-language tracks, which is coherent and clear, as well as the various specializations offered. It is pleased with the fact that while these tracks are kept separate from the GCP track, they offer some global perspectives to their students. The panel agrees with the distinction between the Standard and BA Plus tracks, which cater to different student populations. It does suggest renaming the two tracks. The Standard track is offered to part-time students who pursue Philosophy as their second degree, and as such, it is not really standard. This is confusing for incoming students and may give rise to wrong expectations on their part.

The orientation of the English-language track Global and Comparative Perspectives is predominantly global and non-western. The Global track was introduced in 2017 with the aim of tying in better with, and making use of, the Faculty of Humanities' well-established specialism in non-western languages and cultures. The panel appreciates this new direction and compliments the programme with the introduction of this track. It considers the track's non-western focus pioneering and unique in the Netherlands and distinctive for Philosophy at Leiden University. Since the programme now ties in with the specific expertise present elsewhere in the Faculty, this may give rise to future cross-collaboration and enrich the programme content. Whereas such cross-collaboration is an ambition of the programme management it is not yet reflected in the programme.

Intended learning outcomes

The programme translated its profile into an extensive set of intended learning outcomes (ILOs), which differ between specializations where necessary (see appendix 1). The ILOs have been drawn up along the lines of the Dublin descriptors for bachelor's programmes. In addition to knowledge of and insight into the philosophical traditions and sub-disciplines and the ability to apply these, the learning outcomes stress learning skills and the ability to communicate the acquired insights. Following the suggestion of a mid-term review committee in 2021 and in line with the recommendations of the previous assessment panel, specific labour market preparation outcomes have been added to the intended learning outcomes, taking advantage of the programme's participation in a Faculty-wide pilot programme to improve this aspect.

The panel studied the ILOs and considers them fitting for an academic bachelor's programme in Philosophy. It recognizes the stronger attention paid to the professional field, for instance in outcomes 1b and particularly 2e. Philosophy is geared towards a broad range of professions and fields, and the panel therefore agrees with the ILOs' focus on the implications of domain-specific as well as transferrable knowledge and skills for such professions and fields, and the ability to reflect on these. The panel also considers the ILOs sufficiently detailed and clearly in line with the Dublin descriptors. The panel does suggest adjusting the phrasing of ILO 1 for the Global and Comparative Perspectives specialization. This ILO currently requires graduates to have knowledge and understanding in the area of philosophy that far exceeds the level of secondary education, in particular as regards the content of their chosen specialization. The panel points out that the reference to the philosophy curriculum in secondary education is less relevant for the Global and Comparative Perspectives specialization since the philosophical traditions of India, China, Africa and the

Middle East are usually not dealt with in secondary education. The ILO therefore is not a good match for this specialization and should be rephrased to better reflect the particular content and nature of Global and Comparative Perspectives.

Considerations

The panel appreciates the profile of the BA programme in Philosophy at Leiden University, which combines a focus on the integration of systematic philosophy and the history of the discipline with attention for world philosophy. The panel especially appreciates the primarily non-western orientation of the English-language Global and Comparative Perspectives track, since it ties in with the specific expertise present elsewhere in the Faculty and gives the BA a distinctive and unique character. It is also appreciative of the historical and systematic focus of the two Dutch-language tracks, which is coherent and clear, as well as the various specializations offered to students and the fact that the tracks cater to the specific backgrounds of incoming students. The panel does suggest renaming these tracks (Standard and BA Plus) since their current labels may cause incoming students to have the wrong kind of expectations. The panel considers the programme's intended learning outcomes (ILOs) to be fitting for an academic bachelor's programme in Philosophy. It considers the ILOs geared towards a broad range of professions and fields in that they require awareness of and reflection on the implications of domain-specific and transferrable skills and knowledge for these fields. The panel considers the ILOs sufficiently detailed and clearly in line with the Dublin descriptors. It does suggest adjusting the phrasing of ILO 1 to create a better match for the Global and Comparative Perspectives specialization.

Conclusion

The panel concludes that the programme meets 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: design

The three-year 180 EC BA Philosophy is composed of three phases (see appendix 2 for an overview and for individual courses):

1. A broad introduction to the most common areas of philosophy (90 EC, semesters 1, 2, and 3);
2. A discretionary space of 30 EC, including the opportunity to explore other academic disciplines (semester 4);
3. A deep dive into one of the areas of expertise of the Institute of Philosophy, which includes writing a final thesis of 10 EC (60 EC total, in semesters 5 and 6).

For the BA Plus and Standard tracks, the first phase offers a broad introduction to the most common areas of philosophy. This phase consists of 18 mandatory courses, both systematic and historical, which are connected by learning paths that include theoretical, continental, intercultural, and practical philosophy. Three skills courses focus on developing skills and competence in reading classic texts, academic writing, as well as more diffuse skills such as collaborating in groups. In the second semester, as part of the Philosophical Skills course, students get acquainted with the research done by the Institute of Philosophy staff. The Global and Comparative Perspectives track (GCP) follows this same setup but differs in content. In

its first three semesters (the mandatory part), this track offers an intercultural focus and a number of courses in world philosophical traditions.

The second phase of the BA Philosophy is a 30 EC discretionary space. Students are largely free in their choice of electives here, but their choice is subject to approval by the Board of Examiners to ensure sufficient coherence and level. The elective credits can be filled with a minor, an internship, or a period abroad. Students can also move the elective credits from the second semester of the second year (in whole or in part) to the first semester of the third year, if the chosen minor, internship, or study abroad programme is not (or only partially) offered in the second semester. In this case, students will already take one or more third-year specialisation courses in the final semester of the second year.

In the third phase (year 3), students deepen their knowledge in one of the areas of expertise of the Institute of Philosophy, culminating in a final thesis. They choose one of the five specializations mentioned under standard 1 and pick five courses; students in the GCP track continue in the GCP specialization. At least two of the students' specialization courses are within their chosen specialization and at least one is outside it. The course package needs approval from the Board of Examiners, which monitors the balance of coherence and variation in the programme. The culmination of the specialization phase is the bachelor's thesis of a maximum of 8,500 words (10 EC). The topic of the thesis must fit within the student's chosen specialization. The writing process is supported by a mandatory thesis seminar.

The BA programme has five content-based learning paths reflecting the five specializations. These provide the first phase of the programme with extra coherence and connect it to the second phase, in which students specialize. The five paths consist of courses that build on one another. A number of courses in the first phase fit into more than one specialization. Their transversal character provides the necessary cross-connections between the learning paths and courses, and allows students to get acquainted with adjacent philosophical subfields, which helps them in their specialization choice. In the specialization phase, students are encouraged to create cross-connections, as they are required to take at least one elective course outside their own specialisation. Each of the learning paths culminates in the bachelor's thesis, usually written in line with one of the specialization courses and supervised by the instructor of that course.

The BA also has a general skills development path. Over the course of successive semesters, its focus shifts from elementary to more complex academic skills. In the first three semesters, the tutorials and competency-based courses (Classic Texts, Philosophical Skills, and Metaphilosophy) provide specific training in elementary skills, such as close reading and writing simple argumentative texts. At the same time, the other courses in these semesters also offer practice in reading, analyzing, formulating, and arguing. Skills of increasing complexity are primarily practiced in the third-year specialization courses, culminating in the thesis seminar and writing the bachelor's thesis. Apart from instruction by Philosophy staff, the programme uses modules offered by the Leiden University Libraries (UBL) for this. The combination of the learning paths and the skills path enables students to become familiar with research projects of staff already in the first phase of the programme: first, through the presentations in the first-year course Philosophical Skills and, later, more in depth and intensive in the specialization phase in the third year. The programme ensures that students are introduced to almost all staff and their research.

Students can study the programme in part-time mode through the Standard track. The mandatory first phase of the programme is programmed separately from the BA Plus track, so that separate cohorts are created. Rather than 60 EC, students who study in part-time education are expected to complete only 30 EC in course work per year. Standard track students have less contact hours than the BA Plus track (12 rather

than 18 in the first phase of the programme), since they have less tutorial hours per course. In this way, the programme facilitates a combination with another programme or activities.

The panel is pleased with the well-designed and coherent structure of all BA tracks. The students are provided with a good basis before they start specializing, and the learning lines ensure coherence throughout the programme in preparing for the specialization phase. The clear structure helps students prepare for the elective and specialization options they have later on in the programme to shape their own learning trajectory, and the planning of the discretionary space at the end of the second year allows for a focused 'deep dive' into specialization and thesis afterwards. The programme opts for starting with smaller (5 EC) mandatory courses and moving to larger (10 EC) specialization courses that have fewer contact hours, gradually building up towards more complexity and independence. The panel applauds the programme's logical design and build-up.

The programme is facing a curriculum change as the university plans to harmonize the scheduling of the 30 EC discretionary space of all bachelor's programmes of Leiden University. All programmes must plan their discretionary space in the first semester of the third year and all minor programmes should be programmed within one semester. For the BA Philosophy, this means that the specialization phase will have to be reconfigured. The panel regrets that the current design will have to be adapted. At the same time, it noticed that students are not making full use of the discretionary phase right now: approximately five students each year (out of around 500 students) choose to fill their elective credits with an internship or study abroad programme, guided by the academic adviser, the Career Service Humanities, and the Study Abroad Coordinator. When questioned on this by the panel, students in the programme mentioned that they felt it would be difficult to arrange such options. According to the panel, harmonization would allow Philosophy students to fall in more easily with the Faculty-wide structures that assist them in finding internships and placements abroad. The panel concludes that the proposed change will have benefits as well as challenges and recommends a careful redesign of the curriculum that maintains the current strengths as much as possible.

Curriculum: content and orientation

From its discussion with students and alumni, the panel learnt that students in the Standard and BA tracks experience their programme not only as clearly structured and coherent, but also as intellectually challenging and intense. GCP students also find their programme challenging, but due to the breadth of the fields that they cover (including Chinese and Indian philosophy), the nature of their courses necessarily is less in-depth. The panel understands that this difference is unavoidable and appreciates the fact that students from all tracks can follow electives and courses outside their specialization to achieve more variation in combining breadth and depth.

In line with the Faculty of Humanities' educational vision, the BA aims to integrate teaching and research, making students active participants in research-based learning. The panel considers research-based education to be realized mainly through students' exposure to, and collaboration with, active researchers. Students and alumni confirmed that they felt well-connected to the Philosophy department and its researchers, and that the staff members bring their research into the classroom. The panel is pleased with the fact that students recognize the connection of teaching to research. It sees room for improvement in realizing the integration of teaching and research in the teaching methods. Currently, a lot of teaching is lecture-based, although workshops, in-class discussions, etc. also take place. The panel recommends introducing research tasks more prominently into the curriculum, allowing students to get involved in the research of their teachers and/or experience team science more often and more structurally.

The programme's professional and labour market orientation was strengthened upon a recommendation of the previous panel. In 2018, the programme participated in a pilot on labour market preparation offered by the Faculty of Humanities. This led to the adoption of a labour market preparation trajectory with both intra- and extracurricular components aimed at making students aware of their skills. The trajectory includes discussions with academic and student mentors, a career event where students meet alumni, reflection on skills and internship opportunities, a minor and MA market, workshops on how to find a job and writing a CV and cover letter, and a 'pitch' to future employers in the thesis seminar. Part of these events are offered in collaboration with Leiden University Career Services. The panel learnt from students and staff of the BA programme that the extracurricular events are not attended by all, particularly since students in the bachelor's phase are not yet that concerned with entering the labour market: almost all plan to continue in an MA programme. The panel applauds the programme's efforts to enhance professional and labour market orientation. It advises further emphasizing the transferrable skills taught within the curriculum and making them more visible in the curriculum and the assessment plan, for instance by testing them explicitly.

The BA programme in Philosophy offers the English-taught track in addition to the two Dutch-language tracks, which offer some courses in English. The programme therefore uses an English as well as a Dutch programme title. The panel discussed the choice of English as a language of instruction for the Global and Comparative Perspectives track with management and students of the programme. It agrees with the programme's reasons for making this choice. The attention paid to world philosophy and intercultural philosophy makes this language necessary within the track, since the academic and professional fields related to this specialization use English as their *lingua franca*. The global orientation and comparative subject matter of the GCP track logically lead to English as a language of instruction here.

Feasibility and guidance

The BA programme has a guidance system in place that starts with a general introduction at the beginning of the first year, and with student mentors taking on small groups of first-year students (organized through the university). The programme has a study adviser who holds intake conversations with all incoming students and is available in regular office hours or by appointment. Students can also make an appointment to see the study adviser. In the second semester of the first year, the study adviser gives a general presentation about planning the discretionary space and the specialisation phase for all students. Students who are about to start writing their thesis are invited to meet with the study adviser to be informed about the thesis writing process.

The BA Plus and GCP tracks offer students extra support and structure through adding 'tutorial' sessions to the introductory lecture courses in systematic topics. Here, students are offered the chance to delve deeper into the subject of the lecture through (group) assignments and discussions in smaller groups. The rationale behind the tutorials is that they help first-year students, most of whom are new to university, learn how to study effectively. The programme provides structure through the additional contact hours and enhances social cohesion within the cohorts.

The students in the Standard track cover the same material as the BA Plus students but are exempt from additional tutorials (although they can join voluntarily), with the exception of the tutorial for Logic. The programme finds that students in the Standard track need less instruction and practice – for the most part these are 'experienced' students – and have less need for social cohesion and cohort formation. Courses in the Standard track are sometimes taught jointly with those of the BA Plus track, but the programme tries to keep the two groups separate by scheduling at least half the mandatory introductory courses of the Standard track in the (early) evening so as to avoid scheduling problems for students who combine Philosophy with another programme, or students who have daytime jobs.

The programme noticed variation in knowledge and skills among incoming students, particularly after covid-19 and the start of GCP and decided to invest in the skills path to bring students up to par. In particular, the Philosophical Skills course common to all three tracks pays close attention to precise reading and careful writing. The programme refers students who continue to have problems with their written assignments to the Faculty of Humanities Writing Lab for help on their writing skills and, if necessary, to remedial teaching at the Academic Language Centre.

The thesis has long been a bottleneck in the Philosophy programme as many students incurred delays during the writing process. In the BA, thesis seminars were created to address this issue. The programme also developed a thesis manual which compiles all practical information with regards to the thesis writing process, including the criteria for a sufficient bachelor's or master's thesis. The thesis is written under the supervision of a staff member. At the end of the first semester, the programme provides students with a list of available supervisors and the topics they are competent in supervising. Students are requested to provide at least three names of preferred thesis supervisors and topics from this list. The Programme Board, together with the teaching coordinator, the coordinator of the thesis seminar, and, if necessary, also the Institute's Director of Education, then assigns each student to a supervisor, taking into account the students' preferences and the fit between topic and specialisation, while at the same time ensuring a fair distribution of thesis students over the available supervisors.

The panel studied all measures and mechanisms in place to guide students through the programme, and discussed them with students from all tracks. It concludes that the programme is currently feasible for all tracks and that students are happy with the support and information they receive. They particularly appreciate the student mentor system. The panel is also positive on the improvements made in the thesis trajectory. In addition to creating thesis seminars and streamlining information on the process, the programme has started allocating students to supervisors so that they are divided more equally. This avoids overburdening staff members and ensures that supervisors have enough time to attend to their students. The success rate of the programme, where 55 percent of students attain the BA diploma within four years, is slightly above the national average for Philosophy. The programme expects the figure to go up once the number of graduates from the Global and Comparative Perspectives track will reflect the intake, as students of that track generally do not combine their studies in philosophy with another programme.

The panel does have some recommendations to further improve guidance and feasibility. It learnt from students that they sometimes hesitate to call upon study advice, as they feel that the staff is overburdened due to the doubling in size of the BA programme over the past years. The BA has indeed grown significantly over the past years with the addition of the GCP track (which held 241 students in 2023 next to 270 in the other tracks combined). This added work pressure was confirmed by programme management. The programme has managed so far to provide all students with the necessary guidance through hard work and dedication, and this is appreciated by students, who speak highly of their study adviser and the support they receive. However, in the long run, the panel feels that the situation is unsustainable. It recommends increasing the study advice staff as soon as possible.

Finally, students pointed out to the panel that the study load is doable, but that the six parallel courses they follow in the first phase of the programme create pressure. Pressure is raised in particular by the midterm exams in these courses, which often count for a significant percentage (up to 50 or 60%) of the final grade: students have up to six exams in a brief time period. The programme is planning to reduce the study load by reducing the size and importance of these midterm exams. The panel supports this measure.

Staff

The programme is taught by a diverse group of 34 staff members affiliated with the Institute of Philosophy. The group includes 30 research-active members: four full professors, five associate professors (UHD) and 21 assistant professors (UD). In addition, the institute recently appointed four lecturers who only have teaching positions and no research obligations. All staff members but one have obtained their PhD and all hold a University Teaching Qualification (BKO). Two staff members have additionally obtained a Senior Teaching Qualification (SKO). New staff are given the opportunity to obtain their BKO, which is mandatory for becoming permanent.

Currently, about one third of the permanent teaching staff are not native Dutch speakers (14 out of 34). All staff members teaching in the programme are fluent in English and have published in English. Teaching staff are obliged to obtain their Basic Qualification English Proficiency (CEFR level C1), as part of their BKO. Where necessary, they can attend a course in Teaching in English offered by the Academic Language Centre. Leiden University demands that new colleagues learn Dutch, although the ability to teach at a high academic level in Dutch cannot be acquired in just a few years' time.

The panel appreciates the fact that students encounter staff engaged in research from the start of the programme. It considers the staff's didactic and scientific quality to be clearly up to standard. Students and alumni praised their teachers and described them as dedicated, expert and approachable. They feel intellectually challenged and inspired by their teachers. The panel finds that the staff quantity is also sufficient: the teaching staff was expanded to accommodate the programme's growth after GCP started. In conclusion, the panel considers the BA programme's teaching staff to be well-equipped for offering the programme. It suggests increasing the number of SKO trained staff in the near future, since this often leads to an innovative impulse from which the programme benefits.

The coordination of all educational matters on the level of the study programme is carried out by the education coordinator. The panel learnt from the documents and during the site visit that there have been issues with staffing of programme coordination in the recent past, leading to unsustainable high workload for key figures in the programme management. The panel is glad to hear that the staffing problem has recently been solved. It points out that this incident demonstrates that the Philosophy programmes' governance structure could be improved to better cope with such calamities in future.

According to the panel, spreading coordination responsibilities over more people would also make the programmes more resilient in terms of the enlarged involvement of students and staff. The creation of a more extensive and structured feedback cycle, where students and especially teachers are regularly and formally asked to provide input and discuss management decisions on the content and coherence of the programmes, would be conducive to creating a shared sense of responsibility and ownership among the programme's staff and students.

Considerations

The panel is impressed with the BA Philosophy's logical and well-structured design. The programme builds up knowledge and skills carefully throughout the three years and allows students much freedom to shape their own learning trajectory while providing a coherent structure to support them. The programme has three tracks the structure of which provide sufficient flexibility to account for differences in background and preferences of the students. The GCP track has a focus on world philosophy, which means that the choice for English as a language of instruction is both a logical and a necessary one. The panel recommends improving the connection to the professional field by giving transferrable skills a more prominent place in the courses,

for instance by making them part of the assessment. Teaching methods are sufficiently varied, but activating research tasks might enhance the integration of teaching and research.

The programme is feasible for all students thanks to the guidance provided, student mentoring, and the thesis trajectory. The panel recommends further enhancing feasibility by increasing the study advice staff as soon as possible and reducing the weight of midterm exams in the first years of the programme. It considers quality and quantity of teaching staff to be clearly sufficient: students praise their teachers as expert, dedicated and approachable. Whereas the programme is well coordinated, the panel recommends investigating sharing responsibilities more widely and enhancing the feedback structure for students and staff members. Doing so would be conducive to creating a shared sense of responsibility and ownership among the programme's teaching staff and students, thus contributing to the programme's resilience.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Assessment policy and practice

The assessment policy of all Philosophy programmes, including the BA Philosophy, follows that of the Faculty of Humanities. The policy defines issues such as the sequence, distribution, and resits of tests and exams, and the role that the Board of Examiners plays in quality assurance. Furthermore, in accordance with Faculty policy, each programme has an assessment plan, which relates the learning objectives for each course to the final learning outcomes and maps out the assessment forms associated with the courses.

The Faculty also uses an extensive guideline on test construction, which provides teaching staff with advice and tools (matrices, rubrics) for designing tests. In addition, the Philosophy programmes have developed an instruction document for the benefit of all staff, but especially for new and temporary teaching staff. A special section of this document is dedicated to the examination of a course. It refers to the university-wide resources about testing and gives advice about adequate exams. It stipulates the need for valorisation of exams, explains the Dutch grading system for (new) international staff, and stresses the desirability of rubrics when grading essays and presentations, as well as the need for student access to the feedback and evaluation. New and temporary staff are instructed to show their syllabi, including the modes of assessment, to a colleague before giving them to students.

In addition to the Faculty frameworks, the Philosophy programmes have formulated extra guidelines for assessment. First, all elements of the curriculum should be assessed by more than one exam or test. Faculty policy mandates this only for first-year BA courses, but the Programme Board demands this for all courses of the BA and the MA programmes. Secondly, there should be a variety of assessment types. While papers traditionally are the most important form of assessment in philosophy, the programme encourages teaching staff to include other forms, such as presentations, group work and blog entries. The exams of the specialization phase of the BA programme all consist of a written final paper in combination with other assignments such as presentations and paper outlines.

The panel discussed assessment policies and practice in the programme with staff, students, management and the Board of Examiners. It concludes that assessment is done well in the programme, with sufficient variation in test types as well as clear and detailed guidelines and regulations. Students are informed of the assessment mode and the expectations and resit options in a timely manner. The panel finds that the many written assessments and essays are a strong point, since this skill is important and highly appreciated in the academic and professional fields linked with the programme.

As mentioned under standard 2, the courses in the first phase of the programme make use of midterm tests that constitute sometimes a high percentage of students' final grade. In practice, this leads to high work pressure for students, since they follow six parallel courses whose exams all take place in the same week. The panel suggests looking into smaller or formative assessment types to alleviate this pressure. It also advises looking for ways to include transferrable or professional skills explicitly in exams, for instance by assessing team working skills in group assessments. This creates more variation and allows students to consciously train valuable skills they will be able to use in their careers.

Thesis assessment

Every BA thesis is first assessed by the supervisor of the thesis. If they judge the thesis sufficient, they inform the Board of Examiners which, in collaboration with the Programme Board, then assigns a second reader. Both the first and second reader complete an online thesis evaluation form independently. If both readers mark the thesis with grades within an established range of difference, they are invited to confer about the final grade and to jointly fill in a third evaluation form that summarises their judgements. This acceptable range of difference is anything between, but not exceeding, two full-grade points. The joint form, together with the final grade, is made available to the student. The student does not receive the individual assessments of the first and second readers. Should both readers significantly differ in their assessment, the Board of Examiners is informed. They will typically approach a third reader for their assessment, whose assessment is leading in determining the final grade.

The panel appreciates the way thesis assessment is done in the programme. It finds the use of three forms and the independent reading by the assessors to be clear and transparent. The panel studied 15 theses and their assessments, and generally agreed with the grades given. It noticed that all readers provide sufficient feedback and often elaborate extensively on their assessment and the various criteria. The panel applauds this practice.

The panel noticed that there is a strict word limit of 8.500 words for the BA thesis, which is communicated to students in the Thesis Guide. This guide states that there is no margin allowed here. However, some of the theses the panel looked at did surpass the word limit. The panel was informed that in practice, a deviation from the limit of up to 10% is allowed by the programme. If the word limit is surpassed beyond 10%, the thesis is sent back to the student and supervisor for adaptation and re-submission, except in cases where the Board of Examiners grants permission. The panel advises the programme to be transparent about the way the word limit is dealt with, and recommends clearly communicating the actual policy to students and their supervisors.

Board of Examiners

The Philosophy Board of Examiners is responsible for the BA and MA programmes in Philosophy. It ensures that the programme adheres to the Course and Examination Regulations. The Board of Examiners oversees all tests and examinations within the Philosophy programmes and determines whether students have acquired the knowledge and skills to warrant the awarding of their degree. The board has adopted a cyclical modus operandi whereby a large section of the exams is checked every year, as well as the grades given.

Similarly, the board annually takes a sample of theses and establishes whether the grade is reasonable given the evaluations. The board also checks the grades of individual courses against each other, to determine whether similar standards of assessment are being employed by the graders.

The Board proactively safeguards quality of assessment, and recently called attention to increased use of ChatGPT and AI among students. This led to the Programme Board rejecting take-home exams containing open questions. Together with the Programme Board, the Board of Examiners organizes regular calibration sessions, where all teaching staff are invited to look at a number of anonymized papers or theses in advance, so as to discuss the proper assessment and grading. In this way, the programme tries to secure an adequate level of horizontal validity in the assessments. The programme has not been able to organize such a calibration cycle for the last two years, mainly due to COVID-19. It is a priority for the Board of Examiners to organise a calibration session in 2023-2024.

The panel appreciates the role that the Board of Examiners plays in checking and proactively promoting quality of assessment in the BA Philosophy. It appreciates the fact that the Board flagged AI use with the programme management and fully supports bringing back the calibration sessions. It concludes that the Board of Examiners is in control when it comes to safeguarding assessment quality within the programme.

Considerations

The panel is pleased with the assessment policies, practices and assessment types it encountered in the BA Philosophy. Thesis assessment is done in a transparent and valid way, and the Board of Examiners proactively safeguards assessment quality. The panel suggests looking into smaller or formative assessment types to alleviate student work pressure in the first phase of the programme. It advises looking for ways to include transferrable or professional skills explicitly in exams, for instance by assessing team working skills in group assessments. The panel supports reintroducing calibration sessions among staff members to enhance assessment practices.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read a total of 15 final theses for the BA programme. According to the panel, one of these should not have been awarded a passing grade. It established that the supervisors had noted the thesis's main shortcomings and described these on the assessment form, even though they came to a positive overall conclusion. The panel considers this thesis to be an incidental case that is not indicative of the overall final level. On the whole, the panel was positive about the theses it read, which dealt with fitting, yet varied topics and were usually executed in a satisfactory, and in various cases in a good or excellent way.

The majority of the BA programme's graduates continue in an MA programme. Alumni that the panel interviewed, mentioned that they appreciated the focus on writing skills throughout the programme, and felt ready and well-prepared for follow-up (research) master's programmes. The panel concludes that the intended learning outcomes are achieved by the programme.

Considerations

The panel is positive about the level of the BA theses, with one exception, which it considers an incidental case. The theses deal with fitting, yet varied topics and are usually executed in a satisfactory, and sometimes in a good or excellent way. The majority of the BA programme's graduates continue in an MA programme. Alumni feel well-prepared for follow-up (research) master's programmes. The panel concludes that the intended learning outcomes are achieved by the programme.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the bachelor's programme Philosophy is positive.

Development points

1. Consider changing the names of the Standard and BA Plus tracks since they may give incoming students the wrong kind of expectations.
2. Reformulate ILO 1 to create a better match for the Global and Comparative Perspectives specialization.
3. Further improve the programme's connection to the professional field by giving transferrable skills a more prominent place in the courses, for instance by making them part of the assessment.
4. Enhance the integration of teaching and research through introducing activating research tasks as teaching methods.
5. Increase the study advice staff as soon as possible to ensure a good level of guidance for all students.
6. Reduce the weight of midterm exams in the first years of the programme in order to reduce study pressure.
7. Distribute coordination responsibilities more widely beyond the current Programme Board, and expand the possibilities for involvement of students and staff members in policy making at the programme level.
8. Reintroduce calibration sessions among staff members to enhance assessment practices.

Appendix 1. Intended learning outcomes

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

1. Knowledge and understanding

Graduates have knowledge and understanding of the professional options in the field of philosophy. In addition, they have knowledge and understanding in the area of philosophy that far exceeds the level of secondary education, in particular as regards:

- a. the historical development of Western philosophy, also in relation to the development of the various branches of learning;
- b. the societal and cultural significance of Western philosophy, also from a global and comparative perspective;
- c. the main traditional elements of Western philosophy, their problems, their methods and their key concepts;
- d. for the specialisations Ethiek en politieke filosofie (Ethics and political philosophy), Filosofie van mens, techniek en cultuur (Philosophy of humans, technology and culture), Geschiedenis van de filosofie (History of philosophy) and Theoretische filosofie (Theoretical philosophy): metaphysics, continental philosophy and history of political philosophy, and also recent developments in the area of the specialisation;
- e. for the specialisation Global and Comparative Perspectives: the philosophical traditions of India, China, Africa and the Middle East, and also recent developments in the area of comparative philosophy.

2. Applying knowledge and understanding

Graduates are able to apply their knowledge and understanding in the area of philosophy by:

- a. independently collecting philosophical literature relating to a theme, using both traditional and modern methods, and evaluating this literature in terms of relevance and quality;
- b. independently studying and analysing philosophical texts in terms of arguments and conclusions, evaluating them in terms of their argumentative qualities, understanding their interconnections and situating them in a broader historical, societal or academic context;
- c. independently identifying and analysing problems in the area of the specialisation, critically evaluating proposed solutions.
- d. independently formulating a philosophical, clearly delineated research question in the area of the specialisation, situating this question in a philosophical context, and developing an argument to answer the question
- e. independently reflecting on both the domain-specific and widely applicable skills (transferable skills), that are required in a future professional environment.

3. Making judgements

Graduates are able to:

- a. formulate a concise and constructive critique of philosophical standpoints and substantiate this critique with arguments;
- b. determine a standpoint on philosophical questions and substantiate this with arguments.

4. Communication

Graduates are able to:

- a. clearly express themselves in both oral and written form in the programme's language(s) of instruction (Dutch and English for the specialisations Ethiek en politieke filosofie (Ethics and political philosophy), Filosofie van mens, techniek en cultuur (Philosophy of humans, technology and culture), Geschiedenis van de filosofie (History of philosophy) and Theoretische filosofie (Theoretical philosophy), and English for the specialisation Global and Comparative Perspectives);
- b. concisely and constructively participate in and lead academic discussions;
- c. give a clearly structured and accessible argument in the form of an oral presentation, supported by digital presentation techniques;
- d. clearly explain complex issues in written form.

5. Learning skills

Graduates are able to:

- a. ask for other people's criticism and process this;
- b. independently formulate and execute a research plan.

Furthermore, each humanities programme at Leiden University trains students in the general academic skills formulated by the faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills as specified in appendix A of the general section.

Appendix 2. Programme curriculum

Year	Semester 1	Semester 2
1	Mandatory introduction 6 courses of 5 EC each	Mandatory introduction 6 courses of 5 EC each
2	Mandatory introduction 6 courses of 5 EC each	Discretionary space 30 EC
3	Specialisation phase 3 elective courses of 10 EC each	Specialisation phase 2 elective courses of 10 EC each bachelor's thesis and thesis seminar, 10 EC

Figure 2. Programme structure

BA Plus track / Standard track

Year 1

Vak	EC
> Cultuurfilosofie	5
> Ethiek	5
> Griekse en Romeinse filosofie	5
> History of Modern Philosophy	5
> Logica	5
> Metafysica	5
> Classical Readings	5
> Continentale filosofie	5
> Epistemologie	5
> Filosofische vaardigheden	5
> History of Political Philosophy	5
> Medieval Philosophy	5

Year 2

Vak	EC
Verplichte onderdelen	
> Analytische filosofie	5
> Comparative Philosophy	5
> Philosophy of Mind	5
> Political Philosophy	5
> Metafilosofie	5
> Wetenschapsfilosofie	5
Keuzeruimte	
> Keuzeruimte (Filosofie)	30
Extra-curriculair	
> What's Next? First Steps in Crafting Your Career (BA)	2

Year 3

In het derde jaar wordt een keuze gemaakt voor één van de vier afstudeerrichtingen: Geschiedenis van de filosofie, Theoretische filosofie, Ethiek en politieke filosofie, of Filosofie van mens, techniek en cultuur.

Vereisten

- Studenten kiezen vijf thematische cursussen filosofie van elk 10 EC uit een jaarlijks wisselend aanbod.
- Ten minste twee en ten hoogste vier van deze vijf cursussen moeten worden geselecteerd uit het aanbod van de *gekozen* afstudeerrichting.
- Ten minste één van deze vijf cursussen mag *niet* behoren tot het aanbod van de gekozen afstudeerrichting en moet worden geselecteerd uit het aanbod van een *andere* afstudeerrichting.
- Het onderwerp van het BA-eindwerkstuk moet behoren tot de gekozen afstudeerrichting.

Onder bepaalde voorwaarden kunnen studenten ook BA3-cursussen van de Engelstalige BA-track **Global and Comparative Perspectives** in hun programma opnemen. Zie de toegangseisen in de betreffende cursusbeschrijving.

Vak	EC
Afstudeerrichting: Geschiedenis van de filosofie	
> Aesthetics	10
> Avicenna and his Critics	10
> Introduction to Phenomenology	10
> Werkcollege Antieke Wijsbegeerte: Griekse en Romeinse filosofen over seksualiteit	10
> Wittgenstein's Tractatus	10
> Existentialism	10
> Heidegger and his Critics	10
> Introduction to German Idealism	10
> Plato Politeia	10

Afstudeerrichting: Theoretische filosofie	
> Avicenna and his Critics	10
> Metaethics	10
> Philosophy of Language: Historical and Contemporary Debates	10
> Wittgenstein's Tractatus	10
> Philosophy of Neuroscience	10
> Kant's First Critique	10
> Kripke's Naming and Necessity	10
> Modal, Epistemic, and Temporal Logic	10
> Philosophy of Technology	10
Afstudeerrichting: Ethiek en politieke filosofie	
> Capitalism and Beyond	10
> Classics of Practical Philosophy	10
> Global Justice	10
> Metaethics	10
> Philosophy of Neuroscience	10
> Ethics II	10
> Kritische theorie	10
> Moral Psychology	10
> Philosophy and Decolonization	10
> Plato Politeia	10
> Political Obligation	10
> Continental Political Philosophy	10

Afstudeerrichting: Filosofie van mens, techniek en cultuur	
> Aesthetics	10
> Modernity and Postmodernity	10
> Critical Philosophy: Feminism, Gender and Race	10
> Introduction to Phenomenology	10
> Werkcollege Antieke Wijsbegeerte: Griekse en Romeinse filosofen over seksualiteit	10
> Continental Political Philosophy	10
> Existentialism	10
> Heidegger and his Critics	10
> Introduction to German Idealism	10
> Kritische theorie	10
> Philosophy and Decolonization	10
> Philosophy of Play	10
> Philosophy of Technology	10
> Twentieth Century French Philosophy	10
Afstudeerfase	
> Thesis Seminar Philosophy	0
> Scriptieseminar Filosofie	0
> BA-eindwerkstuk Filosofie	10
Extra-curriculair	
> What's Next? First Steps in Crafting Your Career (BA)	2

Global and Comparative Perspectives track

Year 1

Vak	EC
Fall Semester	
> Ethics	5
> Logic	5
> Philosophy of Culture	5
> World Philosophies: China	5
> World Philosophies: Greek and Roman Antiquity	5
> World Philosophies: Modern Europe	5
Spring Semester	
> Comparative Philosophy I: Classical Readings	5
> Epistemology	5
> Philosophical Skills	5
> World Philosophies: Africa	5
> World Philosophies: India	5
> World Philosophies: Middle East	5

Year 2

Fall Semester	
> Concepts of Selfhood	5
> Comparative Philosophy II: Topics	5
> Language and Thought	5
> Metaphilosophy	5
> Philosophy of Science	5
> Political Philosophy	5
Spring Semester	
Discretionary space (Philosophy)	30

Year 3

Requirements

- Students select five advanced seminars in philosophy, each 10 EC, level 300-400 from a list of topics that are varying from year to year.
- At least two of these five seminars must be selected from the list of courses for the specialisation Global and Comparative Perspectives.
- At least one of these five seminars must be part of one of the other specialisations and cannot belong to the specialisation Global and Comparative Perspectives.
- The subject of the BA theses must belong to the chosen specialisation, i.e. Global and Comparative Perspectives.

Vak	EC
Specialisation Global and Comparative Perspectives	
> African Political Theory	10
> Avicenna and his Critics	10
> Buddhism: Topics	10
> Global Justice	10
> Intercultural Philosophical Hermeneutics	10
> Werkcollege Antieke Wijsbegeerte: Griekse en Romeinse filosofen over seksualiteit	10
> Buddhist Moral Philosophy	10
> Feminist Theories in Asian Philosophy	10
> Conceptions of Knowledge in India and China	10
> Environmental Philosophy and Ethics in Buddhism	10
> Philosophy and Decolonization	10
> Plato Politeia	10
Courses from specialisations outside Global and Comparative Perspectives (in English)	
> Aesthetics	10
> Capitalism and Beyond	10
> Classics of Practical Philosophy	10
> Modernity and Postmodernity	10
> Critical Philosophy: Feminism, Gender and Race	10
> Introduction to Phenomenology	10
> Metaethics	10
> Philosophy of Language: Historical and Contemporary Debates	10
> Wittgenstein's Tractatus	10

> Continental Political Philosophy	10
> Existentialism	10
> Philosophy of Neuroscience	10
> Ethics II	10
> Heidegger and his Critics	10
> Introduction to German Idealism	10
> Kant's First Critique	10
> Kripke's Naming and Necessity	10
> Modal, Epistemic, and Temporal Logic	10
> Moral Psychology	10
> Philosophy of Technology	10
> Political Obligation	10
> Philosophy of Play	10
> Twentieth Century French Philosophy	10
Courses from specialisations outside Global and Comparative Perspectives (in Dutch)	
> Kritische theorie	10
Graduation Phase	
> Thesis Seminar Philosophy	0
> Thesis Seminar Philosophy	
> BA Thesis Philosophy	10

Appendix 3. Programme of the site visit

18 September 2023

15.00	15.15	Welcome
15.15	16.45	Panel preparation session and office hour
16.45	17.30	Interview programme management
17.30	18.00	Panel meeting

19 September 2023

08.45	09.00	Arrival panel
09.00	09.45	Interview students BA
09.45	10.00	Break
10.00	10.45	Interview students MA (60 EC) and MA (120 EC) (incl. recent alumni)
10.45	11.15	Break
11.15	12.00	Interview teaching staff all programmes
12.00	12.45	Lunch
12.45	13.30	Interview Board of Examiners
13.30	14.30	Panel meeting
14.30	15.15	Concluding session programme management
15.15	16.30	Panel prepares preliminary findings
16.30	17.00	Oral feedback panel

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request. The panel also studied other materials, which included:

- A. Prospectus:
- B. <https://studiegids.universiteitleiden.nl/search?for=programmes&type%5B%5D=bachelors&q=filosofie&edition=2022-2023>
Description of the contents of the programme components, with a specification of the learning outcomes, objectives, teaching methods used, method of assessment, assigned literature, teaching staff and number of study credits.
- C. Programme metrics (Opleidingskaart)
- D. Course and Examination Regulations
 - a. BA Filosofie, 2022-2023 (Dutch and English)
 - b. Faculty of Humanities BA, 2022-2023
- E. Staff overview
- F. Assessment plan
- G. Rules and Regulations of the Board of Examiners
- H. Vision on Teaching and Learning (Leiden University and Faculty of Humanities)
- I. Manuals
 - Guide to Teaching Quality Assurance
 - Tips for Tests
 - Manual for Board of Examiners
 - Teaching Evaluation Framework
 - Manual for Programme Committees
 - Thesis Manual Philosophy 2022-2023
 - Instructors Guide Philosophy 2023
- J. Previous assessment reports