

BACHELOR'S PROGRAMME

KOREAN STUDIES

FACULTY OF HUMANITIES

LEIDEN UNIVERSITY

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This report was finalised on 7 April 2020

REPORT ON THE BACHELOR'S PROGRAMME KOREAN STUDIES OF LEIDEN UNIVERSITY

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor's programme Korean Studies

Name of the programme:	Koreastudies
International name:	Korean Studies
CROHO number:	56820
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations or tracks:	-
Location:	Leiden
Mode of study:	full time
Language of instruction:	Dutch, English
Submission deadline NVAO:	01/05/2020

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

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

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

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

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



WORKING METHOD OF THE ASSESSMENT PANEL

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

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

Panel members

The panel consisted of the following members:

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

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

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

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

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

Preparation

On 22 November 2018, the panel chair was briefed by the project manager on the tasks and working method of the assessment panel and more specifically his role, as well as use of the assessment framework. Prior to the site visit, the panel members received instruction by telephone and e-mail on the tasks and working method and the use of the assessment framework. A schedule for the site visit was composed. Prior to the site visit, representative partners for the various interviews were selected. See Appendix 3 for the final schedule.

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

The panel also studied a selection of eight theses and their assessment forms, based on a provided list of graduates between 2016-2019 (see Appendix 4).

Site visit

The site visit to Leiden University took place on 19, 20 and 21 November 2019. At the start of each site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. During the site visit, the panel studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners. Members of the



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

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations. The visit concluded with a development dialogue, held in parallel sessions, in which the panel members and the representatives of the programme discussed various development routes for the programmes. The results of this conversation are summarised in a separate report, which will be published through the programmes' communication channels.

Report

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

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards:

Generic quality

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

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

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

Does not meet the standard

The programme does not meet the generic quality standard.

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

Positive

The programme meets all the standards.

Conditionally positive

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

Negative

In the following situations:

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

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The panel appreciates the profile of the bachelor's programme Korean Studies, with its strong focus on language acquisition and history of the region. The language acquisition programme with an intensive training at a Korean university is a strong point of the programme, according to the panel. However, it sees the mismatch between the students' expectations and the current profile as a threat to the programme. It advises the programme to rethink the profile towards an approach that has a stronger cultural studies flavour and allows for more contemporary subjects. It realises that such a transformation requires sufficient staffing; this issue will be tackled under Standard 2.

Leiden University has a longstanding tradition of cultivating knowledge of many languages and cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The faculty is committed to keeping this tradition alive and protecting minor fields like Korean Studies, the panel found. The panel wholeheartedly supports this ambition in the interests of Dutch society as a whole.

The panel considers the intended learning outcomes comprehensive, yet suitable for a bachelor's programme with a focus on language acquisition and on the history of a foreign civilisation. It is aware that rethinking the profile would also require a rewriting of the intended learning outcomes. Furthermore, it recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance the transparency if all programmes used the same terminology and categorisation.

Standard 2: Teaching-learning environment

The panel feels that the bachelor's programme Korean Studies offers a curriculum that is interesting and sound, although a bit traditional at the same time, in the sense that it mainly takes a historical approach when analysing Korea, and devotes less attention to contemporary popular culture. The curriculum can be divided into language acquisition and content courses, which adequately reflect the intended learning outcomes. The panel established that the curriculum enables the students to attain the intended learning outcomes. It is enthusiastic about the language acquisition part, which it finds to be well thought out and executed. On the content side, it feels that the programme should strive to accommodate the students' interests more and to strengthen the part of the programme that focuses on contemporary cultural topics. It agrees with the way in which the thesis trajectory is set up and approves of the systematic supervision during this trajectory. The panel considers the use of Dutch, English and Korean in the programme a suitable solution given its international profile, staff composition and use of English textbooks.

The stay abroad in Seoul is seen as a life-changing experience, the panel found. At the same time, it noted that the organisation of the stay abroad is under discussion, partly because of financial reasons and partly because it causes study delay for some students. It understands these issues, but feels that the stay abroad is a strong point of the programme that should be maintained, possibly even extended to other partner universities. Sufficient funding is required to allow the subsidy of students while student numbers are rising.

The panel established that the staff offers sufficient guidance to the students, both during the intake procedure and during the regular programme. Guidance and supervision are especially intense during the thesis trajectory, which has been improved and extended recently. The programme is demanding, but the panel noted that the staff puts in a lot of effort to keep it feasible. The most important hurdles are the stay abroad in Seoul and the thesis trajectory, but the panel found that the programme has taken measures to minimise these hurdles, even if it is impossible to take them away completely. It advises the faculty to provide more support for the substantial group of students with special needs. This applies even more strongly to those who show unusual and erratic behaviour that at times may be threatening to the staff. Specialist support at the faculty or university level is recommended here.



Finally, the panel met with a dedicated and highly motivated group of lecturers. It established that the staffing shortages in recent years have put a considerable strain on the programme, resulting in stress and sometimes in burn-out of staff members. Although it found that the faculty management is aware of the problems and does its utmost to tackle them, it still feels that the increasing student numbers have not been translated into the corresponding workforce. It therefore recommends that the faculty monitor the teaching load and staffing situation for the Korean Studies programme closely and investigate whether the staffing of Korean Studies can be expanded.

Standard 3: Student assessment

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

The panel found that the Board of Examiners fulfils its responsibilities. It is especially positive about the input of the external member, who provides a link between the various boards across the programmes. It notes that the quality assessment of the stay abroad is a matter of mutual trust between the programmes in Leiden and Korea; however, it must be clear what this trust is based on. For this reason, it recommends that consideration be given to control instruments in this case also. One possibility is to request the course material from time to time and to check whether this contributes sufficiently to the learning objectives.

The panel established that the Korean Studies programme uses appropriate types of assessment that are sufficiently varied. The methods of assessment are clearly described, and all information about assessment is transparent to the students. The panel noted the problems the staff face in providing sufficient and timely feedback and expressed the hope that the recent staff replacements will allow the programme to improve on its feedback procedures. The same applies to the four-eyes principle: the panel recommends having all new assessments reviewed by a colleague, but understands this is only possible if sufficient staff is available.

Finally, the panel agrees with the assessment of the theses and with the role of the supervisor and second reader. However, it recommends ensuring that the comments of the second reader are clearly recognisable to the students and that they know how the final mark was reached between the assessors.

Standard 4: Achieved learning outcomes

Based on the thesis selection and interviews with alumni, the panel established that the students of the bachelor's programme Korean Studies reach a sufficient level and achieve the intended learning outcomes. Most students continue in relevant master's programmes, such as Asian Studies, where they do not appear to experience any major hurdles. Bachelor graduates generally find a suitable job within a relatively short period of time; although they often start at a lower level, they switch to jobs at an academic level within a few years. The panel believes that the programme sufficiently prepares the students for a master's programme and for their professional career.

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

Bachelor's programme Korean Studies

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

The chair, prof. dr. Peter Van Nuffelen, and the secretary, drs. Erik van der Spek, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 7 April 2020

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

Standard 1: Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The bachelor's programme Korean Studies combines an immersion in contemporary Korean society and culture, embedded in a regional and historical context, with intensive training in the Korean language. Language acquisition accounts for half of the credits (75 EC), excluding the 30 EC dedicated to the minor. Considerable time and effort are needed to bring the students to an academically practical level of Korean language proficiency. The focus is on Modern Korean, although optional courses in Classical Chinese are offered as well. The language acquisition programme includes an intensive language training semester at Sogang University in Seoul.

The second half of the curriculum consists of a history-based multidisciplinary approach to the study of Korean society and culture. The students come in contact with at least two of the disciplines covered by the current staff and reflected in the course offerings: history and historiography, cultural anthropology, literature and sociolinguistics, politics and international relations, and sociology. They are equipped with the critical skills to find, evaluate and interpret relevant information. The programme is taught in Dutch and English. The panel recognises the interdisciplinary profile of the Korean studies programme and believes that it offers the students a solid foundation at the bachelor's level in the study of the Korean language, history and culture.

The panel noted that although the profile is clear to the programme management and staff, the students sometimes had quite different expectations of the programme. They often expected a more language acquisition-oriented programme, while the current programme is a balanced mix of language courses and content courses (with a focus on history), in which the language component is often an instrument to allow the students access to the content courses. Another issue is that many students are primarily interested in contemporary Korean culture (for instance, K-pop and K-drama), which is only partly covered by the programme. The staff are aware of these issues and try to solve them partly by giving the students a realistic picture of the programme, and partly by incorporating more contemporary Korean culture into the programme. This latter measure, however, is complicated by staffing issues. These issues will be further elaborated upon under Standard 2.

The bachelor's programme Korean Studies is the only one of its kind in the Benelux, according to the self-evaluation. Similar programmes are offered at SOAS University of London, Ruhr-Universität Bochum, and Université Paris Diderot. However, in comparison to these programmes, the Leiden programme distinguishes itself by its compact programme, its integrated CLT (communicative language teaching) approach to language acquisition, and a broad historical anchoring of contemporary Korean society and culture in a local, regional, and global context.

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

Intended learning outcomes

All bachelor programmes of the Faculty of Humanities of Leiden University share the same set of general intended learning outcomes. In addition, the bachelor's programme Korean Studies is based on a set of programme-specific learning outcomes. These learning outcomes are organised in line with the Dublin descriptors (see Appendix 1). In general, the programme aims to educate its students with an overall knowledge of modern and premodern Korean history and a broad understanding of contemporary political, social, and cultural developments on the Korean peninsula. The graduates have developed a closer understanding of at least two disciplinary approaches. They have acquired a Korean language level equivalent to TOPIK (Test of Proficiency in Korean) level 4 (out of 6). This means that they can actively participate in general conversations and discussions, are capable of processing Korean newspapers, internet sources, essays and short stories, and can write short essays with the help of a dictionary. They have mastered the generic academic skills and research methodologies to undertake independent research. Finally, they are prepared to function professionally in different working environments. The panel believes these learning outcomes are demanding, yet still suitable for a bachelor's programme with a focus on language acquisition and history.

Considerations

The panel appreciates the profile of the bachelor's programme Korean Studies, with its strong focus on language acquisition and history of the region. The language acquisition programme with an intensive training at a Korean university is a strong point of the programme, according to the panel. However, it sees the mismatch between the students' expectations and the current profile as a threat to the programme. It advises the programme to rethink the profile towards an approach that has a stronger cultural studies flavour and allows for more contemporary subjects. It realises that such a transformation requires sufficient staffing; this issue will be tackled under Standard 2.

Leiden University has a longstanding tradition of cultivating knowledge of many languages and cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The faculty is committed to keeping this tradition alive and protecting minor fields like Korean Studies, the panel found. The panel wholeheartedly supports this ambition in the interests of Dutch society as a whole.

The panel considers the intended learning outcomes comprehensive, yet suitable for a bachelor's programme with a focus on language acquisition and on the history of a foreign civilisation. It is aware that rethinking the profile would also require a rewriting of the intended learning outcomes. Furthermore, it recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance the transparency if all programmes used the same terminology and categorisation.

Conclusion

Bachelor's programme Korean Studies: the panel assesses Standard 1 as 'meets the standard'.

Standard 2: Teaching-learning environment

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

Findings

Language of instruction and name of the programme

Leiden University in principle offers its bachelor's programmes in Dutch and its master's programmes in English. The bachelor's programme Korean Studies is one of the exceptions to the Dutch language rule, being taught partly in Dutch, partly in English. This is because of the programme's international profile, (partly) foreign staff, use of mainly English textbooks and because the expertise taught in



this programme has global relevance. The language of instruction may also be Korean in some parts of the study programme. The panel endorses this language approach.

Curriculum

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

In the first year, the curriculum is divided evenly over language acquisition and content courses. The students spend 30 EC on language acquisition, based on integral communicative language teaching (CLT). In addition, they are encouraged to participate in meetings with Korean exchange students to practice their intercultural communication skills. The panel feels this is a useful and practical addition to the curriculum.

In the content courses, the focus on history is clearly visible. In the first semester the 'Koreaanse Geschiedenis tot 1876' course is offered, and in the second semester, 'Moderne Koreaanse Geschiedenis' is added. In addition, the students follow a 5 EC shared course on either Modern Japanese history, Modern Chinese history or Classical Chinese. In the first semester they also take an introductory course in material and cultural history ('Text, thought and culture') and the faculty core course 'Area Studies'. In the second semester, they follow the 'Methods and Issues in Korean Studies' course. In this way, the programme offers its students a broad historical framework for the more topical courses on Korean politics, society, and culture in later years. The panel understands this approach and recognises the rationale of providing a firm base on which the programme establishes itself; on the other hand, the approach might be a bit traditional, considering the students' interests.

The equilibrium between language training and content courses is maintained in the first semester of the second year. Language acquisition is continued in two courses: a 10 EC general Korean language course and a 5 EC course on Korean for Academic Purposes. On the content side, the students choose two seminars on Korean Studies, for instance 'Divided Korea' or 'Cinema in Korea'. In addition, all students follow the core course 'Philosophy of Science'.

The panel discussed with the staff the gap between the courses on offer and the demands and interests of the students. Many students enter the programme with a strong personal interest in contemporary topics, ranging from K-pop to tattoos. In the current setup of the curriculum, contemporary culture is only covered to a limited extent; the 'Cinema in Korea' course appears to be the only one in which contemporary culture has a marked focus. The staff explained this is partly due to staffing issues; recently, a new lecturer has been hired who should be able to bridge the gap mentioned above. However, the staff also feels that the focus on history and language acquisition is a proper one, and academic levels should be maintained. The panel agrees but still thinks (as stated above, under Standard 1) that the current framework of language acquisition and history could be combined with courses on popular culture. It therefore advises the programme to see if the students' interests can be accommodated into the programme without losing the academic rigour.

In the second half of the second year, the students spend a full semester in Korea at Sogang University. There they follow an intensive language acquisition programme (25 EC, five days a week) that allows them to reach the TOPIK levels 3 and 4 (out of 6). In addition, they engage in a number of small fieldwork projects in the 'Perspectives on Korea' seminar. They have to go out in Seoul, explore a social or cultural issue, do a literature review, and apply theoretical insights to their fieldwork findings. These projects are supported by an online e-learning course. To be allowed to go

to Sogang University, the students need to have fulfilled all course requirements of the first three semesters in Leiden. For the students, the stay abroad is a valuable and life-forming experience; the panel agrees with this view.

During the site visit, the panel learned that the semester abroad causes some issues that may be a reason for the programme to alter the setup. The issues are firstly financial; the faculty subsidises the extra costs the students make while studying in Korea. Secondly, since students who have not fulfilled all course requirements cannot participate in the stay abroad semester in their second year, they may experience study delay of up to a year. And thirdly, the students who go to Korea report high stress levels because, due to different schedules, the students come back from Korea just in time to start their third year in Leiden.

To solve these issues, the programme is considering several options. One is shortening the stay abroad to a single module (the students currently take two), which would shorten the stay to six to ten weeks. A second option would be allowing the students to only go abroad with their cohort in the second year, thereby avoiding study delay. This would imply developing a shadow programme in Leiden, which of course has implications for staffing.

The panel understands these issues but feels that the stay abroad is a strong point of the programme and should be maintained, and possibly even extended to other partner universities. In its opinion, a shadow programme does not offer a solution, neither in the required levels of language acquisition (the panel feels it would be difficult to reach the same levels in Leiden) nor in staffing, since the situation is already quite stretched as it is. Sufficient funding is required to allow for subsidising the students while student numbers are rising.

In the third year, the focus is on the thesis (and its preparation) and the minor. The minor is spread over the first and second semesters, 15 EC each. The students can either choose a faculty minor or compose a package of their own choice, which has to be approved by the Board of Examiners. They can also use part of their elective space to do an internship. The third year still has room for a language course ('Korean for Academic Purposes 2') and an elective seminar on a historical or cultural topic. From the academic year 2019-2020, the elective seminar will be merged with the 'Thesis Reading and Research Seminar' (see below), to better prepare the students in formulating a thesis proposal and research question.

Bachelor's students who seek an additional challenge can take part in the faculty's honours programme, called the Humanities Lab. This customised programme of 30 EC offers small-group, intensive instruction that allows the students to deepen or broaden their knowledge and skills.

Thesis trajectory

To prepare themselves for their bachelor's thesis, the students follow the 'Thesis Reading and Research Seminar' (5 EC) in the first semester of the third year. In this seminar they learn to formulate a thesis proposal and research question, to compile a bibliography, and to write a literature review. The seminar was added in an attempt to improve the success rate of the programme. The panel agrees with this measure to help students in preparing for their thesis.

In the final semester, the students write their thesis: an academically written essay of 10,000 words. Until recently, they had great freedom in choosing their thesis subject. However, this approach resulted in theses that were often inspired by the personal interests of the students rather than by the academic debates in the fields of Korean Studies. Starting from the academic year 2019-2020, the students will select their thesis subjects during the preparatory seminar, thereby strengthening the academic level and topical relevance of their research projects. During their thesis trajectory they take another 5 EC seminar, in which they are monitored and guided by their supervisors to develop and execute a research project, and to write a suitable thesis. They receive additional support and feedback from their peers in presentations and discussions. The panel understands the way in which the thesis trajectory is set up and approves of the systematic supervision during it.



Teaching methods

Regarding the teaching methods, a difference should be made between the language acquisition courses and the content courses. In the language programme, a student-oriented integral communicative language teaching (CLT) approach is employed. The Korean language is taught in small incremental steps, thereby structuring the acquisition of different aspects of language learning (speaking, listening, reading, writing). The programme seeks to activate the students, exposing them to multimedia sources, working on different projects, such as posters and a speech content, and to stimulate them to converse with Korean exchange students at so-called language tables. Also, online learning modules have been developed to intensify self-learning by the students. The panel feels that the teaching methods for language acquisition are well developed and stimulating.

In the content courses, the programme follows the educational vision of Leiden University and the Faculty of Humanities, in which the integration of research and teaching is a leading principle. The students are introduced to some of the research methodologies that prevail in, for instance, history and social sciences. The seminars are generally based on the staff members' research projects, and therefore allow the students to gain first-hand experience with these methodologies and to achieve state-of-the-art knowledge on current research issues. The panel feels the teaching methods are appropriate for a bachelor's programme with a focus on language acquisition and approves of the integration of research and teaching.

Guidance, advice and support

Guidance and advice start with the intake of students. The inflow is increasing every year, which in itself is a positive sign, but not all students have the proper academic motivation needed to successfully complete the programme. A substantial number of students is primarily interested in learning Korean, but lacks the matching academic interest. This results in substantial dropout rates after the first year. The staff tries to inform prospective students as best as possible ahead of time about the academic character of the programme and the demands it poses on students, but in the end it is up to them to decide whether or not they want to enrol. The programme will be taking part in a faculty pilot for the development of a compulsory matching module. The panel recognises the problems the programme is facing and feels it is doing the best it can to solve them.

The programme's coordinator of studies also serves as a study advisor. In that capacity, he/she is responsible for guiding and advising students during their studies. He or she invites first- and second-year students for introductory and progress meetings. To monitor their study progress, the students draw up an individual study plan, which they discuss with their study advisor. The study advisor is available to provide individual guidance for study choices, answer study-related questions, discuss study-related problems and present possible solutions. S/he also serves as the contact for students who complete part of their studies abroad. The students also receive guidance from their lecturers.

The students and staff agree that the programme is demanding. The success rate is comparatively low, although comparable with similar programmes within the faculty that teach a complex foreign language. The programme management has identified two bottlenecks: the semester abroad (mentioned above) and the thesis trajectory. For some students, writing a thesis is a daunting if not intimidating task. As mentioned, the programme has taken a number of measures to prepare and guide them to fulfil the demands in this regard; the panel approves of these measures.

A specific issue in Korean Studies is the relatively high number of students with special needs and disorders, ranging from dyslexia to disorders in the autistic spectrum. The programme responds to this by, among other things, giving the students more time for assessments, by occasionally suspending compulsory attendance for some students or by allowing them to use computers in the classroom. The staff receives some faculty support, but argues that this support is not sufficient. The panel advises the faculty to provide more specific support for this group of students. This applies even more strongly to students who show unusual and erratic behavior that at times may be threatening to the staff. Specialist support at faculty or University level is recommended here.

Labour market

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

Although the bachelor's programme Korean Studies does not prepare the students for a specific job, the programme has increased the attention paid to job market preparation in recent years. One improvement is to highlight the transferable skills the students acquire, which will serve them during their professional life. In addition, the programme has organised a Korea Company Day since 2017, together with the study association Tanuki. This company day allows the students to meet up with representatives of the Korean business community. In 2018 an alumni association (Chingu) was established, making an additional network available to the students. Finally, the programme offers the opportunity to do an internship, in cooperation with the South Korean embassy in The Hague and the Korea Trade Investment Promotion Agency (KOTRA) in Amsterdam (among others). The panel feels that the programme has taken substantial measures to improve its job market preparation.

Staff

The teaching programme is implemented by a small, well-trained and dedicated staff. All staff members are affiliated with the Leiden Institute for Area Studies (LIAS). Many lecturers participate in national and international research and in research networks, and all are active researchers who publish books and articles in international journals. The fruits of their research are brought into their classes and seminars. The staff not only contributes to the Korean Studies programme, it is also involved in the BA International Studies, the MA Asian Studies, and the MA International Relations. For language acquisition, interns from Sogang University are employed, who work under the supervision of the language programme coordinator.

The Korean Studies programme has experienced a severe staffing shortage in recent years. This shortage is partly due to rising student numbers and partly to illness and unexpected departures. This causes stress among the existing staff and among the students. In the latter case, for example, they have to wait a long time to get feedback. In extreme cases the stress has led to sickness and burn-out of staff members. Recently, the programme has hired two new lecturers, which should allow the programme to stabilise the teaching load somewhat. The panel recommends that the faculty monitor the teaching load and staffing situation for the Korean Studies programme to prevent staffing problems as mentioned above.

The panel feels the teaching staff is well equipped for teaching in the English language. The international component of the staff is substantial, and all staff members publish articles in English language international journals. The students have voiced no complaints about the English proficiency of their teachers.

Keeping the workload within limits is a continuous challenge, for the Korean Studies programme as well as for other programmes in the humanities, the panel found. The limited budget combined with the intensity in contact hours that is required for learning languages and for writing theses that are up to the mark threaten to overburden staff members, especially combined with challenging tasks such as the redefinition of a track's profile. Dealing with this is complicated by the fact that the educational staff is made available for teaching by the faculty's research institutes and centres. The institutes, not the Programme Board or faculty, are directly responsible for personnel management. This may get in the way of a fair division of labour amongst members of staff across institutes, especially for those members of staff taking up tasks in several of the legal bodies such as the



Programme Committee and Boards of Examiners. The panel fully supports the faculty in trying to harmonise this, and calls on the institutes to stick to the list of compensation hours per task that is provided by the faculty management. Although it recognises that the faculty considers the workload a serious issue, it recommends that the faculty pay special attention to programmes with a growing number of students, such as Korean Studies, which has also suffered from a high number of students with special needs and a high staff turnover.

The faculty stimulates lecturers in their professional development by offering them workshops at the university's teacher training centre ICLON and expert meetings with other lecturers. In the faculty-wide Expertise Centre Online Learning, they can share best practices, and in the university-wide Leiden Teacher's Academy, they can work on innovative didactic tools.

Considerations

The panel feels that the bachelor's programme Korean Studies offers a curriculum that is interesting and sound, although a bit traditional at the same time, in the sense that it mainly takes a historical approach when analysing Korea, and devotes less attention to contemporary popular culture. The curriculum can be divided into language acquisition and content courses, which adequately reflect the intended learning outcomes. The panel established that the curriculum enables the students to attain the intended learning outcomes. It is enthusiastic about the language acquisition part, which it finds to be well thought out and executed. On the content side, it feels that the programme should strive to accommodate the students' interests more and to strengthen the part of the programme that focuses on contemporary cultural topics. It agrees with the way in which the thesis trajectory is set up and approves of the systematic supervision during this trajectory. The panel considers the use of Dutch, English and Korean in the programme a suitable solution given its international profile, staff composition and use of English textbooks.

The stay abroad in Seoul is seen as a life-changing experience, the panel found. At the same time, it noted that the organisation of the stay abroad is under discussion, partly because of financial reasons and partly because it causes study delay for some students. It understands these issues, but feels that the stay abroad is a strong point of the programme that should be maintained, possibly even extended to other partner universities. Sufficient funding is required to allow the subsidy of students while student numbers are rising.

The panel established that the staff offers sufficient guidance to the students, both during the intake procedure and during the regular programme. Guidance and supervision are especially intense during the thesis trajectory, which has been improved and extended recently. The programme is demanding, but the panel noted that the staff puts in a lot of effort to keep it feasible. The most important hurdles are the stay abroad in Seoul and the thesis trajectory, but the panel found that the programme has taken measures to minimise these hurdles, even if it is impossible to take them away completely. It advises the faculty to provide more support for the substantial group of students with special needs. This applies even more strongly to those who show unusual and erratic behaviour that at times may be threatening to the staff. Specialist support at the faculty or university level is recommended here.

Finally, the panel met with a dedicated and highly motivated group of lecturers. It established that the staffing shortages in recent years have put a considerable strain on the programme, resulting in stress and sometimes in burn-out of staff members. Although it found that the faculty management is aware of the problems and does its utmost to tackle them, it still feels that the increasing student numbers have not been translated into the corresponding workforce. It therefore recommends that the faculty monitor the teaching load and staffing situation for the Korean Studies programme closely and investigate whether the staffing of Korean Studies can be expanded.

Conclusion

Bachelor's programme Korean Studies: the panel assesses Standard 2 as 'meets the standard'.

Standard 3: Student assessment

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

Findings*System of assessment*

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

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

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

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

Board of Examiners for Asian Studies

The panel had an interview with the Board of Examiners for Asian Studies. The Board is supported by a secretary and supplemented by an external member, who is also an assessment expert; as this external member is a member of several Boards, she also safeguards the exchange of information. The Board of Examiners is responsible for several programmes (in addition to Korean studies, these are the bachelor's programme South and South-East Asian Studies, the master's programme in Asian Studies and two research masters: Asian Studies and Middle Eastern Studies). The Board of Examiners meets every two weeks, and the members formally have half a day a week available for their work.



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

In addition, the Assessment Committee evaluates 15% of the theses each year, more for small programmes. No significant problems are observed. In some cases, it encounters assessment forms in which the extent of feedback leaves something to be desired or in which there is no clear relationship between the feedback and the grades. In such cases, it sends an e-mail to the supervisor. It has found that the differences in grading between the first and second reader are limited. Calibration sessions have not yet been held, but the Board is thinking about this: the panel believes that these sessions would be a good addition to the current quality policy. It concluded that the Board of Examiners and the Assessment Committee for the Korean Studies programme are doing a good job.

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

Assessment

All courses in the bachelor's programme Korean Studies have multiple assessments. Content courses are generally assessed through a midterm assignment and a final exam, with smaller assignments throughout the courses. In language learning, the students are assessed more frequently, both formatively and summatively. Oral tests are either recorded or attended by a second staff member to guarantee objectivity. The assessments are discussed in the staff meeting to ensure sufficient variety and to avoid an accumulation of tests or deadlines at the end of a semester. As to variety, the students produce papers, essays and book reviews, and participate in group presentations and projects, among other things. They can find all information on the assessment methods, criteria and frequency in the e-Prospectus study guide. The panel read a number of assignments and believes they are suitable for a bachelor's programme with a substantial language component. It established that the assessment methods show sufficient variety and that the students are informed in a transparent way.

The staff shortage mentioned under Standard 2 inevitably also has consequences for assessments. This is most notable in the feedback that can be given to the students; they regularly complain about the limited amount of feedback they receive, and about the time it takes the lecturers to provide this feedback. The staff is considering reducing the number of assessments, with the idea that quality is more important than quantity. The panel understands the pressure on the staff, but believes that both sufficient feedback and regular assessments are of paramount importance for the student's learning process. It expresses the hope that the recent staff replacements (and possible extra staff in the near future) will allow the programme to improve on its feedback procedures and to maintain the necessary number of assessments. The same applies to the four-eyes principle: in the current situation, the assessments are developed by a single staff member, without a regular review by a colleague. For the panel, this procedure underlines the need to strengthen the staff.

Thesis assessment

The theses are assessed by the supervisor and a second reader, appointed by the Board of Examiners. Both assess the quality of the thesis, and the supervisor also assesses the learning process, for instance the independence of the student and his or her responsiveness to feedback. Apart from the generic requirements, which are formulated at the faculty level, Korean Studies has a number of additional requirements. The most important of these is the use of primary and secondary source materials in Korean. The panel read eight theses and broadly agreed with the supervisors' judgements.

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

Considerations

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

The panel found that the Board of Examiners fulfils its responsibilities. It is especially positive about the input of the external member, who provides a link between the various boards across the programmes. It notes that the quality assessment of the stay abroad is a matter of mutual trust between the programmes in Leiden and Korea; however, it must be clear what this trust is based on. For this reason, it recommends that consideration be given to control instruments in this case also. One possibility is to request the course material from time to time and to check whether this contributes sufficiently to the learning objectives.

The panel established that the Korean Studies programme uses appropriate types of assessment that are sufficiently varied. The methods of assessment are clearly described, and all information about assessment is transparent to the students. The panel noted the problems the staff face in providing sufficient and timely feedback and expressed the hope that the recent staff replacements will allow the programme to improve on its feedback procedures. The same applies to the four-eyes principle: the panel recommends having all new assessments reviewed by a colleague, but understands this is only possible if sufficient staff is available.

Finally, the panel agrees with the assessment of the theses and with the role of the supervisor and second reader. However, it recommends ensuring that the comments of the second reader are clearly recognisable to the students and that they know how the final mark was reached.

Conclusion

Bachelor's programme Korean Studies: the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.
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Findings

The panel read eight theses of the bachelor's programme Korean Studies. In the self-evaluation report the programme management noted that a high percentage of students score below seven on



a ten-point scale; for the management, this is a reason to work on improving the academic quality. The panel agrees, but found when reading the theses that the students all achieved the learning outcomes of the programme. In general, the use of primary and secondary sources in Korean was a strong point in the theses. Also, the formal criteria of academic writing were generally observed. In the better examples, the panel found a sound theoretical framework and conceptual insight and the application of several relevant theories. Points of attention in a number of theses were the logical structure, the recurrent absence of a clear analytical frame, and a lack of real discussion on the subject of the thesis. However, the panel found that the intended learning outcomes were achieved in these theses as well.

Students who finish the bachelor's programme Korean Studies have various options. Most continue with a master's programme, either in Leiden and at other universities or even in Korea, where they can enrol in a master's programme with a scholarship from the Korean government. In Leiden, most students opt for the master's programme Asian Studies, both the 120 EC variety (with an additional year in Korea) and the 60 EC programme. According to the programme, the graduates do not experience major hurdles in their master's programme. According to the alumni the panel spoke to, the graduates of the bachelor's programme Korean Studies are sufficiently prepared for the relevant master's programmes.

A number of students enter the job market directly upon graduating from the Korean Studies programme. In some cases these jobs result from internships during the programme. According to faculty research, these graduates often start with a job at a lower level, but in a few years they usually move into jobs at an appropriate academic level. Most students end up in jobs in communication, IT and sales, often with Korean firms. The programme recently established a Korean Studies alumni organisation and expressed the hope that this will broaden the perspective of the students on the job market. The panel believes that the programme prepares the students well for the job market.

Considerations

Based on the thesis selection and interviews with alumni, the panel established that the students of the bachelor's programme Korean Studies reach a sufficient level and achieve the intended learning outcomes. Most students continue in relevant master's programmes, such as Asian Studies, where they do not appear to experience any major hurdles. Bachelor graduates generally find a suitable job within a relatively short period of time; although they often start at a lower level, they switch to jobs at an academic level within a few years. The panel believes that the programme sufficiently prepares the students for a master's programme and for their professional career.

Conclusion

Bachelor's programme Korean Studies: the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

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

Conclusion

The panel assesses the *bachelor's programme Korean Studies* as 'positive'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Afgestudeerden van de opleiding hebben de onderstaande eindkwalificaties bereikt, gerangschikt volgens de Dublin-descriptoren.

Kennis en inzicht

1. Fundamentele kennis van het premoderne Korea en de moderne Korea's: de student ontwikkelt een brede blik op Noord- en Zuid-Korea en de regio.
 - a. De student heeft een grondige kennis van de belangrijkste historische ontwikkelingen van Korea, zowel de politieke, de culturele als de maatschappelijke.
 - b. De student heeft kennis van de politieke, maatschappelijke en culturele ontwikkelingen in de hedendaagse Korea's, mede in de context van de regio en de rest van de wereld.
 - c. De student heeft goed inzicht in hedendaags Zuid-Korea en dan met name hedendaagse populaire cultuur, media, literatuur, politiek en internationale relaties.
2. Kennis van en inzicht in de door de student gekozen disciplines: hierdoor wordt de brede blik er één met eigen accenten, waarbij het belang van een multi- dan wel interdisciplinaire benadering vooropstaat. De student doet kennis en inzicht op in minimaal twee van de volgende disciplines: premoderne en moderne geschiedenis, letterkunde, taalkunde, cultuurstudies, politicologie, en internationale relaties. Deze kennis is ingebed in de koreanistische tradities en in de problematiek die het bestuderen van regiostudies met zich meebrengt.

Toepassen kennis en inzicht

3. Taalvaardigheid in het Koreaans.
 - a. Spreek- en luistervaardigheid. Goede beheersing van het gesproken Koreaans: de student is in staat deel te nemen aan gesprekken en discussies over algemene onderwerpen. Daarbij onderscheidt en hanteert de student adequaat verschillende interpersoonlijke niveaus en registers van gesproken taalgebruik;
 - b. Leesvaardigheid. De student kan authentiek materiaal verwerken (kranten, essays, kortverhalen, populairwetenschappelijke artikelen en dergelijke);
 - c. Schrijfvaardigheid. De student kan, met behulp van een woordenboek, korte essays schrijven over uiteenlopende onderwerpen in het moderne Koreaans; Daarbij beheerst de student elementaire Chinese karakters. Die student die relevante keuzevakken gekozen heeft, is in staat, al dan niet met behulp van een woordenboek, eenvoudige premoderne teksten te begrijpen;
4. De student is in staat basale onderzoeksvragen te formuleren en deze te benaderen vanuit de gekozen discipline invalshoek;
5. De student beschikt over de vaardigheid om de disciplinair-methodologische kennis toe te passen bij het formuleren van beargumenteerde oplossingen.

Oordeelsvorming

6. De student beschikt over de vaardigheid basale onderzoeksvragen te beantwoorden door gebruik te maken van primaire en secundaire bronnen, die zelf te lokaliseren, en kritisch te lezen en analyseren.

Communicatie

7. De student is in staat onderzoeksvragen en -antwoorden over te brengen op een gemengd publiek van zowel specialisten als niet-specialisten.
8. De student beschikt over de vaardigheid om talig en intercultureel zowel actief als passief te communiceren in een Koreaanstalige omgeving en in dialoog te treden met lokaal geproduceerde kennis.

Leervaardigheden

9. De student is uitstekend in staat om professioneel te functioneren in een academisch milieu, culturele sectoren, internationale omgevingen (zowel privaat als publiek) en de overheid.



APPENDIX 2: OVERVIEW OF THE CURRICULUM

Year 1		
<u>Semester 1</u>		
	EC	Level
Korean 1.1	15	100
Text, thought and culture	5	100
Koreaanse geschiedenis tot 1876	5	100
Kerncurriculum: Area Studies	5	100
Academische Vaardigheden (Koreastudies)	0	100
Mentoraat BA1 Koreastudies	0	100
<u>Semester 2</u>		
Korean for Academic Purposes 1	5	100
Korean 1.2	10	100
Moderne Koreaanse Geschiedenis	5	200
Methods and Issues in Korean Studies	5	200
Academische Vaardigheden (Koreastudies)	0	100
Mentoraat BA1 Koreastudies	0	100
Elective: choose one of the following	5	100
Moderne Japanse Geschiedenis	(5)	100
Modern Chinese History	(5)	100
Klassiek Chinees 1	(5)	100

Year 2		
<u>Semester 1</u>		
	EC	Level
Korean for Academic Purposes 2	5	200
Korean 2.1	10	200
Kerncurriculum: Wetenschapsfilosofie	5	200
Electives: choose two of the following four	10	200
Divided Korea	(5)	200
Korean Language in Culture and Society	(5)	200
Historiography of Korea	(5)	200
Klasiek Chinees 2	(5)	200
<u>Semester 2</u>		
Study abroad in Korea: Intensive language learning	25	200
Study abroad in Korea: Perspectieven op Korea	5	200

Year 3		
<u>Semester 1</u>		
	EC	Level
Korean for Academic Purposes 3	5	300
Thesis reading & research seminar	5	300
Elective: choose one of the following two	5	300
Seminar Leiden Initiative on Northern Korea	(5)	300
Culture & Society: Transnational Korea	(5)	300
Electives (15 EC)	15	-
<u>Semester 2</u>		
BA Thesis Seminar	5	400
BA Thesis Koreastudies	10	400
Electives (15 EC)	15	-



APPENDIX 3: PROGRAMME OF THE SITE VISIT

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

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

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

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



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

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Thesis selection

Prior to the site visit, the panel studied eight theses of the bachelor's programme Korean Studies. It studied a selection of theses and their assessment forms, based on a provided list of 61 graduates between 2016-2019. The programme does not include specified tracks or variations which the panel had to take into account in its thesis selection. A variety of topics and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses. Further information on the selected theses is available from QANU upon request.

The bachelor's programme Korean Studies shares a Board of Examiners with the bachelor's programme B South and Southeast Asian Studies, the master's programmes M Asian Studies (60 EC), M Asian Studies (120 EC), and the research master's programmes RM Asian Studies and RM Middle Eastern Studies. The programme shares three mandatory courses (25 EC in total) with other programmes at the Faculty of Humanities: 'Korean I' with the RM Asian Studies (15 EC), 'Kerncurriculum: Area Studies' (5 EC) with the B Japan Studies, B Middle Eastern Studies, B Ancient Near Eastern Studies and B South and Southeast Asian Studies. The 'Kerncurriculum: Wetenschapsfilosofie' course (5 EC) is shared amongst most bachelor's programmes at the Faculty of Humanities. In addition, the programme shares three electives (15 EC in total) with the B China Studies.

Documents studied

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

Faculty-wide documents:

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

Specific reading material concerning the bachelor's programme Korean Studies:

- Study material 'Koreaanse geschiedenis tot 1876' (BA1);
- Study material 'Divided Korea' (BA2);
- Study material 'Korean 2.1' (BA2);
- Annual programme reports 2015-2018;
- Annual reports Board of Examiners 2015-2018;
- Meeting minutes Programme Committee 2015-2019;
- *Factsheets Nationale Studenten Enquête 2018*;
- ICLON course evaluations;
- Educational innovation;
- Programme metrics 2015-2018;
- Assessment plans;
- ICLON programme evaluations 2018-2019;
- *Onderwijs- en Examenregeling September 2019*;
- Learning outcomes.



Links provided on laptops:

- Video: Student assessor Faculty Board on the Faculty structure;
- Study association LVSJK Tanuki (Japanese and Korean Studies);
- You tube channel BJ Ipyeong (Korean studies).