RESEARCH MASTER HISTORY

FACULTY OF HUMANITIES

LEIDEN UNIVERSITY

Qanu
Catharijnesingel 56
3511 GE Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

Project number: Q0770

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This report was finalised on 2 March 2021.

REPORT ON THE MASTER'S PROGRAMME (RESEARCH) HISTORY OF LEIDEN UNIVERSITY

This report makes use of the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018) and the Specification of Additional Criteria for Research Master's Programmes (May 2016). It takes the criteria for limited programme assessments as its starting point, supplemented by the additional aspects for research master's programmes.

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme History

Name of the programme:	History (Research)
CROHO number:	60139
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specializations or tracks:	Ancient history; Cities, migration and global interdependence; Colonial and global history; Europe 1000-1800; Politics, culture and national identities, 1789 to the present
Location(s):	Leiden
Mode(s) of study:	full time
Language of instruction:	English
Submission deadline NVAO:	01/11/2020, extension submission date until 31/10/2021 due to legislation WHW art. 5.16 lid 4

The digital visit of the assessment panel History and International Relations to the Faculty of Humanities of Leiden University took place on the 28th and 29th of September.

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 [insert date]. The panel that assessed the master's programme [insert the name of the programme] consisted of:

- Prof. dr. W.P. (Wim) van Meurs, Professor and chair of the Political History section at Radboud University [chair];
- Prof. dr. G.D. (Greg) Woolf, Professor of Classics and Director of the Institute of Classical Studies, School of Advanced Study, University of London (Great Britain);
- Prof. dr. V. (Violet) Soen, Associate professor of Early Modern Religious History at KU Leuven (Belgium);
- Prof. dr. M. (Marjolein) 't Hart, Senior Researcher at the Huygens Institute for the History of the Netherlands in Amsterdam and Professor of the History of State Formation in Global Perspective at Vrije Universiteit Amsterdam;

- S.G.J. (Siebren) Teule, MA, research Universiteit Utrecht [student member].

The panel was supported by A.P. (Anke) van Wier MA, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

The visit to the master's programme History at the Faculty of Arts of University of Groningen was part of the cluster assessment History/International Relations Research Masters 2020. Between September 2020 and July 2021 the panel assessed 5 programmes at 4 universities. The following universities participated in this cluster assessment: Leiden University, University of Amsterdam, University of Groningen and University of Utrecht.

On behalf of the participating universities, quality assurance agency Qanu was responsible for logistical support, panel guidance and the production of the reports. A.P. (Anke) van Wier MA and J. (Jaïra) Azaria MA were project coordinators for Qanu. They both acted as secretaries in the cluster assessment as well. During the visit at the University of Leiden, the panel was supported by A.P. (Anke) van Wier MA, a certified NVAO secretary.

The programmes of the four universities were scheduled to be assessed between April 2020 and June 2020. Unfortunately, the COVID-19 pandemic made site visits impossible, and all assessments were rescheduled for more suitable dates in the fall and winter of 2020 and spring 2021. The project coordinator and the representatives of the programmes agreed to schedule digital assessments, unless a site visit became possible at that time.

Panel members
The members of the assessment panel were selected based on their expertise, availability and independence. The panel consisted of the following members:

- Prof. dr. W.P. (Wim) van Meurs, professor and chair of the Political History section at Radboud University [chair];
- Prof. dr. B. (Benjamin) Kaplan, professor of Dutch History at University College London (Great Britain);
- Prof. dr. C.G. (Catrien) Santing, professor in Medieval History at the University of Groningen;
- Prof. dr. A. (Anne-Laure) Van Bruaene, professor in Early Modern Cultural History at Ghent University (Belgium);
- Prof. dr. M.F. (Mark) Gilbert, professor of History & International Studies at the John Hopkins School of Advanced International Studies (Italy);
- Prof. dr. G.D. (Greg) Woolf, professor of Classics and Director of the Institute of Classical Studies, School of Advanced Study, University of London (Great Britain);
- Prof. dr. J. (Jan) Ziolkowski, professor in Medieval Latin at Harvard University (United States);
- Prof. dr. V. (Violet) Soen, associate professor in Early Modern Religious History at KU Leuven (Belgium);
- Prof. dr. M. (Marjolein) 't Hart, professor of the History of State Formation in Global Perspective at Vrije Universiteit Amsterdam and Senior Researcher at the Huygens Institute for the History of the Netherlands in The Hague;
- Prof. Dr. J. (Johannes) Hahn, professor of Ancient History at the University of Münster (Germany).
- Dr. J. (Jorg) Kustermans, assistant professor of International Relations at the Department of Political Sciences at the University of Antwerp (Belgium).
- S.G.J. (Siebren) Teule, MA, graduated research master's student at Utrecht University and junior lecturer at the Faculty of Humanities of Utrecht University [student member];
- C. (Caroline) Schep, BA, research master's student at Leiden University [student member];
- Prof. dr. M. (Máire) Ní Mhaonaigh, professor of Celtic and Medieval Studies at the University of Cambridge (Great Britain) [referee].

Preparation
At the end of March 2020, it became clear that due to the COVID-19 pandemic, all universities would be closed until further notice. The University of Leiden indicated an interest in organizing a digital site visit since a conventional site

visit was unlikely given travel policies as well as the applicable university standards and guidelines. The project coordinator asked the panel chair, Prof. van Meurs, whether he would be willing to lead a digital assessment. He consented to chair a digital assessment on 26 August 2020.

On the 24th of January 2020, the panel chair was briefed by Qanu on his role, the assessment framework, the working method, and the planning of site visits and reports. A preparatory panel meeting was organised on the 7th of February. During this meeting, the panel members received instruction on the use of the assessment framework(s). The panel also discussed their working method and the planning of the site visits (physical and online) and reports.. When it became clear the a physical site visit could not take place, the panel members involved also confirmed their consent to partake in a digital assessment in September 2020. Their confirmations have been archived by Qanu and can be provided upon request.

A date was set for a digital visit on 28 and 29 September 2020. Before the site visit to the University of Leiden, Qanu received the self-evaluation report of the programme and sent it to the panel. After studying the existing documentation, the panel chair communicated a 'go' to the project coordinator. The project coordinator then composed a schedule for the online site visit in consultation with the Faculty. Prior to the digital site visit, the Faculty selected representative partners for the various interviews. See Appendix 3 for the final schedule.

A thesis selection was made by the panel's chair and the project coordinator. The selection consisted of 15 theses and their assessment forms for the programme, based on a provided list of graduates between 2017 and 2019. A variety of topics and tracks and a diversity of examiners were included in the selection. The project coordinator and panel chair ensured that the distribution of grades in the selection matched the distribution of grades of all available theses. The programme has no dedicated tracks, but the chair ensured that a variety of topics were included in the selection.

After studying the self-evaluation report, theses and assessment forms, the panel members formulated their preliminary findings and questions. The secretary collected all initial questions and remarks and distributed them amongst all panel members. A preparatory panel meeting was organized on 23 September 2020. In this meeting, the panel discussed its initial findings on the self-evaluation report and the theses, and decided on the division of tasks during the digital site visit.

Site visit
Assessment of Leiden University took place on 28th and 29th of September 2020. Before and during the site visit, the panel studied the additional documents provided by the programmes. 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. 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.

Development dialogue
A digital development dialogue took place on December 14th 2020. For this dialogue, Leiden prepared an agenda. The outcomes of the development dialogue have been drawn up separately, and confirmed by the panel chair, in a separate document that is not part of the application for accreditation.

Consistency and calibration
In order to assure the consistency of assessment within the cluster, various measures were taken:
1. The panel composition ensured regular attendance of (key) panel members, including the chair;
2. The coordinator was present at the panel discussion leading to the preliminary findings at all site visits.

Report

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

Definition of judgements standards

In accordance with the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018) 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.

For research master's programmes, the aspects as listed in the Specification of Additional Criteria for Research Master's Programmes (May 2016) are considered as supplementary to the criteria in this framework and are assessed accordingly.

SUMMARY JUDGEMENT

Standard 1

The panel is positive about the programme's profile and considers this fitting to the Leiden University Institute for History's (LUIH) research focus. The programme's aims align with current expectations in the field, and its specialisations align with the profile of the research group supporting the programme.

The programme's intended learning outcomes are appropriate, but the panel thinks they could be formulated more efficiently by linking them explicitly to the Dublin Descriptors. It also suggests increasing the number of goals for the programme as a whole, to better represent the common core. A third suggestion relates to the integration of the digital humanities and digital and transferable skills in the learning goals, which could be done more explicitly. In general, the panel is convinced that the programme prepares the students for research careers. It also prepares them for other professions in the field outside academia though this could be highlighted more in the ILOs. The panel furthermore judges the programme to be interdisciplinary, and catering to the needs of society. The ILOs meet the standards that one can expect from an RMA programme.

Standard 2

The curriculum and the teaching-learning environment of the research master's programme are designed and implemented in such a way that the students are enabled to achieve the intended learning outcomes. The programme manages to strike a good balance between flexibility and coherence, and the students are very positive about the programme. Teaching in the programme is research-based, takes place in an international classroom and is student-centred. This approach fits the programme's aims and the graduates' career perspectives, and the panel therefore fully endorses the programme's opting for an English-language teaching environment, which enriches students learning journeys by opening up new perspectives.

The panel is pleased with the way the programme has implemented the previous assessment panel's recommendation to lower the weight of the thesis and to strengthen the programme's common core. This ensures that the weight of the thesis is now more proportional to the size of the programme. To continue this development and to bring the programme in line with common practice at other universities and the panel recommends fixing word count on 30.000. Research skills, including ethics topics, are taught throughout the entire programme. The students are gradually prepared to carry out a full cycle of research in their thesis trajectory. They are generally well-prepared for their future careers, but the programme could do more to create an awareness that the skills taught are useful not only within academia, but also in professional careers. The programme could also consider making more room for foreign language acquisition and digital skills.

The programme is intensive but inspiring and feasible, and the students are suitably supported and supervised. Completion rates remain a concern for the programme. The panel sees that steps have been taken, but they have not yet resolved this issue. It advises the programme to address the problem of perfectionism among students, to strictly adhere to the norm for the word count in theses, and to clearly communicate expectations to students and supervisors.

The research environment was graded by the latest research reviews as excellent, and gives the students a good opportunity to learn from prominent researchers. The panel is impressed by the quality of the teachers and praises the staff members' commitment to the students. It verified that the staff's didactic skills, command of English and research credentials contribute to an engaged classroom interaction, with a strong focus on research. There is a large number of senior researchers involved in the programme. The selection procedure and requirements are sound and suitable for the high level of a research master. The panel encourages the programme to formalise the procedure for the switch to the RMA excellent MA students can make after their first semester.

Standard 3

According to the panel, the assessment policy and protocols in the programme are well designed and sound. As a result, the assessment is well-regulated. The assessment methods are sufficiently varied, clearly reflect the level of the programme, and adequately test the students' research abilities and awareness of the ethics of research. The panel verified that the students are well-informed and satisfied with the quality of the assessment and feedback received.

Thesis assessment in the programme is done by two assessors who fill out the assessment form independently. The panel is generally satisfied with how the forms are filled out and how the studied theses were graded, but thinks more transparency could be gained by introducing the mandatory use of rubrics. It advises reintroducing the standardised assessment forms for regular papers as well. The panel considers the institutional arrangements in place for safeguarding quality assurance in assessment to be robust. It concluded that the Board of Examiners fulfils its formal tasks and responsibilities and works according to clear procedures

Standard 4

Based on the overall level of the theses and the performance of the graduates, the panel concluded that the graduates achieve the programme's intended learning outcomes. In its view, the high proportion of graduates proceeding to careers in research, both within and outside of academia, the fact that graduates also function well in other professional contexts and education, the quality of the theses examined, and the fact that many of them could be used as a basis for future publications are all evidence of their research qualities and relevant professional skills. Based on the evidence gathered from the theses, the panel also concluded that RMA students are fully embedded within the local research environment.

The panel assesses the standards from the NVAO's Assessment Framework for the Higher Education Accreditation System of the Netherlands for limited programme assessments, in accordance with the aspects included in the Specification of Additional Criteria for Research Master's Programmes, in the following way:

Master's programme History (Research)

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. Wim van Meurs and the secretary, Anke van Wier MA, 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: 2 March 2021

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

Profile and orientation
Leiden University's two-year research master's (RMA) programme in History is organised by the Faculty of Humanities, where it is seen as one of the faculty's flagship programmes. The programme is offered in the context of the Leiden University Institute for History (LUIH), where all teaching staff are employed. The programme aims to train students who are interested in carrying out in-depth scholarly research into the human past. Both students who are interested in pursuing a career in academia and those wanting to go into the professional field in society at large are welcome to attend the programme. These objectives are considered appropriate by the panel, and it acknowledges the advantages of a research-oriented training for both a professional and academic career.

The programme is built on the motto 'Global questions, local sources', where local and/or temporal specialisations are combined with and discussed in a broad perspective. History in Leiden has a long tradition in fields such as colonial history, global history and migration history, themes that remain relevant in today's world. It thus aims at providing a programme that is 'classic in its setup and modern in its contents'. The integration of research and teaching is one of the key elements in the programme, and as such it aligns with the faculty's vision on education and fits to the profile of an RMA. The panel is positive about the fit between the LUIH's key strengths and the programme's profile, and states that it has a unique profile in the Dutch field.

There are five specialisations in the programme: Ancient history; Cities, migration and global interdependence; Colonial and global history; Europe 1000-1800; and Politics, culture and national identities, 1789 to the present. Within these specialisations, students have ample room for creating individual study trajectories, and to find their own research interests. The panel judges them to be appropriately chosen and fitting to the faculty's and research group's profile. Parts of the programme take a more interdisciplinary approach, especially when it comes to more theoretically informed research, borrowing theories from various other disciplines like political science, economics, anthropology and sociology. At its core, though, the Leiden programme is firmly rooted in the discipline of history. By offering a solid training in this discipline, it meets the requirements of the (professional) field more broadly.

Intended learning outcomes
The programme's comprehensive set of intended learning outcomes (ILOs) are grouped into three categories: knowledge, skills and academic attitude. These categories seem broadly derived from the Dutch National Qualifications Framework (NLQF) or the European Qualification Framework (EQF). A number of the learning goals in the 'Knowledge' group are tailored to the individual specialisations, while the learning goals related to theory and multi- and interdisciplinarity are formulated for the programme as a whole. The set of skills discussed in the goals is satisfactory, but the panel thinks transferable skills could be integrated more prominently (see below). It is satisfied with the way research ethics and academic attitude are covered in the ILO, as such they are in line with the demands for an RMA.

Having studied the ILOs in detail, the panel states that they are well-defined and of an appropriate academic attainment level. Through their focus on research skills and current knowledge within the specialisations, their level also corresponds to national and international expectations of a research master's programme. The panel is satisfied with the way the learning goals allow for preparation for both an academic career and for a career in society at large. It does feel however, that there is room to integrate and highlight skills more prominently that will be of use to graduates outside the academic context, a suggestion also made by the panel of the previous assessment round

in 2014. The panel would therefore like to make three additional suggestions. First, the ILOs could devote more attention to digital humanities and digital skills. They could also pay explicit attention to transferable skills. It heard from alumni that they only became aware they had these skills after finishing the programme, and it hopes that highlighting this at the start will help create this awareness earlier on. Second, the programme could consider formulating the ILOs in terms of the Dublin Descriptors, direct alignment with the DD would bring out the ILO's level and orientation more transparently. The final suggestion relates to the number of common learning goals, especially regarding the 'knowledge group'. The small number of common goals could be increased in the panel's view, enlarging the coherence of the programme and solidifying its common core.

Considerations

The panel is positive about the programme's profile and considers this fitting to the LUIH's research focus. The programme's aims align with current expectations in the field, and its specialisations align with the profile of the research group supporting the programme.

The intended learning outcomes are appropriate, but the panel thinks they could be formulated more efficiently by linking them explicitly to the Dublin Descriptors. It also suggests increasing the number of goals for the programme as a whole, to better represent the common core. A third suggestion relates to the integration of the digital humanities and digital and transferable skills in the learning goals. In general, the panel is convinced that the programme prepares the students for research careers. It also prepares them for other professions in the field outside academia though this could be highlighted more in the ILOs. The panel furthermore judges the programme to be interdisciplinary, and catering to the needs of society. The ILOs meet the standards that one can expect from an RMA programme.

Conclusion

Master's programme History (Research): 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

Curriculum, contents, structure and didactic approach
The RMA History is a two-year, 120 EC programme. It comprises four elements: the common core (30 EC), the specialisation courses (30 EC), electives (20 EC) and the tutorial and thesis (40 EC). The structure of the educational programme is based on the Leiden 100-600 level structure. In the programme, modules are only offered at the 400, 500 and 600 level. In practice, these levels translate into an introductory course at research master level (400), an advanced course with a clear academic and research focus (500), and a very specialist course and/or master thesis project, demanding autonomy from the students and independence in the applied research methods and skills (600). In the panel's view, this course level structure reflects and safeguards the level requirements for a master's degree.

The common core starts with the Historical Theory course (10 EC), where students become acquainted with the classical debates in historical theory as well as the new developments in history and related disciplines. The second common core course, Developing Research Proposals (10 EC), added as a response to the previous assessment panel's input, trains the students in developing research projects. In addition, the students participate in national research school courses (10 EC) as part of their individual programme. They choose a school that is most closely related to their research interest, and may opt for either methodological or area-specific courses. A non-credited part of the common core is formed by the Research symposium, organised by the students in their third and fourth

semesters. Here they present and discuss their research in a conference-setting under the supervision of a senior staff member.

The specialisation courses all follow the same structure for each of the five specialisations. The specialisation phase consists of two research seminar courses (10 EC each), taken together with regular MA students, and a 10 EC literature seminar. The literature seminar introduces the students to a selection of key debates within their specialisation and discusses some main methodological problems related to the field.

The students have a lot of freedom in choosing their electives. They can follow any research seminar of the (R)MA programmes in Leiden, they can follow courses at other universities in the Netherlands or abroad or they can do a research internship. The programme encourages the students to go abroad for their electives, but students sometimes encounter difficulties in doing so within the nominal study duration. This warrants further attention. The panel is positive about the rule that students cannot do their internship at their own faculty. This ensures that they get exposed to different research environments during the programme. All internships have to be approved by the Board of Examiners and the internship lecturer, who assess whether the internship is sufficiently research-oriented.

The programme's final element is formed by the individual components of the tutorial (10 EC) and the thesis (30 EC). During the former, the students ask a senior lecturer to be their tutor, and under individual supervision they explore the topic of their thesis, initially in principle, without starting work on the thesis itself. The option of devoting part of a tutorial to (the preparatory work for) the master thesis is considered unwelcome. As it creates inequalities in time and credits dedicated to the thesis and introduces an additional supervisor, the master thesis is ideally one course (30 EC) supervised by one member of staff. The thesis trajectory itself builds on the research skills they have developed during the research seminars and the tutorial. The thesis comprises 20,000 – 25,000 words, and requires the students to go through the entire research cycle. The students are free to select both a topic and a supervisor. The programme requires the students to write their thesis in such a way that it can be reworked into an article for an academic journal. The thesis trajectory is completed by a public defence, which is not assessed. The panel considers the word count limit rather low, and advises the programme put this at 30.000 words. This way the programme would be in line with the common practice in the field. It is important that the maximum word count of the thesis is not only a knock-out criterion on paper, but is actively implemented by all members of staff. It is a significant factor in reducing workload for overachieving students and uniform rules for all students. Implementing a strict limit at 30.000 words would also help address the frequent overstepping of the word limit the panel observed in the selected theses (see below). According to the panel this setup ensures that the thesis trajectory is of sufficient weight for a research master and ensures students go through the full research cycle during the trajectory.

The panel is positive in general about the structure of the programme, and the visualisation of the learning trajectories (see appendix 2) is clear and helpful. It is generally satisfied with the way the programme has taken up the previous assessment panel's recommendation to lower the weight of the thesis from 40 EC to 30 EC, and to add those 10 EC to the common core in the form of the course Developing research proposals, although this still means that some students spend 40 EC on the thesis. The panel would prefer the thesis to be limited to a single (30 EC) course. Overall however the panel feels that this change helps strengthen the programme's foundation and better prepares students for their thesis, and ensures that it is now indeed possible to speak of a single programme, rather than an amalgamation of specialisations.

When it comes to the course contents, the panel is generally positive. Sufficient attention is paid to the accepted research skills and methodologies in the field, and they are offered in an integrated manner in content courses as well. The panel is also pleased with how research ethics is covered. The programme trains transferable skills as well, for example by having students organise a research symposium and practice their presentation skills by presenting their own work. The interviewed alumni confirmed that the programme trained them in their analytical, writing and critical-thinking skills. The panel thinks that there is still room to make the students more aware of these competences, and how they can be used in careers outside academia. While the programme has already taken some

steps, for example by asking alumni from the professional field to give lectures to current groups, more could be done in this regard. The panel also feels it would be good to make more room for digital skills, and to make room for foreign language acquisition (see 'language' below). While it is convinced the various courses ensure that all ILOs are covered, it would recommend, in line with its recommendation under standard 1, to phrase course-level learning goals in terms of the Dublin Descriptors.

The courses are of an adequate level and deal with relevant material. The course on Historical theory does include some standard debates on historiography which probably retake some of the premises already covers by a BA in History. The panel advises the programme to consider updating this course. The syllabus is generally diverse in terms of gender and nationality, though the panel feels the programme is still quite strongly Anglo-Saxon in its orientation. It was therefore pleased to learn that the project on inclusive curricula, currently being carried out for the bachelor's programme in History, will also be applied to the RMA in the near future.

In didactic terms the programme is founded on three core principles: it is research-based, student-centred and takes place in an international classroom. The students have 6 contact hours per week on average, and group sizes are generally limited to 15 students per group. The panel appreciates that staff make time for one-on-one teaching in the tutorials, despite the high work pressure they face. It commends the recent step to require tutors to document the content of the tutorials, to allow the Board of Examiners to assess their contents and ensure these tutorials are aligned to the programme's overall goals. The panel is also very positive about the high degree of freedom students have to make their own choices and to deepen or broaden their research or research capacities. Students themselves also appreciate the flexibility they have in structuring their own learning process. A large part of the programme (50 EC) is reserved for the electives and master's thesis, during which students can dedicate themselves to a topic of their choice. They also appreciate their participation in research schools and the option to go abroad. According to the panel, the programme consists of a proper combination of structure and freedom. The students are generally positive about the programme's response to the Covid-19 pandemic, and how the shift to online education has been managed.

Admission and Feasibility

The panel studied the programme's admission procedure and entry requirements, and found them to be robust and fitting for a research master's programme. Due attention is paid to the candidate's academic track record, prior training at the content level, research skills and research interests to guarantee a good match between the prospective student and the programme. The programme has both a September and a February intake, with the September group averaging around 30 students annually and the February group around 7 over the last three years.

Students enrolled in the 1-year MA programme who show excellent work during the first semester are offered the opportunity to switch to the RMA. The panel appreciates that this option exists, but believes that the process should be formalised. It advises including the Board of Admissions and the Board of Examiners in this process, clearly stipulating the additional assignments the students should complete for this switch, and recording these requirements in the Teaching and Examination Regulations.

The completion rates remain a source of worry for the programme; only 20% of students finish within two years, and 60% within three years. The panel learnt that many students choose to do an internship of study abroad, which is often difficult to fit into the programme, causing delays. Other students feel a need to 'buff up their CV' and take more time for their thesis in order to be a more attractive candidate for PhD positions. Though the programme seems aware of these issues, the panel feels more could be done to help students finish on time. One solution would be to address the problem of perfectionism among students in the programme's communication to students. As discussed under standard 3 below, the programme has decided not to introduce the requirement that courses use uniform grading rubrics for papers. The panel feels that this is a step in the wrong direction, and introducing them could, by clarifying expectations, also have a positive impact on the issues around perfectionism in the programme. Another solution would be to continue monitoring the word count for theses, and to insist that students and their supervisor abide by the word limit. A common understanding needs to be created that limiting yourself is also an

important (research) skill. The panel commends the steps that have been taken to modify the cum laude regulations, which now no longer allow major delays. It also learnt that students are generally positive about the study guidance and thesis supervision.

Teaching staff, research context and facilities
The students greatly appreciate their teachers. They say the teaching staff makes them feel part of a true research community, and that their teachers are approachable, committed and knowledgeable. The panel verified that the research credentials of the teaching staff are very good to excellent, and many staff members are engaged in cutting-edge research in their field. Within the composition of the teaching team, the programme offers an impressive range of specialisations, something the students indicated that they appreciate. Study guidance is mostly done by the director of studies, who advises students on their individual trajectory and personal circumstances that may impact their studies. Students are positive about the guidance offered.

The panel noted that work pressure for staff members is high and that solutions are sought to cut down on staff's administrative duties. This is commendable and necessary, according the panel. Nevertheless, the panel also feels that measures should never impact on the quality of existing procedures guaranteeing transparency and communicating obtained skills to students. Specifically: work pressure should not be an argument not to introduce uniform rules and forms that help guarantee transparency and consistent communication to the students. The panel asks the Faculty to support the programme management in their attempts to reduce the staff's work load and to allocate time for educational tasks in a realistic and transparent manner, including the supervision of master theses.

The teaching staff also receive sufficient training, and all have obtained their university teaching certificate (Basiskwalificatie Onderwijs, BKO) or are in the process of obtaining it. Two staff members have obtained a Senior University Teaching Qualification (Seniorkwalificatie Onderwijs, SKO). The panel verified that the staff members are qualified to teach in English; they receive sufficient training, if necessary, and their language skills are tested accordingly. The programme has been working to increase the gender balance of the teaching team in the period under review. The panel is happy to see these efforts, and encourages the programme to continue this work.

All teaching staff are affiliated with the Leiden University Institute for History. This ensures that the programme is offered in an excellent research environment; the LUIH has been awarded the judgements 'world leading/excellent' for its research quality in their Standard Evaluation Protocol (SEP) research evaluation in 2018. Furthermore, three professors of the LUIH are members of the Royal Netherlands Academy of Arts and Sciences (KNAW). The programme's specialisations broadly align with the LUIH's research programmes, and this further ensures the tight link between teaching and research. The panel ascertained that the LUIH's top researchers are actively involved in the programme though teaching and supervision, thereby ensuring that students are exposed to senior researchers in the field.

According to the panel, the teaching and research facilities for the students are of good quality. The students have access to the excellent University Library, the National Library of the Netherlands (Koninklijke Bibliotheek), and the National Archives of the Netherlands (Nationaal Archief) in the Hague and the various museums in Leiden. Additionally, the programme has a dedicated RMA room in the faculty buildings with desktop computers and flexible workspaces, where the students can meet, work and have lunch. This meeting place is highly valued by the students and plays an important role in the coherence of the RMA group. The panel considers this an asset for the programme.

Language
All modules offered in the RMA History are taught in English, which enriches students learning journeys by opening up new perspectives. This choice is considered appropriate by the panel given its ambition to train the History researchers of the future. English has become the lingua franca of research in History; research in these fields has become highly international in its outlook and orientation. Research is often based on international collaboration, just as the source material and reference texts are often multilingual.

International admissions accounted for between 22% and 25% of the total student intake in the period 2016-2019. As part of the admission procedure, the students provide proof of a sufficient command of English. If necessary, they can follow extra-curricular language courses to improve their academic writing skills in English. The panel considers the name of the programme appropriate and in line with its profile and orientation. Students may be granted permission to write their thesis and other research papers in Dutch, if that language is more appropriate (for example, in the case of Dutch archival sources, or if the historiographical debate is predominantly in Dutch). The panel understands and accepts this reasoning. Both students and staff indicated that they would like the programme to offer more room for foreign language acquisition, for example Indonesian for students who work on the colonial history of that region, or German and French. The panel supports this wish and asks the programme to consider making room for this, preferably in a demand-driven setup. Doing this could help in creating a more diverse and international research culture.

Considerations

The curriculum and the teaching-learning environment of the research master's programme are designed and implemented in such a way that the students are enabled to achieve the intended learning outcomes. The programme manages to strike a good balance between flexibility and coherence, and the students are very positive about the programme. Teaching in the programme is research-based, takes place in an international classroom and is student-centred. This approach fits the programme's aims and the graduates' career perspectives, and the panel therefore fully endorses the programme's opting for an English-language teaching environment, which enriches students learning journeys by opening up new perspectives.

The panel is pleased with the way the programme has implemented the previous assessment panel's recommendation to lower the weight of the thesis and to strengthen the programme's common core. This ensures that the weight of the thesis is now more proportional to the size of the programme. To continue this development and to bring the programme in line with common practice at other universities and the panel recommends fixing word count on 30.000. Research skills, including ethics topics, are taught throughout the entire programme. The students are gradually prepared to carry out a full cycle of research in their thesis trajectory. They are generally well-prepared for their future careers, but the programme could do more to create an awareness that the skills taught are useful not only within academia, but also in professional careers. The programme could consider making more room for foreign language acquisition and digital skills.

The programme is intensive but inspiring and feasible, and the students are suitably supported and supervised. Completion rates remain a concern for the programme. The panel sees that steps have been taken, but they have not yet resolved this issue. It advises the programme to address the problem of perfectionism among students, to strictly adhere to the norm for the word count in theses, and to clearly communicate expectations to students and supervisors.

The research environment was graded by the latest research reviews as excellent, and gives the students a good opportunity to learn from prominent researchers. The panel is impressed by the quality of the teachers and praises the staff members' commitment to the students. It verified that the staff's didactic skills, command of English and research credentials contribute to an engaged classroom interaction, with a strong focus on research. There is a large number of senior researchers involved in the programme. The selection procedure and requirements are sound and suitable for the high level of a research master. The panel encourages the programme to formalise the procedure for the switch to the RMA excellent MA students can make after their first semester.

Conclusion

Master's programme History (Research): 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

Assessment and assessment system
Assessment for the RMA follows the Rules and Regulations of the Board of Examiners, a document based on a Faculty-wide model text. It is also based on the assessment framework of the Faculty of Humanities, which lists all established assessment-policy agreements and sets out the procedures for assessment. The Programme Board draws up an annual assessment plan (toetsplan), which relates the proposed assessment to the learning outcomes, learning objectives and teaching methods. This plan is checked by the Board of Examiners. At the course level, the teachers develop their own tests under the guidance of the Programme Board, which checks the course descriptions and the relation between the course aims and the chosen assessment methods. This system ensures that the principle of constructive alignment is adhered to according to the panel.

The panel observed that the assessment methods are sufficiently varied and suitable for the learning outcomes they are meant to assess. Research skills and ethics are tested in an appropriate manner, and the students go through the full research cycle in their thesis trajectories. The assessments can be formative or summative and clearly reflect the level of the programme. The programme uses class participation, presentations, small assignments (such as book reviews, etc.), and term papers. All courses are assessed by at least two separate tests, but a larger written assignment is always part of the final grade for a course. The students indicated that they receive sufficient feedback on their work, both in writing and orally. The panel does believe course descriptions could be more transparent about which parts from the ILOs they address specifically, in a number of courses the panel observed a very extensive list of goals, which in its view could harm the transparency of assessment.

The programme has a formal rule in place that when RMA students take MA courses, such as their research seminars, both the learning outcomes and assessment forms should be differentiated for the two groups. Students interviewed by the panel indicated, however, that this differentiation was not always clear to them, causing some insecurity and a lack of transparency. The panel recommends looking into this issue, to ensure expectations are always clearly communicated beforehand, and to avoid *ad hoc* solutions.

As mentioned under standard 2, the programme has not been able to introduce the obligation to use the assessment form (which may or may not include a rubric) for the thesis and both standardised assessment forms and rubrics for regular papers. The panel considers this to be a step in the wrong direction as it serves the objectives of uniformity and transparency. Rubrics, especially when they are shown to the students before they take a test, can help clarify expectations and streamline processes. The panel therefore recommends that the programme introduces the use of uniform forms which include rubrics. It wishes to stress that the presence of a rubric does not replace written feedback for the students in the assessment form.

Thesis and internship assessment
Internships are approved by both the Board of Examiners and a member of staff (the internship lecturer), who receive a proposal for an internship and then decide whether or not to allow it, according to whether it is sufficiently research based or not. During the internship, the internship lecturer visits the internship supervisor and student on site; if the internship is abroad, this is usually done via email or telephone. Once the internship is completed, the student writes a report, and the internship supervisor on site fills in a questionnaire. The internship lecturer reads both and provides a grade. The grade is checked by the Board of Examiners. The panel is satisfied with this procedure. It does believe the content of the internship reports could be taken more seriously, however. In the reports it saw, the students mostly reflected on their activities and skills. As the programme places a heavy emphasis on the research-based nature of the internships, it would have expected to see more academic reflection in these reports. The assessment form used does not explicitly address this dimension of the internship or the specific professional competences

either. The panel therefore recommends that the programme formally include a more substantial academic reflection in the criteria for an internship report, and assess them within more standardised format recognizing the dual nature of professional and academic learning goals. Moreover, the panel felt that the expertise for admitting and evaluating internships was exceptionally high among the members of the BoE, and that this expertise could be shared/integrated more explicitly with the teaching staff or the supervisor responsible for the internships.

The panel looked at a selection of theses and the accompanying assessment forms. It considered the assessments of satisfactory quality. It generally agreed with the marks awarded. The programme uses a system in which the Board of Examiners appoints the second examiner. The supervisor and the second examiner each fill out a separate form, which is then combined into a merged form, which the student receives. If the two examiners cannot agree, or award a grade of 6.5 or below, a third reader is involved. The panel approves this procedure and states that this sufficiently safeguards a separate assessment by the second examiner.

Board of Examiners
Assessment in the programme takes place under the supervision of the Board of Examiners (BoE) for the BA, MA and RMA History. The Board has five members including the chair, each representing a specialisation of the programme, plus an external member and a secretary. As of September 2020, all Board members receive compensation for their work in the form of time. The Board adequately handles its legally mandated tasks. Additionally, it approves internships and individual study projects, assigns thesis supervisors and second (and third) examiners, organises calibration sessions with the staff for thesis grading, and checks graded theses and regular papers. Its practices and rules related to plagiarism are in line with common standards.

In general, the panel is positive about the work of the Board of Examiners. In its self-evaluation report the programme indicated that intensifying the contacts between the Programme Board and Board of Examiners is a point for improvement. The panel agrees with this point, and encourages the Board and programme management to be more assertive vis-à-vis the programme management; the management could be more responsive to the BoE and take into account its recommendations regarding internship admission and professional learning goals. The panel is positive about the changes to the cum laude regulations, which no longer allow for cum laude in case of excessive delays in graduating, and about the new system in which the Board checks the content and objectives of individual tutorials.

Considerations
According to the panel, the assessment policy and protocols in the programme are well designed and sound. As a result, the assessment is well-regulated. The assessment methods are sufficiently varied, clearly reflect the level of the programme, and adequately test the students' research abilities and awareness of the ethics of research. The panel verified that the students are well-informed and satisfied with the quality of the assessment and feedback received.

Thesis assessment in the programme is done by two assessors who fill out the assessment form independently. The panel is generally satisfied with how the forms are filled out and how the studied theses were graded, but thinks more transparency could be gained by introducing the mandatory use of rubrics. It advises reintroducing the standardised assessment forms for regular papers as well. The panel considers the institutional arrangements in place for safeguarding quality assurance in assessment to be robust. It concluded that the Board of Examiners fulfils its formal tasks and responsibilities and works according to clear procedures.

Conclusion
Master's programme History (Research): the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes
The programme demonstrates that the intended learning outcomes are achieved.

Findings

Final project and thesis quality
The panel read a representative sample of 15 final theses. The theses covered a wide range of topics and demonstrated a detailed engagement with historical materials and the relevant theory and academic literature in line with the research focus of the LUIH and closely connected to the expertise of LUIH staff members. They thus confirm the completion of the entire research cycle at the master's level. The panel was generally pleased with their high level. Most of them were of good to excellent quality. Their research topics fell well within the scope of the program and the ambitions of this research master; they were clearly structured and well-written and included relevant discussions. Most of the theses could very well serve as a basis for future publications. On the whole, the panel thinks that the students showed that they have achieved the intended learning outcomes and thus the research master's level.

Alumni success
Another sign of the programme's quality is the employment record of its graduates in research. The panel found that this record is relatively high, around 41% of the alumni between 2014-2019 continue in academic research, and another 10% in non-academic research, both nationally and internationally. Many other alumni end up in policy and advisory positions, or in the field of education. The panel is impressed with the employment record of the programme's alumni, and noted that they do well in both labour markets. The skills taught by the programme are valued in a range of different environments. This was confirmed in the interview with alumni, who clearly conveyed the advantages of their research background for their career paths outside of academia. The panel is pleased with the programme's efforts to improve awareness of the various options for societal careers to students. It learned that some of the alumni in professional careers are now asked to speak to current students, which is a good step. It encourages the programme to continue these efforts.

Considerations
Based on the overall level of the theses and the performance of the graduates, the panel concluded that the graduates achieve the programme's intended learning outcomes. In its view, the high proportion of graduates proceeding to careers in research, both within and outside of academia, the fact that graduates also function well in other professional contexts and education, the quality of the theses examined, and the fact that many of them could be used as a basis for future publications are all evidence of their research qualities and relevant professional skills. Based on the evidence gathered from the theses, the panel also concluded that RMA students are fully embedded within the local research environment.

Conclusion
Master's programme History (Research): the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

The panel assessed standards 1, 2, 3, and 4 of the research master's programme History as 'meets the standard'. It hereby took the additional aspects for research master's programmes as included in the Specification of Additional Criteria for Research Master's Programmes into account. Based on the NVAO decision rules regarding limited programme assessments, it therefore assesses the programme as 'positive'.

Conclusion
The panel assesses the *History (Research)* as 'positive'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

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

I. Knowledge

1. Thorough knowledge and comprehension of one of the specialisations as well as of the historiography of the specialisation, focusing particularly on the following:
   - in the specialisation Ancient History: unification processes in the Graeco-Roman World, 400 BC-400 AD; insight into the recent large-scale debates in the field with respect to both the history of mentality and socio-economic history;
   - in the specialisation Colonial and Global History: comprehension of how global (political, socio-economic, and cultural) connections interact with regional processes of identity and state formation; hence insight in cross-cultural processes (including the infrastructure of shipping and other modes of communication) that affect regions across the world such as imperialism, colonisation, islamisation, modernisation and globalisation (in particular during the period 1200-1940);
   - in the specialisation Europe 1000-1800: broader processes of political, social and cultural identity formation between about 1000-1800; awareness of problems of periodization and impact of 'national' historiographical traditions on the field;
   - in the specialisation Cities, Migration and Global Interdependence: the manner in which migrations (of people, goods and ideas) between and within states have led to shifts (in cohesion, ethnic composition, policies, imaging, culture, and power relations) in the period 1600-2000, with a focus on (urban) networks (within and across borders);
   - in the specialisation Politics, Culture and National Identities: political practices, symbols and perceptions, nationalism, and national identities in a cultural and societal context from 1800;

2. Thorough knowledge and comprehension of the theoretical, conceptual and methodological aspects of the specialisation, with a particular focus on the following:
   - in the specialisation Ancient History: the comparative method; application of socio-scientific methods; specialised source knowledge, in particular of documentary sources, and more specifically epigraphy;
   - in the specialisation Colonial and Global History: empirical research from a comparative and connective perspective;
   - in the specialisation Europe 1000-1800: the ability to analyse and evaluate primary sources from the period in their original languages; ability to make use of relevant and state-of-the-art methods of quantitative and qualitative analysis to interpret sources in their textual and historical context;
   - in the specialisation Cities, Migration and Global Interdependence: the interdisciplinary approach (application of theories and methods from social sciences), the comparative perspective (diachronic and synchronic) and working with a large variety of primary sources;
   - in the specialisation Politics, Culture and National Identities: international comparison and transfer; the analysis of the specific perspectives of secondary studies; a cultural-historical approach of politics and a political-historical approach of culture;

3. Thorough knowledge and comprehension of the theoretical foundation of the discipline and of its position vis-à-vis other disciplines;

4. Knowledge and awareness of the relevance of disciplines related to the specialisation and the ability to evaluate their significance for the students' own topics of study. Thorough knowledge and understanding of the interdisciplinary aspects of the specialisation, both with regard to other historical specialisations and to related fields.

II. Skills

1. The ability to independently identify and select secondary literature, using traditional and modern techniques;
2. The ability to independently identify and select primary sources, using traditional and modern techniques;
3. The ability to analyse and evaluate a potentially complex corpus of sources with a view to addressing a particular historical problem;
4. The ability to analyse and evaluate literature with a view to addressing a particular historical problem;
5. The ability to independently formulate a clear and well-argued research question, taking into account the theory and method of the field and to reduce this question to accessible and manageable sub-questions;
6. The ability to independently set up and carry out an original research project which raises new questions, pioneers new approaches and/or points to new directions for future research;

7. The ability to give a clear and well-founded oral and written report on research results in correct English meeting the criteria of the discipline;
8. The ability to participate in current debates in the specialisation;
9. The ability to apply knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the field of study;
10. The ability to participate in a discussion of the theoretical foundations of the discipline.

III. Academic attitude

Graduates of this programme are in possession of the following:

1. The ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, including the ability to reflect on social and ethical responsibilities linked to the application of knowledge and judgments;
2. The ability to reflect on one's own professional integrity and moral conduct;
3. The ability to provide constructive feedback to and formulate criticism of the work of others and the ability to evaluate the value of such criticism and feedback on one's own work and incorporate it;
4. Understanding of the relevance for society of the historical discipline in general and the specialisation in particular.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Programme Research MA History – from 1 September 2018.

<table>
<tr><td>Sem. I</td><td colspan="2">Historical Theory
(10 EC)</td><td>Research
Seminar
(10 EC)</td><td colspan="2">Literature Seminar
(10 EC)</td></tr>
<tr><td>Sem. II</td><td colspan="2">Research Proposals
(Developing Research Proposals)
(10 EC)</td><td>Research
Seminar
(10 EC)</td><td>Tutorial I
(5 EC)</td><td>Course(s)
Research
Schools
(5 EC)</td></tr>
<tr><td>Sem. III</td><td>[ResMA
Symposium]
(0 EC)</td><td>Optional Course
(elective)
(10 EC)</td><td>Optional Course
(elective)
(10 EC)</td><td>Tutorial II
(5 EC)</td><td>Course(s)
Research
Schools
(5 EC)</td></tr>
<tr><td>Sem. IV</td><td>[ResMA
Symposium]
(0 EC)</td><td colspan="4">ResMA Thesis (30 EC)</td></tr>
</table>

*Blue and **bold** = Common Core (incl. Research Schools), specifically for Research MA*
*Yellow and **bold** = Individual components, specifically for Research MA*
Orange = shared with 1- year MA
White = Optional Course (elective space)

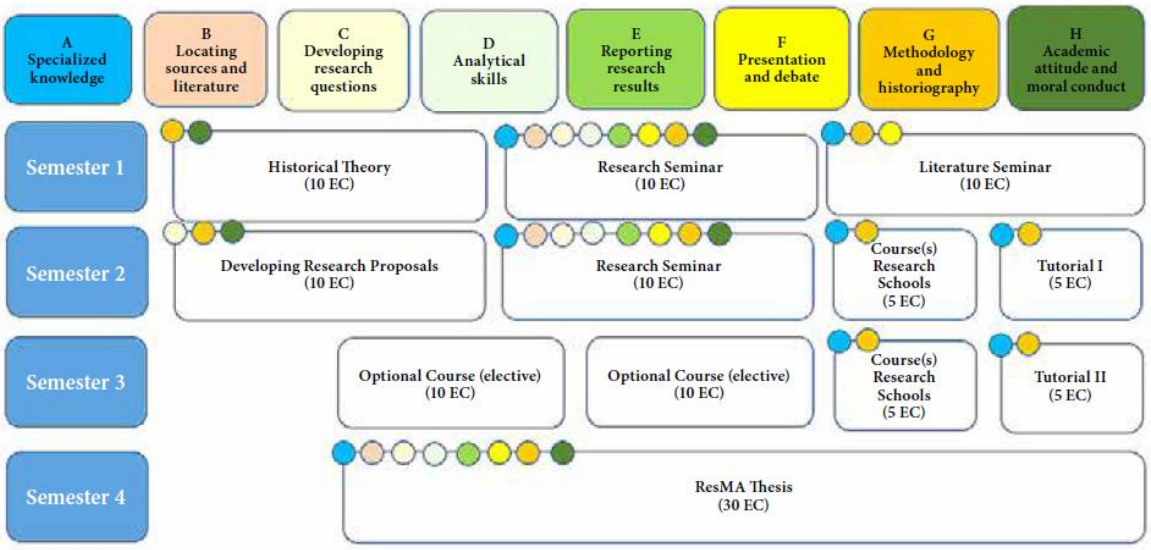
Curriculum 2019-2020

Year 1	**EC**	**Level**
Common Core courses		
Historical Theory	10	600
Developing Research Proposals	10	600
Tutorial I (combined with Tutorial II: 10 EC)	(5)	600
Research School Course	5	600
Ancient History		
Literature Seminars: choose one of the following	10	400
The unification of the Mediterranean		
Coping with Versnel: debating ancient religions		
Research Seminars: choose two Research Seminars, at least one of which within your specialisation	20	500
Roman Fake News. Documentary Fictions in the Roman World		
Egypt in Late Antiquity		

Cities, Migration and Global Interdependence		
Literature Seminar: Migration and Integration	10	400
Research Seminars: choose two Research Seminars, at least one of which within your specialisation	20	500
Cornerstones of the global economy: colonial households in Jamaica and Suriname and the role of slavery		
Deep Rivers: the great migrations in African-American History		
Energy Transitions in Past & Future		
Leaving the Left: native workers and migration during two waves of globalisation (1850-2020)		
You Are What You Eat: Gender, Class, Ethnicity and Food Culture		
Connecting Dreams: Europe in Africa, Africa in Europe		
History of Diversity		
The Business of Empire: Colonial and Imperial Entrepreneurship, 1415-1974		
Colonial and Global History		
Literature Seminars: choose one of the following	10	400
Information, Anxiety and Panic: Debates in Colonial History		
Circulation of People, Commodities and Ideas in the Indian Ocean World (1500-1800)		
Navigating History: New Perspectives on Maritime History		
Colonialism and the Representation of Society and State		
Research Seminars: choose two Research Seminars, at least one of which within your specialisation	20	500
An archival VOC mentality? Archival issues in an early-modern Dutch-Asian context		
Negotiating Power in Africa		
Sailing the Dutch Atlantic		
The Decolonization War in Indonesia, 1945-1950: Written and Oral Sources		
Science and the Dutch Empire		
Asian Events in Early Modern European Sources: Information Transfer and Genres in the Production of Knowledge		
Connecting Dreams: Europe in Africa, Africa in Europe		
The Indian Ocean in the Long Nineteenth Century		
Heritage formation and religion in colonial and postcolonial Indonesia and India		

Europe 1000-1800		
Literature Seminars: choose one of the following	10	400
Current Debates in Medieval and Early Modern History I		
Current Debates in Medieval and Early Modern History II		
Current Debates in Medieval and Early Modern History III		
Research Seminars: choose two Research Seminars, at least one of which within your specialisation	20	500
Administrative revolution in The Netherlands (1300-1600)		
The Early-Modern Dutch, French and English Ambassador, His Functions and Career		
Pre-modern Cartography: Worldview and Territoriality		
Radicalism in Early Modern Europe		
Politics, Culture and National Identities, 1789 to the Present		
Literature Seminar: Politics, Culture and National Identities, 1789 to the present	10	400
Research Seminars: choose two Research Seminars, at least one of which within your specialisation	20	500
Global Perspectives on Neoliberalism		
History of Human Rights		
NATO, The Netherlands and the Cold War		
Politicians and Statesmen. Professionalization, Activism and Perception since the 18th Century		
Social Movements, Protest and Political Change, 1880-2000		
Do Elections Make Democracies?		
(East) Central Europe before and after the Paris Peace Treaties		
Scholarly Virtues and Vices: Writing the History of the Humanities (1850-2000)		
The History of Everyday Life under Authoritarian Regimes		
Revolutionary movements in modern Western society		
The Russian Revolution Revisited		

Year 2	**EC**	**Level**
Optional Courses	20	500
Research School Course	5	-
Tutorial II (combined with Tutorial I: 10 EC)	(5)	600
Thesis and Exam	30	600


A Specialized knowledge
B Locating sources and literature
C Developing research questions
D Analytical skills
E Reporting research results
F Presentation and debate
G Methodology and historiography
H Academic attitude and moral conduct
Semester 1
Historical Theory (10 EC)
Research Seminar (10 EC)
Literature Seminar (10 EC)
Semester 2
Developing Research Proposals (10 EC)
Research Seminar (10 EC)
Course(s) Research Schools (5 EC)
Tutorial I (5 EC)
Semester 3
Optional Course (elective) (10 EC)
Optional Course (elective) (10 EC)
Course(s) Research Schools (5 EC)
Tutorial II (5 EC)
Semester 4
ResMA Thesis (30 EC)

APPENDIX 3: PROGRAMME OF THE SITE VISIT

DAY 1		**Monday 28 September 2020**
09:00	15:00	Preparation, internal meeting and documentation review
15:00	15:30	Meeting with faculty board
15:30	16:30	Internal meeting, watching video student room
16:30	17:00	open consultation hour
17:15	18:00	Meeting with alumni

DAY 2		**Tuesday 29 September 2020**
08:30	09:05	Internal meeting
09:05	09:45	Meeting with programme management + head of the admission board + study coordinator
09:45	10.00	Break
10.00	10:15	Internal meeting
10:15	10:40	Meeting with students
10:40	10.50	Break
10.50	11:00	Internal meeting
11:00	11:35	Meeting with staff
11:35	11:45	Internal meeting/break
11:45	12:30	Meeting with Board of Examiners
12:30	13:00	Lunch break
13:00	13:45	Internal meeting
13:45	14:15	Final interview with management
14:15	16:00	Deliberations panel, formulating preliminary findings and conclusions
16:00	16:30	Break
16:30	-	Feedback of preliminary findings and conclusions

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied [number] theses of the bachelor's programme [insert name of the programme]. Information on the selected theses is available from Qanu upon request.

During the site visit, the panel studied, among other things, the following documents:

- Answers to written questions
- Annual reports Board of Examiners
    - 16-17
    - 17-18
    - 18-19
- Annual reports programme management
    - 16-17
    - 17-18
    - 18-19
- Six recent sets of notes programme committee
- Programme cards
    - 16-17
    - 17-18
    - 18-19
- Teaching manual History 2019
- NSE 2019, factsheet with quantitative data and answers to open questions
- Programme evaluation 2019
- 'Course scheme', blackboard page and course evaluations of the following courses:
    - Developing Research Proposal
    - Global Perspectives on Neoliberalism
    - Historical Theory
    - Migration and Integration
- Self-evaluation report + appendices + COVID update