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MA Philosophy (60 EC)
MA Philosophy (120 EC)
Leiden University

Contents

Summary

Standard 1. Intended learning outcomes

The one-year master's programme in Philosophy (MA 60 EC) of Leiden University covers both continental and analytic philosophy, conceptual analysis, phenomenology, and hermeneutics, as well as traditional Western and non-Western philosophical traditions. In its five specializations, it emphasizes world philosophical traditions and the importance of the history of philosophy. The panel considers the specializations to be well-chosen and attractive to students. It recommends changing the names of MPP and 3PE to clearly highlight their difference, as well as that of the MEP specialization, whose name implies that it covers European Philosophy beyond the 19th to 21st centuries. Further finetuning of the titles (or adding subtitles) could clarify the precise contents to prospective students as well as future employers. The panel considers the MA 60 EC's intended learning outcomes to be well-chosen, fitting for an academic master's programme, and sufficiently detailed. It appreciates the distinction between the various tracks. The panel recognizes that the ILOs are professionally geared: philosophy graduates end up in a broad range of professions and fields, and the ILOs explicitly require them to be aware of the skills and knowledge that can be transferred to the field of their choice and to have the ability to develop a personal and professional profile for employability in a future career. The panel also finds that the ILOs are clearly in line with the Dublin descriptors for masters' programmes.

The MA Philosophy 120 EC provides students with the opportunity to delve into the philosophical foundations of specific academic disciplines and is aimed at students with a BA degree in one of the relevant academic disciplines and some background in philosophy. A total of 40 EC in study components from a non-philosophical masters' programme is integrated into the two-year Philosophy master's programme. The panel finds that this setup is quite attractive for students, especially since it allows them to obtain two MA diplomas. However, the panel recommends sharpening the profile of two of the three MA 120 EC's tracks (Philosophy of Humanities and Philosophy of Law, Governance, and Politics), focusing them more clearly on the philosophy of the discipline, and adjusting the ILOs to reflect these changes. The panel considers that providing clarity in these specializations' profiles would make them stand out and be more clear and attractive for prospective students. The third track, Philosophy in World Traditions, is different in nature as it ties in with expertise present in the Faculty of Humanities. The panel praises the programme for introducing this track, which taps into the distinctive expertise and profile of Leiden's Faculty of Arts. It agrees with the programme's ILOs, which are detailed, reflect the various tracks and match the Dublin descriptors for academic master's programmes. In analogy to the MA 60 EC, the panel recognizes that the ILOs are professionally geared: philosophy graduates end up in a broad range of professions and fields, and the ILOs explicitly require them to be aware of the skills and knowledge that can be transferred to the field of their choice and to have the ability to develop a personal and professional profile for employability in a future career.

Standard 2. Teaching-learning environment

The panel agrees with the design, content, and setup of the MA 60 EC and the MA 120 EC. It appreciates the activating teaching methods, the teaching in small groups and the close contact between students and their teachers as active researchers. The panel agrees with the choice of English as a programme language due to the academic orientation and the global content and focus of the various specializations. The focus on the labour market is a positive, and the panel suggests stressing transferrable skills in the courses to further strengthen this. For the MA 60 EC, the panel advises the programme to investigate whether the number of courses shared with the BA programme (although taught at different levels) can be reduced. Regarding the MA 120 EC, the panel recommends refocusing the programme in line with the sharpened ILOs (see standard

1) so that it deals with philosophy *of* rather than *and* a discipline. This may entail less cross-listing of courses between the two MAs and introducing additional content for the MA 120 EC. The panel believes that this will enhance the programme's profile and coherence.

The programmes are feasible for all students thanks to a good admission policy and various pre-master's programmes getting all students up to speed. The programmes offer solid guidance through teaching staff, the study adviser, and the thesis trajectory. The panel recommends further enhancing feasibility by increasing the study advice staff as soon as possible, and by further structuring the thesis trajectory to ensure all students receive similar supervision. The panel considers quality and quantity of teaching staff to be clearly sufficient: students praise their teachers as expert, dedicated and approachable. The panel finds that the programmes is well coordinated. It does recommend sharing responsibilities more widely and enhancing the feedback structure for students and staff members. Doing so would be conducive to creating a shared sense of responsibility and ownership among the programme's teaching staff and students, thus contributing to the programme's resilience.

Standard 3. Student assessment

The panel is pleased with the assessment policies, practices and types it encountered in the Philosophy MAs. Thesis assessment is done in a transparent and valid way, and the Board of Examiners proactively safeguards assessment quality. The panel supports reintroducing calibration sessions among staff members to enhance assessment practices.

Standard 4. Achieved learning outcomes

The panel read 15 theses for each MA programme and considered them clearly up to standard for academic master's theses in Philosophy. For the MA 120 EC, the panel found that most theses do not have a clear or explicit focus on the philosophy *of* the discipline students combine the programme with. The panel would like to see this strengthened and expects that this will be the case after the profile has been sharpened. MA students from both programmes end up in academic-level jobs in a wide variety of fields, including PhD positions. Alumni interviewed by the panel were satisfied with the way in which their programme prepared them for their future positions. The panel concludes that the two programmes allow graduates to achieve the intended learning outcomes of each programme.

Score table

The panel assesses the programmes as follows:

M Philosophy (60 EC)

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

M Philosophy (120 EC)

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

Prof. dr. Martin van Hees   Dr. Fiona Schouten
Chair   Secretary

Date: 1 December 2023

Introduction

Procedure

Assessment

On 18 and 19 September 2023, the two master's programmes in Philosophy of Leiden University were assessed by an independent peer review panel as part of the Philosophy cluster assessment, along with the Philosophy bachelor's programme. The assessment cluster consisted of 29 programmes, offered by Leiden University, Erasmus University Rotterdam, Radboud University, University of Groningen, Tilburg University, University of Twente, Utrecht University, University of Amsterdam and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018).

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

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 20 July 2023, the NVAO approved the composition of the panel. The coordinator instructed the panel chairs on their role in the site visit according to the Panel chair profile (NVAO 2016).

The Philosophy programmes in Leiden composed a site visit schedule in consultation with the coordinator (see appendix 3). The programmes selected representative partners for the various interviews. They also determined that the development dialogue would take place on a separate moment after the site visit. A separate development report was made based on this dialogue.

The programme provided the coordinator with a list of graduates over the period 2021 – 2023. In consultation with the coordinator, the panel chair selected 15 theses per programme. They took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation reports and additional materials (see appendix 4).

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

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. One staff member requested a consultation. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to an Academion colleague for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the programmes in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalised the report, and the coordinator sent it to Leiden University.

Panel

The following panel members were involved in the cluster assessment:

- Prof. dr. Martin van Hees, professor of Moral and Political Philosophy, VU Amsterdam, and Dean of Amsterdam University College (AUC) – chair;
- Prof. dr. Gerd Van Riel, professor of Ancient Philosophy and Dean of the Institute of Philosophy, KU Leuven – chair and panel member;
- Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC;
- Prof. dr. Thomas Reydon, professor of Philosophy of Science and Technology, Leibniz University Hannover;
- Em. prof. dr. Jos de Mul, professor of Philosophical Anthropology, Erasmus University Rotterdam;
- Prof. dr. Sonja Smets, professor in Logic and Epistemology, University of Amsterdam;
- Prof. dr. Bart Raymaekers, professor of Moral Philosophy and Philosophy of Law, KU Leuven;
- Prof. dr. Geert Van Eekert, professor of European Philosophy, University of Antwerp;
- Prof. dr. Martine Prange, professor of Philosophy of Humanity, Culture, and Society, Tilburg University;
- Prof. dr. Wybo Houkes, professor of Philosophy of Science and Technology, Eindhoven University of Technology;
- Prof. dr. Federica Russo, professor of Philosophy and Ethics, Utrecht University;
- Dr. Victor Gijsbers, assistant professor Philosophy, Leiden University;
- Prof. dr. Vincent Blok, professor of Philosophy of Technology and Responsible Innovation, Wageningen University;
- Prof. Rein Raud, professor of Asian and Cultural Studies, Tallinn University;
- Prof. dr. Corien Bary, professor in Logical Semantics, Radboud University;
- Dr. Elsbeth Brouwer, assistant professor in Philosophy of Language and Cognition, University of Amsterdam;
- Prof. dr. Erik Weber, professor of Philosophy, Ghent University;
- Dr. Constanze Binder, associate professor Philosophy, Erasmus University Rotterdam – referee;
- Dr. Bruno Verbeek, assistant professor of Ethics and Political Philosophy, Leiden University – referee;
- Sarah Boer, MA student Philosophy, Politics, and Society, Radboud University – student member;
- Tim van Alten, MSc student Philosophy of Science, Technology and Society, University of Twente – student member;
- Christa Laurens, MA student Modern European Philosophy, Leiden University – student member.

The panel assessing the Philosophy master's programmes at Leiden University consisted of the following members:

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- Prof. dr. Martin van Hees, professor of Moral and Political Philosophy, VU Amsterdam, and Dean of Amsterdam University College (AUC) – chair;
- Prof. dr. Gerd Van Riel, professor of Ancient Philosophy and Dean of the Institute of Philosophy, KU Leuven;
- Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC;
- Prof. Rein Raud, professor of Asian and Cultural Studies, Tallinn University;
- Sarah Boer, MA student Philosophy, Politics, and Society, Radboud University – student member.

Information on the programme

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

Programme name:	Philosophy
CROHO number:	60822
Level:	Master
Orientation:	Academic
Number of credits:	60 EC
Specialisations or tracks:	Philosophy of Knowledge
	Philosophical Perspectives on Politics and the Economy
	Moral & Political Philosophy
	Modern European Philosophy
	Global and Comparative Philosophy
Location:	Leiden
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 May 2024

Programme name:	Philosophy
CROHO number:	60823
Level:	Master
Orientation:	Academic
Number of credits:	120 EC
Specialisations or tracks:	Philosophy of Humanities
	Philosophy of Law, Governance, and Politics
	Philosophy in World Traditions
Location:	Leiden
Mode(s) of study:	Fulltime
Language of instruction:	English
Submission date NVAO:	1 May 2024

Description of the assessment

Reflection on the previous assessment

In the previous NVAO assessment (2017), the MA Philosophy (60 EC) was advised by the panel to adapt the title and marketing of its (then new) PPE specialization as well as reviewing the core seminar, in order to reflect its focus on the philosophy of politics and economics. These changes were implemented and confirmed by the panel in an extra visit as part of that procedure. The MA Philosophy (120 EC) was assessed as conditionally positive. The programme was granted a period of two years to improve the teaching-learning environment by offering students in the various specializations a larger specialization-specific set of courses, and (in order to achieve this) reduce the number of specializations. The programme successfully improved these aspects, as was confirmed by the previous panel in a 2020 additional assessment. The current panel confirms these changes (see also standards 1 and 2). The previous panel also recommended strengthening the professional orientation of both programmes and making their relevance to the labour market more explicit. The panel confirms that this was also followed up by the programmes (see standards 1 and 2).

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 Faculty of Humanities at Leiden University offers a one-year, 60 EC as well as a two-year, 120 EC master's programme in Philosophy. The two programmes are distinct in their set-up and content, while sharing specific courses and an institutional and organisational make-up, including their Programme Board and Board of Examiners. Hereafter, they will be referred to as MA 60 EC and MA 120 EC respectively.

The MA 60 EC
The MA 60 EC covers both continental and analytic philosophy, conceptual analysis, phenomenology, and hermeneutics, as well as traditional Western and non-Western philosophical traditions. It emphasizes world philosophical traditions, tying in with the presence of specific expertise and knowledge in the wider context of Leiden University concerning the areas where these traditions come from. In addition, the programme stresses the importance of the history of philosophy. It aims for its graduates to have an open, yet critical attitude, and to possess analytical skills that enable them to tackle complex problems, as well as the creativity to formulate solutions, based on new and existing ways of looking at the world.

The programme offers five specializations:

1. Philosophy of Knowledge (PK). This specialization focuses on issues in areas of logic, epistemology, metaphysics (broadly conceived), and their historical roots.
2. Philosophical Perspectives on Politics and the Economy (3PE). This specialization aims at students with an interest in the intersection of philosophy, political science, public administration, and economics. 3PE offers an advanced education in philosophy with a focus on questions in politics and economics.
3. Moral & Political Philosophy (MPP). This specialization focuses on theoretical ethics, metaethics, methods of normative philosophy and the history of moral and political philosophy. It aims at

students who are interested in the theoretical and methodical aspects rather than in the more 'applied' and 'political' topics that 3PE deals with.

4. Modern European Philosophy (MEP). This specialization focuses on 19th, 20th, and 21st century European philosophy in the post-Kantian tradition (i.e., continental philosophy), and its historical antecedents.

5. Global and Comparative Philosophy (GCP). This specialization focuses on the comparative study of philosophical traditions and their histories. A large part of the programme is dedicated to issues of methodology of intercultural philosophy.

Following a recommendation of the previous assessment panel, the programme adapted the names of these specializations in order to reflect their content more accurately. For instance, the name of its most successful specialization was changed from Philosophy, Politics, and Economics (PPE) to Philosophical Perspectives on Politics and the Economy (3PE). Furthermore, the specialization Global and Comparative Philosophy was introduced in line with the new Global and Comparative Perspectives track of the Leiden BA programme in Philosophy.

The panel appreciates the work done by the programme in revising and renaming the specializations and considers the specializations to be well-chosen and attractive. It notices that the profiles of MPP and 3PE are adjacent: 3PE is thematically oriented and more applied; MPP is theoretical and methodical. The panel recommends making the differences in focus between these specialization clearer in their titles. As for the MEP specialization, the panel finds the name rather broad, implying to cover more than 19th to 21st century European Philosophy. Further finetuning of the titles (or adding subtitles) could clarify the precise contents to prospective students as well as future employers.

The renewed profile is reflected in a set of intended learning outcomes (ILOs, see appendix 1). These are shared by all specializations, but distinguish between specializations where necessary. The ILOs reflect the Dublin descriptors for master's programmes. At the suggestion of a mid-term review committee in 2021, and in line with the recommendations of the previous assessment panel, specific labour market preparation outcomes have been added to the intended learning outcomes, taking advantage of the programme's participation in a Faculty-wide pilot programme to improve this aspect (cf. ILO 2c).

The panel considers the ILOs to be well-chosen, fitting for an academic master's programme, and sufficiently detailed. It appreciates the distinction between the various tracks and recognizes that the phrasing of the ILOs is professionally geared. Philosophy graduates end up in a broad range of professions and fields, which requires them to be aware of the skills and knowledge that can be transferred to the field of their choice, and to have the ability to develop a personal and professional profile for employability in a future career. This is now made explicit in the ILOs. The panel also finds that the ILOs are clearly in line with the Dublin descriptors for masters' programmes.

The MA 120 EC
The MA Philosophy 120 EC stems from the former 'Philosophy of a specific discipline' programme. It is aimed at students with a BA degree in one of the relevant academic disciplines (see below) and some background in philosophy (approximately 60 EC of philosophical courses in total). A total of 40 EC in study components from a non-philosophical masters' programme is integrated into the two-year Philosophy master's programme. Students thus typically combine the MA 120 EC with another master's programme.

The programme is made up of three specializations:

1. Philosophy of Humanities. This specialization combines philosophical reflection on the methods and foundations of the humanities (hermeneutics, phenomenology, semiotics, deconstruction, etc.) with philosophical reflection on the nature of our relationship to the world: how we give meaning to the world (topics such as philosophical anthropology, culture, and meaning). The specialization is aimed at students of history, literature, art history, or one of the modern European languages, and who wish to deepen their understanding of the philosophical background of their discipline.
2. Philosophy of Law, Governance, and Politics. The specialization focuses on the philosophical reflection on the main institutions through which society is organized: law, administration, and politics. The specialisation is aimed at MA students of Law, Political Science, or Public Administration who are interested in philosophical reflection on the foundations of their disciplines.
3. Philosophy in World Traditions. This specialization focuses on the philosophical traditions of the premodern languages and areas that are studied at Leiden University's Faculty of Humanities, i.e., the ancient Greek and Roman, classical Chinese, Indian, African, and Islamic traditions. The specialization is geared towards Asian traditions, especially Buddhist philosophy.

The current (reduced) number of specializations is the result of a reshaping of the programme following the previous accreditation. While the Philosophy of Humanities specialization is offered in three other Dutch universities as well, the specializations Law, Governance, and Politics as well as Philosophy in World Traditions are not offered anywhere else in the Netherlands.

The programme allows students to follow a two-year Philosophy master's programme in combination with a substantive master's programme in one of the three areas covered by the track. The panel finds that this setup is quite attractive for students, especially since it allows them to obtain two MA diplomas by integrating both degrees. However, the panel feels that the profile of the MA 120 EC is currently not yet sharp enough for two out of the three tracks to be truly distinctive and attractive for students. At present, the profiles of the tracks in Philosophy of the Humanities and Philosophy of Law, Governance, and Politics are very broad and as a result diffuse. This is because they not only refer to philosophical reflection on the methodologies, concepts or foundations of a discipline, but also to philosophical reflection on the domain or subject matter that is studied in the discipline. The panel considers that a focus on the philosophy *of* the discipline in the stricter sense would provide clarity in the specializations' profiles and create truly added value in the context of the substantive MA. The tracks would then deal with the philosophical underpinnings of the chosen disciplines. This would also enable the programme to make sharp choices in the course content that it offers (see standard 2).

The third track, Philosophy in World Traditions, is different in nature as it forms a continuation of the new BA track in global and comparative philosophy and ties in with expertise present in the Faculty of Humanities. This track does not deal with the philosophical foundations of a discipline but instead focuses on the philosophical traditions of a specific area or language and the methods of intercultural philosophy. The panel praises the programme for introducing this track, which taps into the distinctive expertise and profile of Leiden's Faculty of Arts and is unique in Europe.

The profile is reflected in a set of intended learning outcomes (see appendix 1). They are shared between specializations, but distinct where necessary. For all specializations, the panel considers the ILOs to be well-formulated, sufficiently academic and fitting for a master's programme. The intended learning outcomes of the MA 120 EC match the Dublin descriptors for master's programmes. They also reflect a new focus on labour market preparation, particularly through outcome 2c, and are professionally geared in the sense that graduates are required to be aware of the skills and knowledge that can be transferred to the professional

field where they end up and to have the ability to develop a personal and professional profile for employability in a future career.

The panel advises the programme to adjust the specialization-specific learning outcomes for the tracks Philosophy of the Humanities and Philosophy of Law, Governance, and Politics to sharpen their focus. At present, ILO 1 requires students to be capable of philosophical reflection on the social and cultural impact or meaning of the specific discipline. The panel considers this a broad formulation that opens the programme up to a too wide variety of subjects. It recommends aiming for a sharper profile in order to be more unique and distinctive.

Considerations

The one-year master's programme in Philosophy (MA 60 EC) of Leiden University covers both continental and analytic philosophy, conceptual analysis, phenomenology, and hermeneutics, as well as traditional Western and non-Western philosophical traditions. In its five specializations, it emphasizes world philosophical traditions and the importance of the history of philosophy. The panel considers the specializations to be well-chosen and attractive to students. It recommends changing the names of MPP and 3PE to clearly highlight their difference, as well as that of the MEP specialization, whose name implies that it covers European Philosophy beyond the 19th to 21st centuries. Further finetuning of the titles (or adding subtitles) could clarify the precise contents to prospective students as well as future employers. The panel considers the MA 60 EC's intended learning outcomes to be well-chosen, fitting for an academic master's programme, and sufficiently detailed. It appreciates the distinction between the various tracks. The panel recognizes that the ILOs are professionally geared: philosophy graduates end up in a broad range of professions and fields, and the ILOs explicitly require them to be aware of the skills and knowledge that can be transferred to the field of their choice and have the ability to develop a personal and professional profile for employability in a future career. The panel also finds that the ILOs are clearly in line with the Dublin descriptors for masters' programmes.

The MA Philosophy 120 EC provides students with the opportunity to delve into the philosophical foundations of specific academic disciplines and is aimed at students with a BA degree in one of the relevant academic disciplines and some background in philosophy. A total of 40 EC in study components from a non-philosophical masters' programme is integrated into the two-year Philosophy master's programme. The panel finds that this setup is quite attractive for students, especially since it allows them to obtain two MA diplomas. However, the panel recommends sharpening the profile of two of the MA 120 EC's three tracks (Philosophy of Humanities and Philosophy of Law, Governance, and Politics), focusing them more clearly on the philosophy of the discipline rather than on philosophy in the context of the domain or subject matter of the discipline, and adjusting the ILOs to reflect these changes. The panel considers that providing clarity in these specializations' profiles would make them stand out and be more clear and attractive for prospective students. The third track, Philosophy in World Traditions, is different in nature as it ties in with expertise present in the Faculty of Humanities. The panel praises the programme for introducing this track, which taps into the distinctive expertise and profile of Leiden's Faculty of Arts. It agrees with the programme's ILO's, which are detailed, reflect the various tracks and match the Dublin descriptors for academic master's programmes. In analogy to the MA 60 EC, the panel recognizes that the ILOs are professionally geared: philosophy graduates end up in a broad range of professions and fields, and the ILOs explicitly require them to be aware of the skills and knowledge that can be transferred to the field of their choice and to have the ability to develop a personal and professional profile for employability in a future career.

Conclusion
The panel concludes that the programmes meet standard 1.

Standard 2. Teaching-learning environment

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

Findings

Curriculum: MA 60 EC
In the MA 60 EC, students take four 10 EC seminars in the specialization they have chosen (see standard 1), and complete their studies with a 20 EC master's thesis. The four seminars include one mandatory core course and three restricted-choice electives specific to the specialization (one elective can be filled in with an internship). The mandatory core seminars for the specializations were introduced to enhance coherence in the programme following the previous assessment. Students can enter the programme in September, at the beginning of the first semester, or in February, when the second semester starts. In the latter case, students follow the core seminar along with the thesis in the final semester. See appendix 2 for an overview of the curriculum.

The programme uses small-scale, activating teaching methods, such as weekly tutorials and seminars of 2-3 hours for 10-20 students. Specialization courses are limited to 5-10 students, and strongly rely on students' own contributions. All courses, including the electives, focus on acquiring advanced knowledge and understanding in the field of philosophy and provide systematic, advanced skills training through presentations, research designs, and written papers.

Students in the programme have the opportunity to shape their own learning trajectories by choosing a specialization before the start of the programme and through restricted-choice electives. The number of options they have depends on their specialization. The student numbers in the larger specializations 3PE, MPP, and MEP are 45, 35 and 46 students, respectively (as of May 2023). As a result, the programme can afford offering more electives for these specializations. PK and GCP are smaller, with 11 students each, which leads to less elective options. In order to create enough elective offerings, the programme sparingly offers certain seminars to both master's students (at Leiden level 500) and third-year bachelor's students (at level 400) so as to ensure sufficient options and reasonably sized seminar groups. Whenever seminars are combined, the educational levels for bachelor's and master's students are carefully differentiated, among other things by increasing the load and complexity of the required literature and the subsequent level of testing for master's students. In 2023-2024, there are three such combined courses (Political Theory from the Global South; Philosophy of the Infinite; and Wittgenstein on Certainty).

The panel is pleased with the clear design and the contents of the MA 60 EC, the logical build-up and restricted choice electives of which safeguard coherence while offering students enough choices. The working methods are varied and match the academic master's level, preparing the students well for thesis-writing. The students work closely with their teachers (who are active researchers), and are introduced to the state of the art in philosophy of their field of study. The panel learnt from students that they are pleased with their specialization curricula, and that they consider the courses to be challenging and topical.

Regarding the two smaller specializations PK and GCP, the panel understands the need for combining courses with the bachelor's programme and appreciates the careful distinction made here between the two groups of students. Nevertheless, it prefers another solution, especially since the track is open to bachelor's graduates who may have followed the same course already. The programme offers various electives that are

open to students from more than one track, and this may be a good way to offer electives uniquely to master's students while guaranteeing sufficient influx in the courses. The panel recommends investigating if this is a viable option.

Curriculum: MA 120 EC
The MA 120 EC combines 40 EC of master's courses in an academic discipline depending on the students' specialization (usually as part of their second MA degree) with 60 EC in philosophical courses of 10 EC each, and a 20 EC master's thesis. As philosophical course components, students follow a mandatory core seminar, two mandatory specialization courses (offered every other year), two restricted-choice electives and one annually varying elective, selected by the Programme Board (60 EC in total). See appendix 2 for a curriculum overview.

There is no mandatory sequence of the programme's components; students can start the programme in September or in February. Study paths are designed individually. The study adviser and the coordinator of the specialization guide students in the selection of their philosophical elective courses. This involves paying attention to the content and sequential coherence (also in connection with any pre-master's obligations), and ensuring adequate distribution (both in terms of content and manageability). Each individual programme is submitted for approval to the Board of Examiners. In common with the MA 60 EC, the programme uses small-scale, activating teaching methods.

Due to the size of the programme (15 students for all three specializations), the MA 120 EC makes use of the courses of the MA 60 EC programme. In addition, the mandatory biennial specialization courses are open to students from the MA 60 EC as an elective. All in all, about 40 of the total of 80 EC in philosophy courses in the programme are cross-listed from the MA 60 EC.

The panel appreciates that the small size of the MA creates the need to combine courses with the MA 60 EC. In response to the comments made by the previous accreditation panel, the overlap was reduced and the specific nature of the MA 120 EC reinforced by the introduction of the specialization-specific 'specialization courses', which are offered in alternating years, allowing students to follow both despite low student numbers. The panel applauds this addition. Looking at the course overview both in terms of mandatory elements and limited electives, the panel sees coherent course packages that deal with the specific subject matter of the discipline. It also appreciates the links to research offered here just as in the MA 60 EC: students work closely with their teachers, who are active researchers, and are introduced to the state of the art in philosophy of their field of study.

The tracks Philosophy of the Humanities and Philosophy of Law, Governance, and Politics deal with the philosophical foundations of the relevant disciplines. The panel considers the unique nature of these tracks to lie in the fact that they deal with the philosophy of a specific discipline. The current setup is characterized by a rather broad interpretation of 'philosophy of a specific discipline' that makes the focus of these tracks less clear. The panel recommends refocusing these tracks in line with the stronger focus it recommends regarding the ILOs (see also 1), so that they strictly deal with the philosophy of the discipline and the paradigms underlying that discipline. The panel expects that this may require adding programme-specific content, such as another specialization course for each of the tracks.

Regarding the Philosophy in World Traditions track, the panel considers such an addition unnecessary. This track is of a different nature than the other two in covering a broad range of philosophical traditions of a specific area or language. The combination of these philosophical courses with the courses on areas and/or

languages that students bring in as non-philosophical content is a logical and fruitful one, rendering the track unique in its approach and design.

Labour market orientation
The programmes' professional and labour market orientation was strengthened upon a recommendation of the previous panel. In 2018, they participated in a pilot on labour market preparation offered by the Faculty of Humanities. This led to the adoption of a labour market preparation trajectory with both intra- and extracurricular components aimed at making students aware of their skills. The trajectory includes a thesis seminar session dedicated to labour market skills, two symposia where students meet alumni, and two (voluntary) workshops on job application and CV writing offered by Leiden University Career Services. The programme evaluated the trajectory and is consistently working on improving it based on students' input.

The panel learnt from students and staff of the MA programmes that the extracurricular events are not attended by all because students prefer to focus on programme contents and courses. The panel applauds the programme's efforts to enhance professional and labour market orientation. It advises further emphasizing the transferrable skills taught within the curriculum and making them more visible in the curriculum and the assessment plan, for instance by testing them explicitly.

Language of instruction
Both master's programmes are taught in English and have an English programme title. This is done because English, as the lingua franca of international research, directly fits in with the academic nature of the master's programmes. The choice for English is also motivated by the wish to tie in with the broad professional prospects of alumni, who work in increasingly international environments. The panel discussed the choice of English with stakeholders from both programmes. It agrees that English is required for both programmes given their research orientation and the contents of all specializations, which link to international politics, economics, and humanities in a thematic and/or comparative perspective.

Feasibility and guidance
Quite a few students who do not have a bachelor's degree in philosophy apply for admission to the programmes. The programmes have developed pre-master's programmes for these students, one for each specialization, consisting of a maximum of 60 EC of course work. Prospective students have to apply and if they do not have a bachelor's degree in Philosophy from a Dutch research university, their application dossier is forwarded to the Board of Admissions. The Board of Admissions then determines whether the candidate has the requisite knowledge and skills to be admissible to the programme, or if they need to do additional work or a pre-master's. Students who apply for the MA Philosophy 120 EC also need to apply to a relevant non-philosophical MA programme. Sometimes students already have an MA degree in one of the relevant non-philosophical disciplines, in which case this requirement is waived.

The teaching staff involved in the programme experienced that the writing skills of students with a non-philosophical background often lag behind the skills of those who do have a background in philosophy. For this reason, the programme decided to add the course Philosophical Skills to the pre-master's programmes and schedule one group especially for pre-master's students and students who are admitted with a deficiency in Philosophical Skills. In addition, the teacher of the 3PE core seminar Politics and the Economy: Philosophical Foundation has been experimenting with a voluntary philosophical writing workshop which may be adopted more widely in both programmes.

Once students are enrolled, both MA programmes have a guidance system in place that includes a general introduction at the beginning of the year. The programmes have a study adviser who holds intake

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conversations with all incoming students and is available in regular office hours or by appointment. Students can also make an appointment to see her. Students who are about to start writing their thesis are invited to meet with the study adviser before their final semester to be informed about the thesis writing process.

The programmes' feasibility is further managed by spreading the study load for each course by means of partial assignments, and by spreading exams and resits. For students of the MA 120 EC, scheduling the courses can be complicated given the combination with the coursework in the non-philosophical discipline. Before the start of the semester, the study adviser discusses the schedule with each student to identify possible bottlenecks, problems, and find solutions whenever possible.

In each of the two MAs, the master's thesis is written under the supervision of a staff member. At the end of the first semester, the programme provides students with a list of available supervisors and the topics they are competent in supervising. Students are requested to provide at least three names of preferred thesis supervisors and topics from this list. The Programme Board, together with the teaching coordinator, the coordinator of the thesis seminar, and, if necessary, also the Institute's Director of Education, then assigns each student to a supervisor, taking into account the students' preferences and the fit between topic and specialization, while at the same time ensuring a fair distribution of thesis students over the available supervisors.

The thesis writing process is monitored and managed in the accompanying mandatory thesis seminar. In a series of meetings, thesis-writing students receive instruction and training in research and writing skills. Topics covered in the thesis seminar include scientific integrity, fraud, and plagiarism, using modules offered by the Leiden University Libraries (UBL). In addition, students are kept on course, by requiring them to submit their writing plan and a sample chapter and to present their thesis to the entire group toward the end of the semester.

The study success figures of the MA 60 EC show that the share of students who obtain the MA diploma within one year fluctuates between 16 and 24%; within two years, the number increases to 50 to 60%. The share of students who obtain the MA 120 EC diploma within two years is approximately 15%. This is below the faculty and university average, and chiefly caused by the fact that all graduates combine the two-year programme with an MA degree in the non-philosophical discipline. As a result, students finish the programme in an average of 2.5 years. In addition, many students, in both MA programmes, take additional courses and postpone graduation in order to complete them.

The panel studied all measures and mechanisms in place to guide students through the programme, and discussed them with students from all tracks. It concludes that the programme is currently feasible for all tracks, that delays are usually caused by external factors such as extra courses or a second master's programme, and that students are happy with the support and information they receive. The panel is also positive on the thesis trajectory. Allocating students to supervisors so that they are divided more equally avoids overburdening staff members and ensures that supervisors have enough time to attend to their students.

The panel does have some recommendations to further improve guidance and feasibility. It learnt from students that they sometimes hesitate to call upon study advice, as they feel that the staff is overburdened due to the doubling in size of the BA programme over the past years. This was confirmed by programme management. The programme has managed so far to provide all students with the necessary guidance through hard work and dedication, and this is appreciated by students, who speak highly of their study

adviser and the support they receive. However, in the long run, the panel feels that the situation is unsustainable. It recommends increasing the study advice staff as soon as possible.

The panel also advises the MA programmes to invest in further structuring thesis supervision and guidance. It learnt from the students it interviewed that there are considerable differences between supervisors in the amount of guidance they offer. The thesis guide says that student and supervisor meet between 3 and 6 times during the trajectory, which leaves a lot of room for variation. By defining the amount of guidance each student is entitled to, this difference can be avoided.

Staff

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

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

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

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

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

Considerations

The panel agrees with the design, content, and setup of the MA 60 EC and the MA 120 EC. If appreciates the activating teaching methods, the teaching in small groups and the close contact between students and their teachers as active researchers. The panel agrees with the choice of English as a programme language due to the academic orientation and the global content and focus of the various specializations. The focus on the labour market is a positive, and the panel suggests stressing transferrable skills in the courses to further strengthen this. For the MA 60 EC, the panel advises the programme to investigate whether the number of courses shared with the BA programme (although taught at different levels) can be further reduced. Regarding the MA 120 EC, the panel recommends refocusing the programme in line with the sharpened ILOs (see standard 1) so that it deals with philosophy *of* rather than *and* a discipline. This may entail less cross-listing of courses between the two MAs and introducing additional content for the MA 120 EC. The panel believes that this will enhance the programme's profile and coherence.

The programmes are feasible for all students thanks to a good admission policy and various pre-master's programmes getting all students up to speed. The programmes offer solid guidance through teaching staff, the study adviser, and the thesis trajectory. The panel recommends further enhancing feasibility by increasing the study advice staff as soon as possible, and by further structuring the thesis trajectory to ensure all students receive similar supervision. The panel considers quality and quantity of teaching staff to be clearly sufficient: students praise their teachers as expert, dedicated and approachable. Whereas the programme is well coordinated, the panel recommends investigating sharing responsibilities more widely and enhancing the feedback structure for students and staff members. Doing so would be conducive to creating a shared sense of responsibility and ownership among the programme's teaching staff and students, thus contributing to the programme's resilience.

Conclusion

The panel concludes that the programmes meet standard 2.

Standard 3. Student assessment

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

Findings

Assessment policy and practice
The assessment policy of all Philosophy programmes, including the MA 60 EC and the MA 120 EC, follows that of the Faculty of Humanities. The policy defines issues such as the sequence, distribution, and resits of tests and exams, and the role that the Board of Examiners plays in quality assurance. Furthermore, in accordance with Faculty policy, each programme has an assessment plan, which relates the learning objectives for each course to the final learning outcomes and maps out the assessment forms associated with the courses.

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

evaluation. New and temporary staff are instructed to show their syllabi, including the modes of assessment, to a colleague before giving them to students.

Both MAs use a variety of assessment types that match with the small-scale nature of the courses. All courses have more than one test type. Usually, the courses combine a final paper with other assessments, such as a presentation, research proposal, essay, book review, etc. Participation in class an also be part of assessment.

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

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

Once the supervisor and second reader have established that the thesis deserves a passing grade, the student is admitted to the thesis defence as the final MA examination. This takes the form of an interview with the candidate by a graduation committee, usually made up of the thesis supervisor and second reader. It takes place in the Academy Building and lasts one hour: 45 minutes for the interview and 15 minutes for the subsequent degree ceremony. The final exam generally relates to the subject of the MA thesis and sometimes to a selection of pre-defined other subjects. The defence is not a pass/fail examination, but may influence the final grade by a maximum of 0.5 points. After the interview, the graduation committee decides on the final grade, adds it to the grading list and issues the diploma. After the ceremony, supervisor and second reader finalise the thesis assessment form, which is then sent to the candidate.

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

The panel noticed that there is a strict word limit of 20.000 words for the MA thesis, which is communicated to students in the Thesis Guide. This guide states that there is no margin allowed here. However, some of the theses the panel looked at did surpass the word limit. The panel was informed that in practice, a deviation from the limit of up to 10% is allowed by the programme. If the word limit is surpassed beyond 10%, the thesis is sent back to the student and supervisor for adaptation and re-submission, except in cases where the Board of Examiners grants permission. The panel advises the programme to be transparent about the way the word limit is dealt with and recommends clearly communicating the actual policy to students and their supervisors.

Board of Examiners

The Philosophy Board of Examiners is responsible for the BA and MA programmes in Philosophy. It ensures that the programme adheres to the Course and Examination Regulations. The MA 120 EC contains coursework in another master's programme (the non-philosophical discipline). The assessments and quality control for these courses fall under the responsibility of the Board of Examiners of the programme that offers the courses.

The Philosophy Board of Examiners oversees all tests and examinations within the Philosophy programmes and determines whether students have acquired the knowledge and skills to warrant the awarding of their degree. The board has adopted a cyclical modus operandi whereby a large section of the exams is checked every year, as well as the grades given. Similarly, the board annually takes a sample of theses and establishes whether the grade is reasonable given the evaluations. The board also checks the grades of individual courses against each other, to determine whether similar standards of assessment are being employed by the graders.

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

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

Considerations

The panel is pleased with the assessment policies, practices and types it encountered in the Philosophy MAs. Thesis assessment is done in a transparent and valid way, and the Board of Examiners proactively safeguards assessment quality. The panel supports reintroducing calibration sessions among staff members to enhance assessment practices.

Conclusion

The panel concludes that the programmes meet standard 3.

Standard 4. Achieved learning outcomes

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

Findings

The panel read 15 theses for each MA programme and considers them up to standard for academic master's theses in Philosophy. For the MA 60 EC, the panel appreciates their clear structure and overall good quality. The variety of topics and approaches is another positive. For the MA 120 EC, the panel finds that the theses

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display a good level and a solid structure. It recognizes the combination of philosophy with another discipline in the theses, which leads to varied approaches and topics. The panel did find that most MA 120 EC theses do not have a clear or explicit focus on the philosophy *of* that discipline. The panel would like to see this strengthened and expects that this will be the case after the profile has been sharpened (see standard 1).

Based on alumni surveys conducted by the programmes, MA students from both programmes end up in academic-level jobs in a wide variety of fields. Graduates have ended up in PhD and teaching positions, consultancy, management, communication, legal, finance, politics, and marketing, to name a few fields. Alumni interviewed by the panel were satisfied with the way in which their programme prepared them for their future positions. They mentioned that their writing and research skills, combined with their critical outlook and their thematic specialization, were especially useful in their current careers. The panel concludes that the two programmes allow graduates to achieve the respective intended learning outcomes.

Considerations

The panel read 15 theses for each MA programme and considered them clearly up to standard for academic master's theses in Philosophy. For the MA 120 EC, the panel found that most theses do not have a clear or explicit focus on the philosophy *of* the discipline students combine the programme with. The panel would like to see this strengthened and expects that this will be the case after the profile has been sharpened. MA students from both programmes end up in academic-level jobs in a wide variety of fields, including PhD positions. Alumni interviewed by the panel were satisfied with the way in which their programme prepared them for their future positions. The panel concludes that the two programmes allow graduates to achieve the intended learning outcomes of each programme.

Conclusion

The panel concludes that the programmes meet standard 4.

General conclusion

The panel's assessment of both programmes is positive.

Development points

1. MA 60 EC: change the names of the MPP and 3PE specializations (or provide them with a subtitle) to clearly highlight their difference. Adapt the name of the MEP specialization, to make clear it covers European Philosophy in the 19th to 21st centuries.
2. MA 60 EC: Investigate if the number of courses shared with the BA programme (albeit on different levels) can be further reduced.
3. MA 120 EC: Sharpen the profile of two of the MA 120 EC specializations, focusing them more clearly on the philosophy *of* the discipline, and adjust the ILOs, courses and course content, and assessments to reflect these changes. This may entail less cross-listing of courses between the two MAs and introducing additional content for the MA 120 EC.
4. Further improve the programme's connection to the professional field by giving transferrable skills a more prominent place in the courses, for instance by making them part of the assessment.
5. Increase the study advice staff as soon as possible to maintain a good level of guidance for all students.
6. Standardize thesis supervision so that all students receive equal guidance.
7. Distribute coordination responsibilities more widely beyond the current Programme Board, and expand the possibilities for involvement of students and staff members in policy making at the programme level. Reintroduce calibration sessions among staff members to enhance assessment practices.

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Appendix 1. Intended learning outcomes

MA 60 EC

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

1. Knowledge and understanding
>a. knowledge and understanding in the field of systematic philosophy and its history, as well as of developments in contemporary philosophy, surpassing that of the bachelor's programme, that form the basis of the independent development and application of original ideas, understanding and analyses;
>b. knowledge and understanding of recent developments per specialisation:
>
>*• Global and Comparative Philosophy*
>
>knowledge and understanding of one or more non-Western philosophical traditions, their history, and their reception and its intercultural dimensions, surpassing that of the bachelor' specialisation Global and Comparative Perspectives;
>
>*• Modern European Philosophy*
>
>knowledge and understanding of the history of Western philosophy, in particular the German and French traditions of the 19th and 20th century, and their reception, as well as contemporary developments in this field, surpassing that of the bachelor's specialisation Filosofie van mens, techniek en cultuur (Philosophy of Mind, Culture and Technology);
>
>*• Moral and Political Philosophy*
>
>knowledge and understanding of theoretical ethics, metaethics, methods of normative philosophy and the history of moral and political philosophy, as well as contemporary developments in this field, surpassing that of the bachelor's specialisation Ethiek en politieke filosofie [Ethics and Political Philosophy];
>
>*• Philosophy of Knowledge*
>
>knowledge and understanding of theoretical philosophy, in particular, epistemology, metaphysics, logic, and the philosophy of science, their history, as well as contemporary developments in this field, surpassing that of the bachelor's specialisation Theoretische filosofie [Theoretical Philosophy];
>
>*• Philosophical Perspective on Politics and the Economy*
>
>knowledge and understanding of the normative and systematic philosophical foundations of political and economic systems, theories and debates within applied philosophy and contemporary political philosophy.

2. Applying knowledge and understanding
>a. the ability, on the basis of the knowledge and understanding of philosophy they have acquired, to contribute to current discussions in philosophy and related areas;
>b. the ability to demonstrate specific and transferable skills in an academic and/or a professional environment;
>c. the ability to develop a personal and professional profile for employability in a future career.

3. Judgement
>a. the ability, on the basis of the sound knowledge of philosophy acquired during the programme, to analyse complex philosophical problems;
>b. the ability to judge the reliability of different kinds of sources;

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c. the ability to form judgements based on different kinds of sources;

d. a realistic view of the reliability of their conclusions;

e. the ability to integrate different approaches to philosophical questions and compare these with each other.

4. Communication

a. the ability to give a clear presentation of philosophical problems, ideas, theories, interpretations and arguments, for specialist audiences as well as for a general audience;

b. the ability to write philosophical papers at an academic level.

5. Learning skills

a. the possession of learning skills that allow graduates to continue their study of philosophy and to formulate a research proposal for a PhD

MA 120 EC

Graduates of the programme have attained the following learning outcomes:

1. Knowledge and understanding

a. knowledge and understanding in the field of the history, foundations, methodology and/or ethics of the specific discipline, in particular:

• *Philosophy of Humanities*

knowledge and understanding of the methodologies, key terms, and philosophical foundations of the literary arts and humanities, as well as the philosophical reflection on the social and cultural meaning of the literary arts and humanities;

• *Philosophy of Law, Governance, and Politics*

knowledge and understanding of the methodologies, key terms, and philosophical foundations of legal and social sciences, as well as the philosophical reflection on the social and cultural impact of these;

• *Philosophy in World Traditions*

knowledge and understanding of one or more of the Asian or Middle Eastern philosophical traditions and their histories, as well as the relevant methodologies, key terms, and philosophical reflection on their linguistic, cultural, geographical, and historical underpinnings; knowledge and understanding with regard to the social and cultural meaning of philosophy in general and the philosophy of the specific discipline in particular; knowledge and understanding of the main philosophical elements of the discipline as well as knowledge of the problems, methods and key terms of these elements.

2. Applying knowledge and understanding

a. the ability, based on the acquired knowledge and understanding, to contribute to discussions in the philosophy of b. the specific discipline, and related areas;

b. the ability to demonstrate specific and transferable skills in an academic and/or a professional environment;

c. the ability to develop a personal and professional profile for employability in a future career.

3. Judgement

a. the ability, on the basis of the sound knowledge of philosophy acquired during the programme, to analyse complex philosophical problems;

b. the ability to judge the reliability of different kinds of sources;

c. the ability to form judgements based on different kinds of sources;

d. a realistic view of the reliability of their conclusions;

e. the ability to integrate different approaches to philosophical questions and compare these with each other.

4. Communication

a. the ability to give a clear presentation of philosophical problems, ideas, theories, interpretations and arguments, for specialist audiences as well as for a general audience;

b. the ability to write philosophical papers at an academic level.

5. Learning skills

a. the possession of learning skills that allow graduates to continue their study of philosophy and to formulate a research proposal for a PhD.

Appendix 2. Programme curriculum

MA 60 EC

Semester 1	Core seminar (mandatory 10 EC)
	Elective* (10 EC)
	Elective* (10 EC)
Semester 2	Elective* (10 EC)
	Thesis seminar
	Thesis (20 EC)
* One elective (10 EC) may be replaced by an internship, subject to approval by the Board of Examiners.	

Figure 2. Structure of programme MA Philosophy 60 EC

	PK	3PE	MPP	MEP	GCP
Core seminar	Relativism & Objectivity	Politics and Economy: Philosophical Foundations	Practical Philosophy – contemporary debates	German Idealism: Advanced Texts and Topics	Methods of Intercultural Philosophical Scholarship
	Philosophy of Artificial Intelligence	Freedom, Justice & Equality*	What is Normativity?	Theory and Practice: Anthropotechnics	Phenomenology: Body and Embodiment
	What is Normativity?	World Capitalism & its Critics	Freedom, Justice, and Equality*	Phenomenology: Body and Embodiment*	Political Theory from the Global South*+
	Philosophy of the Infinite+	Ethics & Economics	Transparency, Secrecy and Privacy in Democratic Societies	Women Philosophers in Antiquity	Philosophy in Late Antiquity
	Wittgenstein: On Certainty+	Democracy & its Discontents	Core Concepts in Political Philosophy	Nietzsche and Politics	Consciousness in Buddhism
	Advanced Metaphysics	Identity, Culture, Community	Philosophy of Law, Governance, and Politics: Topics	Contemporary French Philosophy	Philosophy in World Traditions: Topics
		Power and Resistance	Political Theory from the Global South*+	Philosophy in Late Antiquity*	Early Islamic Thought
			Practical Judgement	Philosophy of Humanities: Method and Interpretation	

* Course offered as an elective in more than one specialisation	+ Combined course for BA3 students (level 400) and MA students (level 500)

Figure 3. Overview of core seminar and electives 2023-2024

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In 2022-2023, the following specialisation courses are offered:

Philosophy of Humanities		Philosophy of Law, Governance, and Politics		Philosophy in World Traditions	
Specialisation	Electives	Specialisation	Electives	Specialisation	Electives
Philosophy of Humanities: Philosophy of Fiction (specialisation course)	Phenomenology: Experience and Event*	Philosophy of Law, Governance, and Politics: the Question of Law (specialisation course)	Practical Judgement*	Philosophy in World Traditions: Colonialism and Post-Colonialism (specialisation course)	Contemporary African Philosophy*
Philosophy of Humanities: Method and Interpretation (specialisation course 2023-2024)	Seminar Ancient Philosophy: Plotinus on Beauty and Love*	Philosophy of Law, Governance, and Politics: topics+ (specialisation course 2023-2024)	Freedom or Equality?*	Philosophy in World Traditions: topics (specialisation course 2023-2024)	Early Islamic Thought and the World of Late Antiquity*
German Idealism: Advanced Texts and Topics* (mandatory)	Contemporary French Philosophy*	Practical Philosophy: Contemporary Debates (mandatory)	Core Concepts in Political Philosophy*	Methods of Intercultural Philosophical Scholarship* (mandatory)	Phenomenology: Experience and Event*
Theory and Practice: Anthropotechnics* (mandatory)	Nietzsche and Politics*	Distributive Justice (mandatory)	Transparency, Secrecy and Privacy in Democratic Societies*	Students choose one of the following three courses: • Contemporary African Philosophy* • Early Islamic Thought and the World of Late Antiquity* • Consciousness in Buddhism*	Consciousness in Buddhism*
	Philosophy in Late Antiquity*				Philosophy in Late Antiquity*

* Course cross-listed with the MA Philosophy 60 EC
\+ Alternating course: in one year the topics are in (the philosophy of) politics, the next year in (the philosophy of) governance and public administration.

Figure 5. List of mandatory courses and electives in 2022-2023

MA 120 EC

Disciplinary components	Philosophical components*	
	Limited electives	Specialisation
40 EC of master's courses in the academic discipline of choice	2 courses (of 10 EC each)	2 specialisation courses that are offered every other year (each 10 EC)
		1 annually varying elective, selected by the Programme Board
		Core seminar (10 EC)
		Master's thesis + thesis seminar (20 EC)

* All seminars have level 500; the master's thesis has level 600.

Figure 4. Structure of the MA Philosophy 120 EC programme

Appendix 3. Programme of the site visit

18 September 2023

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

19 September 2023

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

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Appendix 4. Materials

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

A. Prospectus:
   https://studiegids.universiteitleiden.nl/search?for=programmes&type%5B%5D=masters&q=philosophy&edition=2022-2023
   Description of the contents of the programme components, with a specification of the learning outcomes, objectives, teaching methods used, method of assessment, assigned literature, teaching staff and number of study credits.
B. Programme metrics (Opleidingskaart)
C. Course and Examination Regulations
   a. MA Philosophy 60 EC, 2022-2023
   b. MA Philosophy 120 EC, 2022-2023
   c. Faculty of Humanities MA, 2022-2023
D. Staff overview
E. Assessment plan
   a. MA Philosophy 60 EC, 2022-2023
   b. MA Philosophy 120 EC, 2022-2023
F. Rules and Regulations of the Board of Examiners
G. Vision on Teaching and Learning (Leiden University and Faculty of Humanities)
H. Manuals
   • Guide to Teaching Quality Assurance
   • Tips for Tests
   • Manual for Board of Examiners
   • Teaching Evaluation Framework
   • Manual for Programme Committees
   • Thesis Manual Philosophy 2022-2023
   • Instructors Guide Philosophy 2023
I. Previous assessment reports