

MASTER'S PROGRAMME

AFRICAN STUDIES

FACULTY OF HUMANITIES

LEIDEN UNIVERSITY

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This report was finalised on 2 June 2020

REPORT ON THE MASTER'S PROGRAMME AFRICAN STUDIES OF LEIDEN UNIVERSITY

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme African Studies

| | |
|-------------------------------|-----------------|
| Name of the programme: | Afrika Studies |
| International name: | African Studies |
| CROHO number: | 60837 |
| Level of the programme: | master's |
| Orientation of the programme: | academic |
| Number of credits: | 60 EC |
| Specialisations or tracks: | - |
| Location: | Leiden |
| Mode of study: | full time |
| Language of instruction: | English |
| Submission deadline NVAO: | 01/05/2020 |

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

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

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

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



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

WORKING METHOD OF THE ASSESSMENT PANEL

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

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

Panel members

The panel consisted of the following members:

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

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

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

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

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

Preparation

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

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

The panel also studied a selection of fifteen theses and their assessment forms, based on a provided list of graduates between 2016 and mid-2019. A variety of grades, topics and a diversity of examiners were included in the selection (see Appendix 4).

Site visit

The site visit to Leiden University took place on 19, 20 and 21 November 2019.

At the start of each site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. During the site visit, the panel



studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners. Members of the Programme Committee were included as part of the interviews with staff and students. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. Two persons requested a consultation concerning the master's programme African Studies.

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

Report

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

Definition of judgements standards

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

Generic quality

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

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

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

Does not meet the standard

The programme does not meet the generic quality standard.

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

Positive

The programme meets all the standards.

Conditionally positive

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

Negative

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets Standard 1;

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

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The panel appreciates the programme's profile with its focus on multidisciplinary and critical approach to constructions of Africa. The emphasis on the constructions of Africa during colonial and postcolonial periods is well chosen, and fits in with the multidisciplinary approaches that are highlighted throughout the programme. The panel recognises the strong points of the programme, such as the subsidised internship and the field assignment in Africa. It feels that the scope of the programme, with seven relevant disciplines, is rather large; it subscribes to the idea of developing a more profound knowledge of two of these disciplines. The close connection to the African Studies Centre Leiden is a great asset as well, in its view.

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

In the panel's view, the intended learning outcomes are of the appropriate level and orientation and in accordance with international requirements for a master's programme African Studies. It does propose fine-tuning the learning outcomes to better reflect the recent changes in the programme content. It supports the idea of having the students focus on two disciplines to reach a more profound knowledge in these areas. It noted that the intended learning outcomes are formulated differently across programmes. It recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance transparency if all programmes used the same terminology and categorisation.

Standard 2: Teaching-learning environment

The panel studied the curriculum of the master's programme African Studies and finds it relevant and appealing. All intended learning outcomes are reflected in the curriculum. The panel agrees with the choice for English as the programme's language of instruction, and for a programme name in English.

However, the panel noted that the programme runs a substantial risk of overload. The fact that the taught programme is largely restricted to the first semester forces the staff to cover a large number of disciplines and topics in a relatively short period of time. The panel advises limiting the number of disciplines covered and bringing more focus into the programme, for instance by limiting the number of disciplines. At the same time, it advises the staff to investigate how the methodological component in the programme can be further strengthened.

A new feature of the master's programme is the emphasis on digital humanities. The students are trained to develop their digital skills both in doing research and in presenting scientific results. The panel agrees with this focus on digital humanities and encourages the staff to strengthen this part of the programme.

The panel is enthusiastic about the stay abroad, consisting of a seven-week internship followed by five weeks of field work. Both the students and the panel consider this to be the highlight of the programme. To improve the organisation of the stay abroad, it advises the programme to remove obstacles in the process leading up to the internship where possible.

The programme is experienced as rewarding, but quite intensive by both the staff and students. Stress and workload issues are felt most prominently in the first semester, when the students have to combine a challenging study programme with the preparation of their stay abroad. In the second semester some students need extra time to complete their fieldwork; this may put pressure on the completion of the thesis. The panel urges the staff to monitor these workload issues and to reduce unnecessary stress.



The panel established that the students are well prepared for the labour market. The internship in Africa offers a window on a job in another continent. In addition, the 'Africa in Practice' course not only prepares the students for their internships but also offers training in employability skills. The panel believes this practical part of the master's programme constitutes one of its strong points.

Finally, the panel is convinced that the lecturers of the master's programme African Studies are committed, knowledgeable and accessible. In addition to the permanent teaching staff, the students have access to a substantial number of additional qualified supervisors. By means of staff turnover, the programme aims to achieve greater diversity in the workplace. The panel established that the students are happy with their teachers. Professional development is stimulated, recently for instance in the area of digital humanities. All permanent staff have obtained a UTQ or equivalent qualification and are fully capable of instructing classes in English.

Standard 3: Student assessment

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been extended in recent years to further support the study programmes; this support is evident in the manuals and guidelines that have been developed. The panel finds the faculty's support to be of good quality and notes that since the previous round of programme assessments, the faculty has undergone a professionalisation process. However, tackling plagiarism and fraud uniformly is still an issue; the panel recommends ensuring that the guidelines on these topics are implemented consistently in daily practice.

According to the panel, the Board of Examiners for African Studies should obtain more grip on quality assessment procedures. The programme can support its Board by resolving the limited availability of assessment files. The panel also recommends investing more in the benchmarking of the assessment (in particular of the theses), for example by organising calibration sessions and developing tools to assist the staff. The panel is positive about the value of the external member of the Board of Examiners and notes that this member makes an important contribution to the exchange of information and the promotion of expertise.

The panel established that the master's programme has an adequate and balanced testing system with sufficient diversity in the types of assessment. It agrees with the design and assessment of the assignments and essays reviewed and finds sufficient variation in the assessment methods. It read a sample of theses and generally would have marked them slightly lower compared to the grades given by the examiners, though it considered none of them inadequate. In some cases, it noted that substantial critical comments by the examiners still resulted in relatively high grades. It recommends establishing a good balance between the comments and grades. It also advises the programme to ensure that the voice of the second reader is sufficiently expressed on the thesis assessment form.

Standard 4: Achieved learning outcomes

Based on the thesis sample, the self-evaluation report and the interviews with several alumni, the panel concludes that the students in the master's programme African Studies reach an adequate final level and achieve the intended learning outcomes. The theses show sufficient quality and the required academic level; as a point of further improvement, it advises the programme to monitor the methodology component. The graduates of the programme appear to find suitable jobs, both in the professional field and at universities. The panel concludes that the effort that the programme puts into labour market orientation pays off in this respect.

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

Master's programme African Studies

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

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

Date: 2 June 2020

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

Standard 1: Intended learning outcomes

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

Findings

Profile

According to the self-evaluation report, the master's programme African Studies teaches students to broaden and deepen their knowledge of and insight into the societies and cultures of Africa. The programme is based on an African perspective and tied to a multidisciplinary approach, containing insights from sociolinguistics, cultural and literature studies, history, and social sciences. The focus is on developing a critical attitude with regard to constructions of Africa. A practical feature of the programme is the internship (subsidised) in Africa, which includes a field assignment. Other prominent features are the focus on digital research and presentation skills, and the preparation for the labour market of Africanists. The programme is supported by a wide range of expertise in staff, which has recently been extended with the integration of the African Studies Centre Leiden (ASCL). Language training is not part of the programme. The master's programme is a one-year area studies programme, in which there is insufficient time to focus on language acquisition. Moreover, Africa is a continent of many languages without a single one that binds all countries.

The master's programme African Studies was revised in 2015, as a result of the previous programme assessment which was critical on a number of points. In the new setup, the African perspective has been strengthened, the areas of economics, politics and geography now receive a stronger emphasis, and the internship and fieldwork have been added. Also, in line with University-wide policies, the programme now includes a number of workshops to help the students with their labour market preparation. The panel appreciates the amount of work that has been invested in the new setup and is positive about the improvements in the programme.

In general, the panel is impressed by the diversity and depth of the university's cultural profile, to which the master's programme African Studies contributes. A small programme like this (with a yearly intake of 10-20 students) is vulnerable because it is relatively expensive to maintain. On the other hand, the panel strongly emphasises that such programmes are of vital importance, not only to Leiden University but to the Netherlands as a whole. If academic research is no longer done in certain specialised subfields of the humanities, the university can no longer offer broad programmes with sufficient depth, nor electives for students in other programmes. Also, academics from other faculties and universities in the Netherlands will be deprived of this specialised knowledge. And if expertise in infrequently taught languages and cultures is no longer passed from one generation to the next, the Netherlands will weaken its international position.

The Leiden programme African Studies is unique in the Netherlands, but it can be compared with a number of programmes at other European universities. The MSc African Studies at the University of Edinburgh is most similar to the Leiden programme. The master's programme African Study at Ghent University specialises in Central and Eastern Africa, offers more freedom of choice, but lacks a compulsory field assignment in Africa. Finally, the master's programme MA Afrikanistik und Ägyptologie at the University of Cologne combines Africanistics with Egyptology.

Learning outcomes

The panel recognised the focus on multidisciplinary in the intended learning outcomes as well. Graduates acquire multidisciplinary knowledge of and insight into societies and cultures of Africa at an advanced level. They have insight into current issues and debates within the main seven disciplines of African Studies: history, politics, economics, geography, culture studies, linguistics, and



anthropology. They reach a more advanced understanding of the theories, concepts, and methodology of at least two of these disciplines. In methodology, the focus is on qualitative methods derived from the humanities and social sciences. Furthermore, the students develop general academic and professional skills that help them prepare for the international labour market. The learning outcomes are organised according to the Dublin descriptors, and show an appropriate master's level in the panel's opinion.

The panel noted that the course contents have been changed in recent years, with for instance a more prominent focus on the digital humanities. These changes are not yet reflected in the learning outcomes. The same goes for the current focus on decolonisation in the programme. The panel advises bringing the learning outcomes more in line with the current programme.

Considerations

The panel appreciates the programme's profile with its focus on multidisciplinary and critical approach to constructions of Africa. The emphasis on the constructions of Africa during colonial and postcolonial periods is well chosen, and fits in with the multidisciplinary approaches that are highlighted throughout the programme. The panel recognises the strong points of the programme, such as the subsidised internship and the field assignment in Africa. It feels that the scope of the programme, with seven relevant disciplines, is rather large; it subscribes to the idea of developing a more profound knowledge of two of these disciplines. The close connection to the African Studies Centre Leiden is a great asset as well, in its view.

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

In the panel's view, the intended learning outcomes are of the appropriate level and orientation and in accordance with international requirements for a master's programme African Studies. It does propose fine-tuning the learning outcomes to better reflect the recent changes in the programme content. It supports the idea of having the students focus on two disciplines to reach a more profound knowledge in these areas. It noted that the intended learning outcomes are formulated differently across programmes. It recommends harmonising the intended learning outcomes of different programmes within the faculty. Obviously they will differ, but it would enhance transparency if all programmes used the same terminology and categorisation.

Conclusion

Master's programme African Studies: the panel assesses Standard 1 as 'meets the standard'.

Standard 2: Teaching-learning environment

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

Findings

Curriculum

The structure of the educational programme is based on the Leiden 100-600 level structure. In the master's programme African Studies, modules are only offered at the 400, 500 and 600 level. In practice, these levels translate into a specialist course (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 master's programme African Studies consists of two semesters. Broadly speaking, the first semester contains the individual courses, while the second semester is partly devoted to the internship and field assignment in Africa (in the first block) and partly to the master's thesis (in the second block).

The taught programme in the first semester is offered through five courses: four content courses and the research methods course *Researching Africa in the 21st Century*. This last module offers an overview of the methodology used in the disciplines that are covered in the master's programme: history, politics, economics, geography, culture studies, linguistics and anthropology. The panel believes this is a very important course that is rightly placed at the heart of the taught programme. However, while reading the master's theses, it noted that the students do not always seem to have a clear grip on the relevant methodology. It advises the staff to investigate whether the methodological component in the entire master's programme can be strengthened. The research methods course also includes the training of digital and multimedial skills. The students learn to employ multimedia digital presentation techniques to reach out to a wider audience. The panel learned that the staff wants to extend this focus on digitalisation in the programme, both in the research methodology and in the presentation of the results of that research. It supports this approach, which is still being developed.

Parallel to the research methods course, the students follow four content courses, two in the first and two in the second block of the first semester. The four content courses cover the seven disciplines mentioned above, thereby providing an overview of the current debates on Africa. The first course, 'Literature, Art and Culture in Africa', focusses on post-conflict history, memory, and cultural production in Africa. The students develop a critical lens for reading literature, film, and art as media of public memory. The second course, 'Language and Communication in Africa', is especially relevant for Africa because of the multiplicity of languages, the colonial impositions of languages and the endurance of oral traditions. The third course, 'History and Politics in Africa', provides an overview of the historical evolution of power on the African continent. Key topics in this course include the rise of the one-party state, the Cold War, violent conflicts, and democratisation. Finally, the 'Economy, Geography and Society in Africa' course discusses the scientific literature about economy, geography, and society in Africa, paying specific attention to research design and to methods of enquiry and presentation.

In the second semester, a final course is scheduled: *Africa in Practice*. This course already begins in the first semester to prepare the students for their internship and research in Africa. It consists of seven seminars in which the students are advised on the organisation of their internship and learn to write a multidisciplinary research project, which serves as both their fieldwork and their final thesis. In the last part of the programme, after their return from Africa, the students receive intervision and training in employability skills such as pitching and networking. The panel appreciates the practical and job-oriented approach of this course.

The panel studied a number of course modules and agreed with their level and setup. However, it believes that one semester is quite short to acquire sufficient background in such a large number of disciplines, spread over the faculties of the humanities and social sciences. The short duration and the many different angles leave little room for methodological reflection and the proper acquisition of theories and methods. Moreover, since the students come from different bachelor's programmes, previous knowledge on Africa cannot be assumed. The panel believes that it would be wise to have more focus in the programme and to limit the number of disciplines covered.

The second semester starts with the internship and field assignment in Africa. The students spend a minimum of seven weeks on an internship assignment with a local organisation (such as NGOs, government agencies, media, art or business companies, or scientific institutes). This assignment should be linked to the research field in which the student wants to do his or her master's thesis research. The internship is followed by five weeks of independent field research in Africa, which is used for the master's thesis. The students therefore spend a total of twelve weeks in Africa. The



panel is enthusiastic about the stay abroad, which is considered by the students as the highlight of the master's programme. In conversation with the students, however, it learned that the organisation of the stay abroad could be improved (see Guidance, advice and support). It advises the programme to smoothen the process leading up to the internship where possible.

Talented master's students with the ambition to take up management positions in the private sector are given the opportunity to follow the Leiden Leadership Programme, organised in Dutch for students from Leiden University, Delft University of Technology and Erasmus University Rotterdam. Through assessments, training sessions delivered by professionals, and practical assignments, they learn to apply their own qualities.

Thesis trajectory

The master's thesis (15 EC) is the final part of the programme. The students develop their research proposal during the Researching Africa course; the research is done during their five weeks of field research in Africa. The topic of the thesis should be linked to the internship project and combine at least two disciplines. The thesis is supervised by a lecturer of the MA African Studies, who is at the same time internship supervisor, or by another Africanist researcher from Leiden University. The internship proposal has to be approved by the organisation that offers the internship, by the supervisor, by the Board of Examiners, and by the internship coordinator of the Humanities Career Service.

Teaching methods

The didactical setup of the master's programme is based on a number of principles. In the first place, all objects of study are approached from an African perspective. Secondly, the students are encouraged to explore and develop their own research interests. Thirdly, education and research are closely connected. This is especially notable in the internship and the thesis trajectory. In addition, the four content courses of the programme tie in with current research by the staff. The students are made aware of ongoing research activities in the Faculties of Humanities and of Social Sciences, and in the African Studies Centre Leiden. Their research capacities are activated by means of assignments: they formulate research questions, review the literature, and learn to base their conclusions on sound arguments.

A fourth principle is the multidisciplinary outlook. In the master's thesis, a multidisciplinary approach is mandatory. The need for and challenges of multidisciplinary in African studies are discussed in the 'Researching Africa in the 21st Century' course. Finally, the programme offers a strong emphasis on the development of digital skills both in doing research and in presenting scientific results. The students are trained to make professional websites, documentaries, blogs and podcasts to present their findings. The panel commends this focus on the digital humanities and encourages the staff to strengthen this part of the programme.

Guidance, advice and support

The main guidance and support are supplied by the lecturers of the programme during the first semester and the internship/research supervisor during the second part. Since the African Studies programme is small and the community is tight, the students are well connected to their teachers and receive a substantial amount of support. All students whom the panel spoke to were happy that they could choose their own supervisor and internship. In addition, they have access to a study advisor.

The programme is experienced by both staff and students as quite intensive. Many of the students find the first semester to be stressful. Besides completing the taught programme, they also need to prepare their stay abroad for the internship and field work research. They have to complete the courses (including assignments) in the first semester before going to Africa. On top of that, the new focus on digital literacy results in a somewhat overloaded first semester, according to the self-evaluation. The panel advises monitoring the study load carefully: more focus in the programme, as suggested above, might also help to make the programme more feasible.

The students also experienced considerable time pressure during their field research. Some needed a few extra weeks to collect their data; this again may put pressure on the timely completion of the thesis. The panel learned that the students may also experience a 'reverse culture shock' on coming back from their stay abroad, which may make it difficult for them to concentrate fully on writing their thesis. The completion of the thesis is a challenge; most students take more than a year to finish the programme.

Finally, the panel learned that the organisation of the internship could be improved. The internship procedure involves a number of bureaucratic obstacles, which makes the process vulnerable to delays. The students are supposed to receive a scholarship during their stay abroad, but these scholarships were not always paid on time. The panel advises the programme to revise their procedures and remove obstacles where possible, so the students can start off their internship smoothly and efficiently. It also proposes developing a way to assess the quality of the internship options, enabling the programme to exert the necessary quality control.

Labour market orientation

Improving the labour market orientation is one of the challenges currently taken up by both the programme and the faculty. Some students still lack confidence in their professional abilities and chances, alumni told the panel. The faculty organises career workshops and events to help students consider their future careers. There is for instance the annual Humanities Career Event, where potential employers such as the Ministry of Foreign Affairs, Google, publisher Das Mag and the General Intelligence and Security Service offer workshops. The Humanities Career Service also supports students with their internships and job application procedures.

At the programme level, the labour market orientation receives substantial attention as well. The internship in Africa of course offers a window on a job in another continent. The 'Africa in Practice' course, which not only prepares the students for their internship but also offers training in employability skills, is a valuable preparation for the job market. The panel applauds this practical part of the master's programme and believes it constitutes one of the strong features of the programme. In addition, the programme recently started alumni meetings, to which all students are invited. The intention is to repeat these meetings every two years.

Programme language and name

In principle, Leiden University offers its master's programmes in English. The decision to do so was based on three arguments. Firstly, English is the lingua franca of international science to which the master's programmes intend to connect. Secondly, graduates are increasingly active in the international labour market. Thirdly, Leiden University wants to attract international students because an international classroom enriches the students' perspective.

According to the panel, the choice for English as the programme's official language of instruction and communication, and for a programme name in English, is fully justified in the case of African Studies. The programme has a strong international profile and a regular and consistent international intake, is committed to the concept of an international classroom, and is fully prepared to tailor it to international students' needs.

Staff

The panel met with representatives of the teaching staff and ascertained that the programme employs committed and knowledgeable teachers. The lecturers in the master's programme African Studies are active researchers who integrate their research into their teaching. Their research interests represent the various disciplines in the programme and the regions of Africa. A vacancy for an African Literature teacher had been vacant for quite some time in the past, but it was recently filled. In addition to the permanent teaching staff, a substantial number of additional supervisors are available for thesis supervision, both from the Faculties of the Humanities and Social Sciences and from the African Study Centre Leiden. By means of staff turnover, the programme aims to achieve greater diversity in the workplace: more women and more African staff members in particular. The



students also indicated that they are in favour of more diversity. But apart from this issue, they are very satisfied with their teachers and describe them as being very accessible and supportive.

The faculty stimulates lecturers in their professional development by offering them workshops at ICLON, the university's teacher training centre, and by organising expert meetings with other lecturers. In the faculty-wide Expertise Centre Online Learning, staff members can share best practices, and in the university-wide Leiden Teacher's Academy, they can work on innovative didactic tools. All staff have a UTQ or equivalent teaching qualification. With the increased focus on digital skills and tools, the staff has to acquire the necessary skills and expertise in this field as well. The panel established that all staff have the ability to teach in English, a view that is supported by the students.

Keeping the workload within acceptable limits is a continuous challenge for the African Studies programme as well as for other programmes in the Humanities, the panel found. The limited budget combined with the intensity in contact hours threaten to overburden staff members, especially combined with challenging tasks such as the redefinition of a track's profile. Dealing with this is complicated by the fact that the educational staff is made available for teaching by the faculty's research institutes and centres. The institutes, not the programme board or faculty, are directly responsible for personnel management. This may get in the way of a fair division of labour amongst members of staff across institutes, especially for those staff members who participate in several of the legal bodies such as programme committees and boards of examiners. The panel fully supports the faculty in trying to harmonise this, and calls on the institutes to stick to the list of compensation hours per task that is provided by the faculty management. It considers workload a serious challenge, but also found that the faculty management is aware of this problem and is doing its utmost to tackle it.

Considerations

The panel studied the curriculum of the master's programme African Studies and finds it relevant and appealing. All intended learning outcomes are reflected in the curriculum. The panel agrees with the choice for English as the programme's language of instruction, and for a programme name in English.

However, the panel noted that the programme runs a substantial risk of overload. The fact that the taught programme is largely restricted to the first semester forces the staff to cover a large number of disciplines and topics in a relatively short period of time. The panel advises limiting the number of disciplines covered and bringing more focus into the programme, for instance by limiting the number of disciplines. At the same time, it advises the staff to investigate how the methodological component in the programme can be further strengthened.

A new feature of the master's programme is the emphasis on digital humanities. The students are trained to develop their digital skills both in doing research and in presenting scientific results. The panel agrees with this focus on digital humanities and encourages the staff to strengthen this part of the programme.

The panel is enthusiastic about the stay abroad, consisting of a seven-week internship followed by five weeks of field work. Both the students and the panel consider this to be the highlight of the programme. To improve the organisation of the stay abroad, it advises the programme to remove obstacles in the process leading up to the internship where possible.

The programme is experienced as rewarding, but quite intensive by both the staff and students. Stress and workload issues are felt most prominently in the first semester, when the students have to combine a challenging study programme with the preparation of their stay abroad. In the second semester some students need extra time to complete their fieldwork; this may put pressure on the completion of the thesis. The panel urges the staff to monitor these workload issues and to reduce unnecessary stress.

The panel established that the students are well prepared for the labour market. The internship in Africa offers a window on a job in another continent. In addition, the 'Africa in Practice' course not only prepares the students for their internships but also offers training in employability skills. The panel believes this practical part of the master's programme constitutes one of its strong points.

Finally, the panel is convinced that the lecturers of the master's programme African Studies are committed, knowledgeable and accessible. In addition to the permanent teaching staff, the students have access to a substantial number of additional qualified supervisors. By means of staff turnover, the programme aims to achieve greater diversity in the workplace. The panel established that the students are happy with their teachers. Professional development is stimulated, recently for instance in the area of digital humanities. All permanent staff have obtained a UTQ or equivalent qualification and are fully capable of instructing classes in English.

Conclusion

Master's programme African Studies: the panel assesses Standard 2 as 'meets the standard'.

Standard 3: Student assessment

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

Findings

System of assessment

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

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

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

The panel is pleased with the increased uniformity of assessment procedures, which adds to the transparency and clarity of assessment at all programmes. It approves the faculty's efforts in response to recommendations regarding its assessment level, resulting in a good support system for all programmes within the Region Studies cluster. During the site visit, it found the various Boards of Examination fully engaged with their task, and their practice is in line with faculty policies and principles. It noted, however, that not all Boards interpreted the faculty's guidelines regarding the



handling of fraud cases in a similar way. In some programmes, staff members still seemed to deal with individual occurrences on a case-by-case basis. While the panel has no concerns regarding the staff members' integrity in these matters, it still advocates that the Boards and faculty step in. In its opinion, fraud cases should always be handled by the responsible Board of Examiners. It advises clearly communicating the faculty guidelines regarding fraud, and adjusting them if and where necessary.

Board of Examiners African Studies

The panel had a meeting with the Board of Examiners for African Studies, which supervises both the bachelor's programme in African languages and cultures and the master's programme in African Studies. This committee is supported by a secretary and supplemented by an external member, who is also an assessment expert. This external member supports several other Boards of Examiners as well, thereby ensuring the exchange of information.

During the discussion it became clear that the tasks of the Board are twofold. First of all, the Board has to answer the daily questions of the students on matters such as exemptions, changes in the programme and whether or not to follow a minor. Secondly, it is responsible for safeguarding the quality assessment of courses and theses. Each year the members review a number of theses (two to three per year – reflecting the number of graduates sufficiently) and a number of courses. When selecting courses, the panel advises the Board to take more fully into account recent developments, such as a new lecturer or substantial changes in a course's content. When members find issues in the course materials, they discuss them with the responsible lecturers. Availability is sometimes an issue with the assessment files; many files do not appear to be submitted, but remain in the lecturers' rooms. The panel finds this practice undesirable and advises the programme to discuss this point with the lecturers and support the examination committee in its task.

Assessment African Studies

All assessments are based on the Faculty Assessment Policy described above. The programme uses various testing methods, such as oral and written examinations, take-home examinations, oral presentations, written assignments and papers. A second teacher is always present during oral examinations. For most of the courses there are two assessment moments, and each assessment has at least one resit. The panel looked at a number of assignments and essays and agrees with their design and execution. It is of the opinion that the assessments are in line with the intended learning results and show sufficient variation.

In general, the essays are assessed according to specified criteria, and the students receive feedback on them. In some cases, the students found that the grading was less transparent and not all lecturers were able to provide clear grading criteria ahead of time. They indicated they would appreciate more transparency in the grading criteria; the panel supports this request.

The internship and the field assignment are both done abroad. The field assignment is not assessed separately, but it results in the master's thesis, which is assessed by the supervisor from Leiden University (see below). In this way, the work that the students do abroad is assessed indirectly. The panel agrees with this procedure.

Thesis assessment

The panel read fifteen theses from the master's programme African Studies. In general terms, it agreed with the examiners, though the members of the panel considered the theses to be rated rather highly. In a number of instances, the panel encountered critical comments from the supervisor and second reader that were not translated into an appropriate grade. In the meeting with the Board of Examiners, this discrepancy was explained by the teachers' tendency to give critical feedback in order to improve the student and pay less attention to the positive aspects. Nevertheless, the panel thinks that the programme should guarantee that comments and grades are correlated at all times. It recommends the development of benchmarking tools that can help the teaching staff to determine the right grade.

The programme uses a faculty assessment form for its theses, in which the supervisor and the second reader independently defend their grades. Their comments are collected on a third form for the student; the supervisor can edit the comments on this form. It was not always clear to the panel what the input of the second reader had been. It argues that it is useful for the students to see the comments of both first and second reader to understand how the final mark was determined.

Considerations

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been extended in recent years to further support the study programmes; this support is evident in the manuals and guidelines that have been developed. The panel finds the faculty's support to be of good quality and notes that since the previous round of programme assessments, the faculty has undergone a professionalisation process. However, tackling plagiarism and fraud uniformly is still an issue; the panel recommends ensuring that the guidelines on these topics are implemented consistently in daily practice.

According to the panel, the Board of Examiners for African Studies should obtain more grip on quality assessment procedures. The programme can support its Board by resolving the limited availability of assessment files. The panel also recommends investing more in the benchmarking of the assessment (in particular of the theses), for example by organising calibration sessions and developing tools to assist the staff. The panel is positive about the value of the external member of the Board of Examiners and notes that this member makes an important contribution to the exchange of information and the promotion of expertise.

The panel established that the master's programme has an adequate and balanced testing system with sufficient diversity in the types of assessment. It agrees with the design and assessment of the assignments and essays reviewed and finds sufficient variation in the assessment methods. It read a sample of theses and generally would have marked them slightly lower compared to the grades given by the examiners, though it considered none of them inadequate. In some cases, it noted that substantial critical comments by the examiners still resulted in relatively high grades. It recommends establishing a good balance between the comments and grades. It also advises the programme to ensure that the voice of the second reader is sufficiently expressed on the thesis assessment form.

Conclusion

Master's programme African Studies: the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied a sample of fifteen master's theses. In general, it found the quality of the theses to be sufficient. It is of the opinion that the students demonstrated that they have achieved the intended learning outcomes. In some of the theses the multidisciplinary approach was clearly visible: for instance, the panel read a thesis at the crossroads of geography and sociology. The field work was generally sound and well integrated into the theses; the panel also encountered a clear structure and argument in most theses. Sometimes the methodological section could be improved. Not all students appeared to be particularly concerned with or cognisant of the methodology they themselves used; more awareness of the use of methodology seemed pertinent in those cases. As mentioned under Standard 2, the panel advises the programme to closely monitor whether the increased attention to methodology is having the desired effect on the final theses.

The graduates of the programme generally appear to find appropriate positions in the professional field; a number of them followed another MA programme or continued into research. According to a faculty-wide job market investigation in 2016, 91% of the graduates had found a job within six months. The panel concludes that the focus on job market orientation within the programme pays



off in this respect, as do the efforts of the Humanities Career Service. The staff furthermore puts in effort to enable graduates to stay connected to the African Studies community in Leiden, for instance through the recently started two-yearly alumni meetings (see Standard 2). The panel concurs with the approach of the master's programme African Studies in this respect, and concludes that their students are well prepared for the job market.

Considerations

Based on the thesis sample, the self-evaluation report and the interviews with several alumni, the panel concludes that the students in the master's programme African Studies reach an adequate final level and achieve the intended learning outcomes. The theses show sufficient quality and the required academic level; as a point of further improvement, it advises the programme to monitor the methodology component. The graduates of the programme appear to find suitable jobs, both in the professional field and at universities. The panel concludes that the effort that the programme puts into labour market orientation pays off in this respect.

Conclusion

Master's programme African Studies: the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

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

Conclusion

The panel assesses the *Master's programme African Studies* as 'positive'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

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

1. Knowledge and understanding

The graduate has:

1. Multidisciplinary knowledge of and insight into societies and cultures of Africa at an advanced level.
2. A thorough understanding of the societal relevance of the study subject.
3. General knowledge of and insight into current issues and debates within the overall field and main disciplines of African Studies (History, Politics, Economics, Geography, Culture Studies, Linguistics and Anthropology, insofar as relevant to African Studies).
4. Advanced knowledge and understanding of the main theories, key concepts and methodological approaches and techniques of at least two of the following disciplines in relation to African Studies, Linguistics, Culture Studies, Anthropology, Geography, Political Science, History or Economics.

2. Applying knowledge and understanding

The graduate has:

5. The ability to coherently understand knowledge insight of relevant issues in African Studies, key concepts, and research methods of the mentioned disciplines in African Studies and to apply this in independent research, as well as in other professional settings to complex problems.
6. The technical and cognitive skills to collect, select, analyse and critically evaluate data and academic literature, in order to formulate and test working hypotheses and to formulate an answer to research questions.
7. The ability to work with a complex body of sources of diverse nature and to report on this analysis either orally and/or in written form.
8. The ability to develop a coherent and feasible research proposal.
9. The ability to apply academic knowledge and insights to other professional domains, such as policy, development, business or journalism.
10. The ability to develop, arrange and execute a project in an unfamiliar country, to liaise with various stakeholders of a different nature, and the ability to work in a (culturally) unfamiliar professional environment.

3. Ability to formulate judgements

The graduate is able to:

11. Formulate judgements, based on a question or problem in the field of African Studies, even when the student has limited information due to lacunae in the data available.
12. Take into account social and cultural, academic and ethical aspects relevant to the analysis of complex questions and the formulation of judgements.
13. Reflect on methodological, historical and ethical-social aspects of African Studies.

4. Communication

The graduate has:

14. Oral and written skills to clearly communicate the outcomes based on the student's own academic research, knowledge, motifs, and considerations to professionals as well as the broader public.

5. Learning Skills

The graduate:

15. Has the learning skills to continue further study at a professional level or to start a PhD programme more or less independently, and of an autonomous character.



16. Is able and aware of the necessity to keep abreast of relevant developments in the academic and practitioners field.
17. Is able to assess where his/her own research/work can contribute to academic or practitioners' fields.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

| | EC | Level |
|--|----|-------|
| Joint courses | | |
| Researching Africa in the 21 st Century | 10 | 500 |
| Language and Communication in Africa | 5 | 500 |
| History and Politics in Africa | 5 | 500 |
| Literature, Art and Culture in Africa | 5 | 500 |
| Economy, Geography and Society in Africa | 5 | 500 |
| Africa in Practice | 5 | 500 |
| Field Assignment African Studies | 10 | 500 |
| MA Thesis African Studies | 15 | 600 |



APPENDIX 3: PROGRAMME OF THE SITE VISIT

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

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

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

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



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

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Thesis selection

The panel studied 15 theses of the master's programme African Studies; 8 prior to the site visit and 7 afterwards. This was done to complete the panel's picture of the achieved learning outcomes. The selection was based on a provided list of 19 graduates between 2016 and mid-2019. There are no specialisations to take into account. A variety of topics and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses. Further information on the selected theses is available from QANU upon request.

Documents studied

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

Faculty-wide documents:

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

Specific reading material for the master's programme African Studies:

- Study material 'Africa in Practice'; 'History and Politics in Africa';
- Annual programme reports 2015-2018;
- Board of Examiners annual reports 2015-2018;
- Course and Examination Regulations 2019;
- Meeting minutes Programme Committee 2015-2019;
- Nationale Studentenenquête factsheets/overview;
- ICLON course evaluations;
- Educational innovation;
- Programme metrics (Opleidingsjaarkaart) 2015-2018;
- Assessment plans;
- Self-Evaluation Report.

Links provided on laptops:

- Learning environment selected courses;
- Structure of the Faculty of Humanities movie.

