



PO Box 5050
NL-3502 JB Utrecht
info@AeQui.nl
www.AeQui.nl

Master Arts, Literature and Media (research) Leiden University

*Report of the limited programme assessment
12 November 2021*

Utrecht, The Netherlands
January 2022
www.AeQui.nl
Assessment Agency for Higher Education

Colophon

Master Arts, Literature and Media (research) - Croho: 60972

Master Literary Studies (research) - Croho: 60814

Master Arts & Culture (research) - Croho: 60829

Leiden University

Research Master

Location: Leiden

Mode of study: fulltime

Result of institutional assessment: positive, 8 May 2018

Panel

Jan Baetens, chair

Joost Raessens, domain expert

Margriet Schavemaker, domain expert

Jurgen Pieters, domain expert

Alice Quinn Banville, student

Mark Delmartino, secretary

The panel was presented to the NVAO for approval.

The assessment was conducted under responsibility of

AeQui Nederland

PO Box 5050

3502 JB Utrecht

The Netherlands

www.AeQui.nl

This document is best printed in duplex

Table of contents

Colophon	2
Table of contents	3
Summary	4
Introduction	6
1. Intended learning outcomes.....	8
2. Teaching-learning environment	11
3. Student assessment.....	18
4. Achieved learning outcomes.....	22
Attachments.....	25
Attachment 1 Assessment committee.....	26
Attachment 2 Program of the assessment	27
Attachment 3 Documents	28

Summary

On 12 November 2021 an assessment committee of AeQui visited the Research Master (RMA) programme Arts, Literature and Media (ALM) at Leiden University, as well as the two constituent RMA programmes in Literary Studies and in Arts & Culture. The ALM programme started in September 2021, while the 'old' programmes still offer the second year and will phase out by August 2024. The RMA programmes are geared to students who want to specialise in the study of arts, literature, culture and media in the medieval, early modern or contemporary periods. For its assessment the committee has used the 2018 framework for limited programme assessment, as well as the additional criteria for research master's programmes (2016). The committee judges that the programmes meet each standard; hence it considers that the overall quality of the programmes is **positive**.

Intended learning outcomes

The Research Master (RMA) programme Arts, Literature and Media (ALM) started in September 2021 but has a long history of predecessor programmes. Both 'old' and 'new' RMA programmes cater to students with an interest in (a combination of) Arts, Literature, Media and Culture in the medieval, early modern and/or contemporary period. The fusion of two programmes makes the multi- and interdisciplinary dimensions across various disciplines and historical periods even more explicit in the new programme. The intended learning outcomes of the three programmes reflect not only the domain, level and orientation of the programme, but also do justice to the profile and objectives of the respective RMAs. The ILOs also align with the research approach and the disciplinary breadth of the 'parent' institute LUCAS. The programmes prepare students for a career in research and communicates explicitly about career opportunities outside academia that require advanced research competencies. The committee judges that both the 'old' programmes and the new RMA Arts, Literature and Media **meet** this standard.

Teaching-learning environment

The RMA programmes rely on a dynamic learning environment with a strong and relevant curriculum, excellent research staff and a safe atmosphere for students to pursue their educational interests. The new programme structure is clear, internally consistent and balances disciplinarity with interdisciplinarity. Students have quite some flexibility to tailor the curriculum to their interests, while the programme oversees that the set of core courses and their respective learning goals cover the overall learning outcomes. Students are invariably qualified for this programme as the admission requirements

are clear and relevant. They bring a variety of backgrounds which the programme uses in implementing the educational principle of the International Classroom. The track record of individual lecturers and the external research assessments demonstrate that the RMA is founded upon high quality research expertise of the teaching staff, who also possess didactic skills and are proficient in English. Moreover, all staff members pay great attention to the challenges raised by the increasing number of international students and the need to revise the programme according to their needs. Students are exposed to the different parts of the entire research cycle and immersed in the ongoing research of the lecturers, the supervisors and the research institute. They are not only taught general research skills but also learn about research ethics and reflect on research practices in view of ethical standards. While the COVID-19 pandemic is impacting on the quality of education and the wellbeing of both students and staff, the programme is managing this crisis well. In order to increase the level of quality in the future, it is important that the new RMA pays more attention to methodology in the curriculum, fills vacancies with diverse staff, and looks for ways to reduce study delay. The committee judges that both the 'old' programmes and the new RMA Arts, Literature and Media **meet** this standard.

Student assessment

Student assessment in the three RMA programmes is organised adequately: the assessment system is strongly embedded in the policies and frameworks of the Faculty; the assessment of individual courses is organised in a transparent way; there is alignment between assessment methods, course goals and programme outcomes; the thesis evaluation is well organised, although an update of the evaluation forms proves necessary; and the Board of Examiners

fulfils its tasks in a professional way. In order to further increase the quality of student assessment, the programme could broaden the range of innovative assessment methods, incorporate methodology in the thesis evaluation form and systematically address the recommendations of the Board of Examiners, which in turn should insist that its advice is taken up. The committee judges that both the 'old' programmes and the new RMA Arts, Literature and Media **meet** this standard.

Achieved learning outcomes

The committee's observations on the achieved learning outcomes constitute an appreciation of the RMA programmes Arts & Culture and Literary Studies. Graduates from these programmes have demonstrated through their theses and their professional careers that they achieved all learning outcomes. Since the proof of the pudding is in the eating, the findings on the achieved learning outcomes confirm that the programmes are doing a good job. The qualities of the new RMA and its similarities to the constituent programmes RMA Literary Studies and RMA Arts & Culture make it reasonable to expect a similarly positive outcome for the theses and careers of forthcoming ALM graduates. The committee judges that both the 'old' programmes and the new RMA Arts, Literature and Media **meet** this standard.

All standards of the NVAO assessment framework (2018) as well as the additional criteria for research master's programmes (2016) are assessed positively; the assessment committee therefore issues a positive recommendation for the accreditation of the programme.

On behalf of the entire assessment committee,
Utrecht, January 2022

Jan Baetens
Chair

Recommendations

The assessment committee has issued a positive judgement on each standard and on the quality of both the 'old' programmes and new the RMA Arts, Literature and Media as a whole. Nonetheless it sees room for improvement in a number of areas. The committee therefore issues the following recommendations:

- to stress the methodological component and dimension of the programme in the courses, the thesis and the thesis evaluation;
- to fill vacant positions with scholars who enhance the diversity of the team and strengthen the multi-, inter- and transdisciplinary dimensions of the programme;
- to invite alumni and/as guest lecturers to share their hands-on experience in research-based positions outside academia;
- to address the recommendations of the Board of Examiners, which in turn should pro-actively monitor that its advice is effectively taken up;
- to look for ways to reduce the study delay and ensure that more and more students do finish the programme within the nominal study period.

Mark Delmartino
Secretary

Introduction

The Research Master Arts, Literature and Media and its constituent programmes Literary Studies and Arts & Culture are two-year full-time programmes of 120 EC. They attract students with a variety of backgrounds in Humanities. The multi- and interdisciplinary programmes are taught by research staff from the Leiden University Centre for the Arts in Society and currently attract about a dozen national and international students. The growing focus on media in both research and education is likely to attract (many) more students in the near future.

Institute

Leiden University was founded in 1575 as an internationally oriented comprehensive research University. The university consists of 7 Faculties and 23 research institutes and features around 33000 students and more than 7000 staff. One of the key science area clusters of the university is Languages, Cultures and Society. The Faculty of Humanities offers more than 50 academic degree programmes, including the Research Master (RMA) Arts, Literature and Media.

All research at the university is organised in institutes. The RMA under review is connected to the Leiden University Centre for the Arts in Society (LUCAS), one of seven research institutes in the Humanities Faculty. LUCAS hosts a range of academic disciplines clustered around the relationships between the arts and society. Its members belong to the language and culture departments, and to the departments of art history, media studies, book studies, digital humanities, film studies and literary studies.

Programme

The RMA programme Arts, Literature and Media (ALM) is brand new – it started for the first time in September 2021 - but has a long history of predecessor programmes. Originally developed as one RMA programme, it was split in two separate degrees in 2014: Arts & Culture, and Literary Studies. Internal developments during the past few years resulted in a fusion of both programmes in one RMA Arts, Literature and Media.

The programme answers to LUCAS' mission that the study of the arts in relation to society is point of departure and aims to strengthen that relation.

The RMA is geared to students who want to specialise in the study of ALM in the medieval, early modern or contemporary periods. The programme is both multidisciplinary as it involves the study of ALM, and interdisciplinary in its focus on theories, methodologies and concepts that relate to arts, literature and media.

The previous external assessment in 2015 looked at the two separate RMA programmes. The current assessment committee is asked to review a programme in transition. In order to draw well-founded conclusions on this new RMA programme, the committee has looked at the quality of the two separate programmes in the recent past and at the plans for - and the very initial performance of - the RMA ALM in the current academic year 2021-2022.

Assessment

Leiden University assigned AeQui to perform a quality assessment of the RMA Arts, Literature and Media. In close co-operation with the programme management, AeQui convened an independent and competent assessment committee. The committee members are briefly presented in attachment 1. A preparatory meeting with representatives of the programme was held to exchange information and plan the date and programme of the site-visit.

In the run-up to the site visit, the committee studied the programme's self-evaluation report and reviewed a sample of theses accepted during the past three years. The first impressions on the programme based on this report and the thesis review were input for discussion among the com-

mittee members in their online preparatory meeting on 10 November 2021, as well as during the visit.

The site visit was carried out on 12 November 2021 according to the schedule presented in attachment 2. The committee has assessed the programme in an independent manner; at the end of the visit, the chair of the assessment committee presented the initial findings of the committee to representatives of the programme and the institution. The visit also featured an open consultation hour for RMA ALM students, teaching and support staff; eventually nobody used the opportunity to speak individually and confidentially with the committee.

The committee performed its assessment in relation to, and in consideration of, the cluster of programmes in which this programme is placed. The contextualisation of the programme within its

cluster was conducted by the complete committee during the preliminary meeting and the final deliberations. The knowledge required for this was present in (part of) the committee.

In this document, the committee reports on its findings, considerations and conclusions according to the NVAO framework for limited programme assessment. The report also takes into account the additional criteria for research master's programmes formulated in the NVAO publication dated May 2016. A draft version of the report was sent to the programme management; its reactions have led to this final version of the report.

Initiated by the programme, a development dialogue will be planned early 2022. The results of this development dialogue have no influence on the assessment presented in this report.

1. Intended learning outcomes

The RMA Arts, Literature and Media started in September 2021 but has a long history of predecessor programmes. Both 'old' and 'new' RMA programmes cater to students with an interest in (a combination of) Arts, Literature, Media and Culture in the medieval, early modern and/or contemporary period. The fusion of two programmes makes the multi- and interdisciplinary dimensions across various disciplines and historical periods even more explicit in the RMA ALM. The intended learning outcomes of the three programmes reflect the domain, level and orientation of the programme, do justice to the profile and objectives of the respective RMAs and align with the research approach and the disciplinary breadth of the 'parent' institute LUCAS. The programmes prepare students for a career in research and communicates explicitly about career opportunities outside academia that require advanced research competencies. According to the assessment committee, both the 'old' programmes and the RMA Arts, Literature and Media **meet this standard**.

Findings

The self-evaluation report starts with an extensive coverage of the recent history of the RMA programme and of the internal considerations of the programme stakeholders to move from one programme to two programmes and back to one programme. The committee thought the triple focus in the report on the actual study programme, the recent developments to improve the programme and the programme's ambitions for the future was very informative. The attention in the report to both strengths and improvements was particularly useful and showed according to the committee that the programme is well aware of its own position and performance. In this regard, the committee also appreciated the input of students in the student chapter and the freedom they had to voice critical comments.

Based on the written materials and the discussions on site, the assessment committee understood that in the current academic year, three RMA programmes are running in parallel: students who enrolled in or before 2020-2021 are either in the RMA Literary Studies or in the RMA Arts & Culture and are likely to finish these programmes in August 2022. According to the Course and Examination Regulation, both programmes are being phased out until August 2024. Students who enrolled in September 2021 have started the new and single RMA Arts, Literature and Media which will have run a first full curriculum in August 2023.

Profile

The RMA is geared to students who want to specialise in the study of Arts, Literature and Media in the medieval, early modern or contemporary periods. The programme is both multidisciplinary as it involves the study of ALM, and interdisciplinary in its focus on theories, methodologies and concepts that relate to arts, literature and media. The committee thinks that the fusion of two programmes in one is an interesting attempt to merge various disciplines and various historical periods in one research master. According to the committee the new programme maintains sufficient disciplinary training while it also pays good attention to the interdisciplinary dimension and attempts to create links between the various tracks.

The committee welcomed the report's extensive benchmark of the RMA programme at Leiden with comparable programmes in the Netherlands and abroad. This section was helpful in situating the programme in an (inter)national context. According to the committee, the RMA ALM programme stands out in two ways: by offering a full-fledged historical trajectory (the medieval/early modern and the contemporary trajectories) and by having an object-centred approach in which theories and methodologies are tools and not an aim in themselves, let alone the starting point. Students are trained to examine the object of research per se, as an object worthy of attention, analysis and interpretation. This form of situated

learning makes students more sensible to the multiple factors that make up the aesthetic and cultural forces of literature, art and media, as well as to the effects these have on a societal level. The committee noticed that these distinctive features are very much in line with the vision and approach of the research institute LUCAS.

Given the broad range of expertise available in LUCAS, both “old” and “new” RMA programmes have four objectives: to broaden and deepen students’ knowledge and skills; to develop academic and professional skills, and to prepare them for both an academic career and a non-academic career for which advanced research skills and practical research experience are prerequisites. A major consideration from the previous assessment in 2015 was that the development of skills related to non-academic professional careers needed more attention. The current assessment committee established that these skills have been included in the programmes’ intended learning outcomes and are being increasingly addressed in the respective curricula.

The committee noticed with satisfaction during the discussions on site that the programme goes at lengths to inform students that the training they receive can be used not only to pursue a PhD but also in settings outside academia that require advanced research competencies. Students confirmed to the committee that several lecturers had been very explicit in their statements that only a small number of people will eventually pursue an academic career, while having a strong research background is an advantage in a diversity of jobs and functions outside academia.

Learning outcomes

The RMA ALM programme features 21 intended learning outcomes (ILOs), which are clustered around the five Dublin Descriptors. The committee found the comprehensive set of ILOs well chosen and appropriate for the goals of this particular RMA. It was also happy to see that there is a clear connection between the learning outcomes and the Dublin Descriptors. According to the

committee the ILOs are formulated in such a way that they cover the domain (Arts, Literature and Media), the level (master) and the orientation (academic) of the programme. The set-up and formulation of the ILOs of the RMA Literary Studies and the RMA Arts and Culture clearly served as a basis for the ALM ILOs. The committee noticed that the ILOs of the ‘old’ programmes are embedded in the Dublin Descriptors and that their formulation is relevant to the specific domain, level and orientation of the respective programmes.

Furthermore, the committee noted that the specific research oriented nature of a RMA programme is visible in the formulated ILOs. Graduates should demonstrate in their written and oral work a thorough knowledge and understanding of their areas of specialisation, as well as the ability to master all phases of the research cycle and conduct a research project independently. Hence, the committee confirms that the ILOs are formulated in such a way that they do justice to the research master level of the three RMA programmes.

One of the ILOs defines Arts, Literature and Media as a broad, interdisciplinary, intermedial and intercultural field of inquiry into artistic and cultural practices. The committee welcomes this explicit reference to ALM as this grounds the knowledge and understanding of multi- and interdisciplinary aspects in the programme.

According to another ILO, graduates should demonstrate the ability to contribute creative solutions to ongoing debates in the disciplines, based on independent research and theoretical reflection. While it supports the programme’s attention to creative solutions, the committee thinks that this learning outcome could be rephrased. As the RMA ALM is opening up for the research world outside academia, including the broader cultural sector, the learning outcome could be phrased in a more topical way regarding the intended work field.

Finally, the committee acknowledges that the ILOs also reflect another specific feature of the RMA programmes, i.e. the variety of cultural and disciplinary backgrounds among the incoming students, who are trained during the programme to explain their research to diverse audiences and to people with different levels of expertise.

Considerations

The committee considers that both 'old' and 'new' RMA programmes take up a specific position within the higher education landscape in the Netherlands as they cater to students with an interest in (a combination of) Arts, Literature, Media and Culture in the medieval, early modern and/or contemporary periods. While the 'old' programmes were multi- and interdisciplinary, the fusion into one programme makes this merger of various disciplines and historical periods even more explicit.

The committee considers that the intended learning outcomes reflect the domain, level and orientation of both old and new programmes, and start to do justice to the profile and objectives of this particular RMA ALM. The committee recommends to further update the learning outcomes of the new programme in order to establish a

stronger match with the intended work field outside academia and the ongoing discussion on canon, criticality and new forms of audience involvement.

According to the committee, the ILOs are formulated in such a way that students can aspire to a research career within and outside academia through a unique combination of disciplinary and interdisciplinary training. These ILOs in turn align with the research approach and the disciplinary breadth of the 'parent' institute LUCAS.

The programme definitely prepares students for a career in research. In this regard, the committee thinks highly of the way in which the programme communicates to students about career opportunities outside academia that require advanced research competencies.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that both the 'old' programmes and the new RMA Arts, Literature and Media **meet standard 1, intended learning outcomes.**

2. Teaching-learning environment

The RMA programmes rely on a dynamic learning environment with a strong and relevant curriculum, excellent research staff and a safe atmosphere for students to pursue their educational interests. The new programme structure is clear, internally consistent and balances disciplinarity with interdisciplinarity. Students have quite some flexibility to tailor the curriculum to their interests, while the programmes oversee that the set of core courses and their respective learning goals cover the overall learning outcomes. Students are invariably qualified for this programme as the admission requirements are clear and relevant. They bring a variety of backgrounds which the programme uses in implementing the educational principle of the International Classroom. The track record of individual lecturers and the external research assessments demonstrate that the RMA is founded upon high quality research expertise of the teaching staff, who also possess didactic skills and are proficient in English. While the COVID-19 pandemic is impacting on the quality of education and the wellbeing of both students and staff, the programme is managing this crisis well. In order to increase the level of quality in the future, it is important that the new RMA pays more attention to methodology in the curriculum, fills vacancies with diverse staff, and looks for ways to reduce study delay. According to the assessment committee, both the 'old' programmes and the new RMA Arts, Literature and Media **meet this standard**.

Findings

Programme

The RMA programme amounts to 120 EC and is offered as a full-time two year programme. The curriculum of the new RMA ALM is largely based on the existing programmes, features a historical and a contemporary trajectory, and consists of seven components: (i) two compulsory core courses for all students (15 EC); (ii) one compulsory course for each of the two specialisation lines (10 EC); (iii) two thematic courses per line where students are at liberty to cross their own line (20 EC); (iv) one case based research seminar (5 EC); (v) two research seminars from a national research school (10 EC); (vi) free choice space (30 EC) which can be used in part for an (international) internship; and (vii) the RMA thesis (30 EC). The committee noticed that compared to the previous programmes, the new curriculum has a more distinctive profile, more coherence and a stronger build-up. The building blocks constitute a balanced mix between RMA-dedicated courses and free choice. Moreover, this curriculum offers room for specialisation, in addition to the general ambitions of the programme.

During the site visit, the organization of the curriculum and its core courses were discussed at length. Combined over the years students can

take up to 70 EC of disciplinary specialisation (research school, electives and thesis) but can also choose to give a more interdisciplinary orientation to their research. The RMA ALM features ten courses that fall under the direct responsibility of the programme. This is an increase compared to the previous situation, where students had (even) more freedom in tailoring their individual study plan. The committee welcomes this development because it strengthens the internal coherence of the programme, keeps the group of RMA students together and prevents RMA students from having to take many regular MA courses to arrive at a full study load of 120 EC.

While RMA students could – and still can – take up to 30 EC of courses in the regular master programmes, the structure of the new ALM is such that most students will take at most one or two MA courses. If they do so, they were and still are expected to write a more extensive and more intricate assignment. The committee gathered from the discussions that RMA students always do additional tasks but that these extra assignments were not always clearly defined upfront. Hence, the suggestion to clearly indicate the extra study/work load for RMA students, both in quantitative and qualitative terms.

The committee established furthermore that the learning goals of the core courses align with the overall learning outcomes and ensure that by the end of the programme students have indeed had the opportunity to demonstrate all intended learning outcomes. In this regard, the committee understood that during the courses, students are not only taught general research skills, but also learn about research ethics and reflect on research practices in view of ethical standards. The issues of ethics and scholarly integrity, which are part of the learning objectives, are trained throughout the programme as an integral part of courses, classes, sessions and conversations, not as a separate subject in a course specifically designed for this topic. The committee endorses this approach.

Furthermore, the committee noticed with satisfaction the creation of four theme courses, whose topics change over time. Moreover, one of the theme courses is open to both PhD and RMA students from the Netherlands Institute for Cultural Analysis, which in turn facilitates bonding between RMA and PhD students.

Notwithstanding the growing number of dedicated core courses, the committee noticed that the new curriculum still offers sufficient freedom for students to tailor the curriculum to their own interests. Students indicated both in the report and during the visit that the programme offers a lot of free choice which allows nearly all students to gravitate towards the topics they are passionate about and allows them to pursue their own scholarly interests. All RMA students aim to pursue a career in research; this programme and its curriculum are helping students to reach this goal, irrespective of whether this research career will be inside or outside academia. Notwithstanding the good balance between core and elective courses, the committee thinks that there are also other and less conventional ways of studying and obtaining credits, and this all the more so through the digital and hybrid opportunities that are nowadays on offer.

The committee acknowledges that the RMA programmes are increasingly paying attention to non-academic career perspectives, among others through the LUCAS writing seminar and the possibility of an internship period of 10 EC as part of the electives component. Students and alumni on the one hand welcome this opportunity, but indicate on the other hand that employers are not always keen to hire interns for a short duration and that it is difficult to schedule the internship among all other course obligations. The committee understood that the programme is looking to expand the opportunities for internship in the near future, notably through the envisaged track on new media cultures. Furthermore, discussions with students and alumni revealed that students who envisage a research career outside academia could do with some more role models during their study, i.e. alumni or guest lecturers who share their experience as research-based professional active outside academia.

Based on its findings from the thesis review, the committee addressed the position of methodology in the curriculum. Students, alumni and lecturers acknowledged that as a separate component next to theory and concepts, methodology is not getting the explicit attention it deserves. The core course Methodologies and Theories is focusing more on (theoretical) concepts than on issues of methodology. Moreover, the committee and the programme stakeholders agreed that methodology should not necessarily be taught in one course, on the contrary: it would be better to emphasise methodology across the curriculum. Following the discussions, the committee is confident that methodology will take up a stronger position in the programme in the future.

Finally, the previous accreditation committee suggested that the programmes should pay more attention to the nominal period of study in order to ensure that students finish the programme within the expected timeframe of two years. Students on average continue to take far too long to graduate, even up to three years or more. The current assessment committee gathered from the

discussions on site that over the past five years the issue has been on the minds of the programme management and has been actively addressed in the LUCAS seminars, but that not much progress had been made regarding the two 'old' programmes. The programme management, however, is confident that the set-up of the new programme with more internal consistency and coherence will reduce the study delay somewhat. As its thesis review showed that many theses are exceeding by far the envisaged size, the committee suggests to enforce the maximum size of the thesis as one means of reducing the average study duration. Almost all students who enter the programme also finish it, eventually. The committee acknowledges that there are always students who decide to leave the programme without graduating; given the small size of the RMA programmes, one student more or less leaving the programme will considerably affect the drop-out rate.

Language

The title of the RMA is in English and so is the language of instruction. The name of the programme is in English because it targets both national and international students and aims to train students for participation in international debates or for an international career. The programme is taught in English because of the international nature of the student body and because English is the language of international scholarly communication in the field. The choice for English ensures that both students and staff can talk to each other and prepares students for an international career. Moreover, it helps Dutch students to orient themselves in an international field. The committee understands and endorses the argumentation to offer the programme in English and have the programme title in English. Moreover, it noticed that both students and lecturers on the programme are (more than) sufficiently proficient in English.

The discussions on site did however reveal that international students who wish to learn Dutch have only limited opportunities to do so at an affordable cost. While it understands that this is not

an issue that can be solved at the level of the RMA programme, the committee does think that it is an important element for the integration of international students, who may want to do an internship or have longer-term career plans in the Netherlands.

Research

The staff involved in the dedicated courses of the RMA programme are all active researchers who belong to LUCAS. The committee gathered from the materials and the discussions that both the 'old' and the 'new' RMA programmes focus strongly on interaction between staff and students; from the perspective of staff, students are taken along in concluded or current research projects relating these to their own learning moments; from the perspective of students, they are trained to improve their own research project to meet international standards. In this regard, students have the opportunity to participate in ongoing research of LUCAS, connect with the PhD students during the thematic course and build a network with researchers in the National Research School of their choice.

The committee has looked into the external research assessments of LUCAS, which was assessed in 2018. The research assessment committee found the overall research quality to be very good. Quality and quantity of the academic output is very good and national and international academic impact is good and promising. This positive review demonstrates according to the committee the real foundation of the RMA programme: strong research, both disciplinary and interdisciplinary. The way students are immersed in ongoing research is clearly an added value. Given some particular fields of expertise (such as popular culture) among certain professors, students are able to engage with a wide range of topics close to their own world (e.g. videogames).

Admission

The number of students enrolling on the RMA programmes has been fluctuating over the past five years from 20 in 2016 to 9 in 2019 and 12 in

2020. The committee noticed that the programme has clear admission requirements, which are stipulated in the Course and Examination Regulations: in addition to a decent command of English, students should have a bachelor degree from a research university with sufficient disciplinary background for the RMA and an average course grade of at least 7.5 and a bachelor thesis of at least 8. Applicants are requested to submit a writing sample to demonstrate their research abilities and motivation.

The committee was informed that until now, all students who satisfied the formal requirements were accepted. However, if the number of eligible applicants grows considerably, then the programme will have to install a selection procedure to complement the existing admission requirements. This will allow the programme to select a feasible number of high quality students among the growing number of applicants who meet the admission criteria. According to the committee, this may be necessary in the near future because the new RMA programme is attracting more interest from a more diverse group of students. The 112 expressions of interest for 2021-2022 have led to 12 students enrolling in September 2021 and another 20 students who join the programme in February 2022.

Students

The RMA programmes have always attracted students with different educational, cultural and geographical backgrounds. The committee noticed that this particular feature constituted a major motivation when designing the new RMA ALM programme. Since splitting the programme in two, 17 students graduated on a thesis that belonged to the medieval and early modern line, while 69 students submitted theses under the contemporary line; among the same 86 students/theses, 36 had a literary topic, 25 an art topic and 25 a media topic. Also in the new programme, students opting for the medieval and early modern line should be able to specialise on both literary and art topics; students opting for the contemporary line should have the chance to

focus not just on literature and arts but also on media. This consideration the committee was informed was a motivation to revamp the existing RMA's in one programme, which explicitly aims at fostering the interaction between medieval/early modern line on the one hand and modern/contemporary line on the other hand.

Over the years, about 60% of the students entered with a bachelor degree from the Netherlands, 30% with a similar degree from another EU country, and 10% studied in a country outside the EU. This international composition of the classroom strengthens an international dynamic, also because students are asked to bring their own cultural expertise. The committee welcomes this approach, which it finds particularly suitable because it allows to integrate different viewpoints and aligns with the interdisciplinary dimension of the programme. In view of the more diverse student body, the committee encourages the programme to make use even more and more systematically of the didactic opportunities of the international classroom. In this regard, the committee welcomes the cooperation with other departments and research institutes, such as Area Studies.

Furthermore, the discussions revealed that the classroom is in most cases a space of inclusivity in which different cultures, interpretations, opinions and life experiences come together. Many students indicated that the programme is creating a level playing field for students and lecturers in which students feel free to bring in their own views. The committee appreciates the open atmosphere in the programme and the space it creates for students to develop their interests and provide feedback on the quality of the programme components, which try to cater as much as possible to the very diverse needs and expectations of the students.

The limited number of students makes it possible to create a sense of community, also literally through a WhatsApp group. The first course of the programme, the LUCAS seminar works with all

students towards a conference day and is used to create a strong community. Students and alumni confirmed during the discussions that there is a cohort feeling among students and that the programme staff are contributing to making this community happen.

The committee gathered from the evaluation report that – in line with the university-wide vision on education – the programme offers flexible learning paths and that students are helped in designing their path by either staff or the coordinator of studies. While alumni and students emphasised the advantages of a programme that really offers a lot of freedom to design a curriculum that befits their interests and ambitions, both groups also indicated that there is room for better communication on these opportunities. From a formal point of view, students should be well informed about the programme and the procedures that govern education in the Faculty and at the University. This information is available on the website and in programme materials and is also provided by the programme chair, the coordinator of studies and the student representatives. Nonetheless, the information may be overwhelming for newly arriving students who are not familiar with the Dutch system. In fact, some students have a tough time trying to understand the prospectus, the registration process and exam taking; clearer instructions on how to read the prospectus and how to assemble the courses would be helpful. Although national and international students and alumni praise the helpfulness of staff, programme staff could be even more pro-active in checking whether (international) students are really getting the most out of the opportunities on offer when composing their individual study plan. Similarly, Dutch students indicated that programme staff could be more pro-active in checking whether the step from bachelor to research master education is not too big for students.

Staff

The committee noticed that the ambitions of the RMA programme also manifest themselves

through the background and expertise of the faculty members involved. All researchers teach in their area of expertise and together cover the diversity of approaches and subdisciplines in arts, literature, culture and media. Looking at the CV's of individual lecturers, the committee noticed their excellent quality as researchers and teachers. The discussions moreover showed their great enthusiasm for the programme and commitment to the students. Students on their part emphasized in their report chapter and during the discussions the strength of the teaching staff. According to the committee, the lecturers represent an interesting mix of disciplines. The committee hopes that the future hiring of new colleagues will help expand this mix and the fields of expertise they represent.

The committee was informed that all lecturers have their disciplinary expertise and increasingly obtain grants for interdisciplinary research projects. In this way they ground the students in their respective disciplines while providing a broader education and engaging with progressive issues and cutting edge research. The committee also welcomes the attention of the programme and the lecturers for the different disciplinary and cultural backgrounds of the incoming students. In fact, the programme considers it to be the first responsibility of the lecturers to accommodate this diversity. Hence, right from the start lecturers are expected to establish common scholarly grounds and do justice to the diversity of the student body. As a result, there is a strong focus on research-driven teaching, which also safeguards academic diversity.

According to the self-evaluation report, all lecturers are fluent in English and have published in English; some are native speakers. Teachers answer to the university standard C2 and are obliged to obtain their Basic Qualification in English. Teaching staff on the RMA are also involved in adjacent bachelor and master programmes. The new programme with its bigger number of core components makes it possible to establish a stronger collective of scholars that share a sense

of community and answers to a common didactic or pedagogical philosophy. All staff members have a PhD and a university teaching qualification or are close to obtaining one; some hold a senior teaching qualification. The committee welcomes this increased 'group feeling' among RMA lecturers as well as the attention of the programme and the Faculty to the certified quality of the lecturers.

The committee did notice, however, that the workload of the staff is considerable and that the COVID-19 pandemic has increased this workload even more. While the number of staff seems sufficient to deliver the RMA courses on offer, several lecturers have left the research institute or are about to retire. As the Faculty management provides the opportunity to hire staff in the near future to make up for the lost capacity, the committee encourages the institute management to recruit wisely. The discussions on site indicate that both programme and institute management would indeed welcome new staff members who would enhance the diversity of the current team and who could strengthen the multi-, inter- and transdisciplinary dimensions of the RMA ALM.

COVID-19

The COVID-19 pandemic has had an impact on the programme, its students and lecturers. The committee learned that almost all education activities moved online in March 2020. Students and staff indicated that this has affected not only the quality of education but also the learning pleasure of students. The committee understood from the materials and the discussions on site that overall, the RMA programme managed to mitigate the effects of the pandemic for the students. Students indicated for instance that professors allowed for more flexibility and control over how the online seminars would be conducted. Moreover, the pandemic also led to innovative forms of teaching and learning, such as the creation of podcasts. The committee thinks highly of such initiative and all the more so because it will continue to be used in post-Corona times.

Considerations

The committee considers that the RMA programmes have created a dynamic learning environment featuring a strong and relevant curriculum, excellent research staff and a safe atmosphere for students to pursue their educational interests.

According to the committee, the new programme structure is clear and internally consistent featuring a nice marriage of disciplinarity and interdisciplinarity. Students have a great degree of flexibility to tailor the curriculum to their interests, while the programme management continues to oversee that the set of core courses and their respective learning goals in both the old and new programmes cover the overall learning outcomes.

The 'new' RMA is likely to attract more students than the combination of the two 'old' programmes. So far, students were invariably qualified for this programme as the admission requirements are clear and relevant. Students bring a variety of backgrounds which the programme uses in implementing the educational principle of the International Classroom. The committee welcomes this approach because it promotes different viewpoints and aligns with the interdisciplinary dimension of the programme. Moreover, it is an additional argument for the committee to endorse the argumentation of the programme to offer the RMA ALM in English.

The track record of the individual lecturers and the external research assessments demonstrate according to the committee that the RMA is founded upon high quality research expertise of the teaching staff. These staff members also have the necessary didactic skills and English language proficiency. Moreover, they are committed to the programme and to the students, whom they immerse in ongoing research.

Finally, the committee considers that the COVID-19 pandemic has had and continues to have an impact on the quality of education and the well-

being of both students and staff. Overall, the programme is managing this crisis well. The committee appreciates the efforts of the staff to develop innovative alternatives for their courses, such as a Podcast, which will continue to be offered in non-Covid times.

In addition to these positive considerations, the committee advises the programme to address the following issues in due course:

- to stress the methodological component and dimension of the programme in the courses and the thesis;
- to communicate even more and more regularly on the various opportunities students have to tailor the RMA curriculum to their individual liking;
- to facilitate less conventional ways of studying and obtaining credits, also given the opportunities offered by the more diverse and hybrid world we are living in;
- to complement the existing admission requirements with a robust selection procedure to identify the most relevant students among a growing number of properly qualified applicants;
- to fill vacant positions with scholars who enhance the diversity of the team and strengthen the multi-, inter- and transdisciplinary dimensions of the programme;
- to invite alumni and/as guest lecturers who share their hands-on experience in research-based positions outside academia;
- to look for ways to reduce the study delay and ensure that more and more students do finish the programme within the nominal study period;
- to identify opportunities for affordable language courses in Dutch as a service – and a potential marketing tool - to international students.
- to work more closely with relevant communities and colleagues (e.g. from Area Studies) within the university in order to cater for the diverse backgrounds and interests of students.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that both the 'old' programmes and the new RMA Arts, Literature and Media **meet standard 2, teaching-learning environment.**

3. Student assessment

Student assessment in the three RMA programmes is organised adequately. The assessment system is strongly embedded in the policies and frameworks of the Faculty, and the assessment of individual courses is organised in a transparent way. Moreover, there is alignment between assessment methods, course goals and programme outcomes. The thesis evaluation is well organised, although an update of the evaluation forms proves necessary. The Board of Examiners fulfils its tasks in a professional way. In order to further increase the quality of student assessment, the programme could broaden the range of innovative assessment methods, incorporate methodology in the thesis evaluation form and systematically address the recommendations of the Board of Examiners, which in turn should insist that its advice is taken up. According to the assessment committee, both the 'old' programmes and the new RMA Arts, Literature and Media **meet this standard.**

Findings

Assessment system

The committee gathered from the self-evaluation report that student assessment in the RMA is embedded in the assessment policy of the Faculty and is elaborated in the Course and Examination Regulations (OER) and in the Faculty Rules and Regulations of the Board of Examiners. Moreover, the new programme has developed a detailed assessment plan in which the learning goals per course are related to the learning outcomes at programme level.

The committee has looked into the faculty and programme documents and found these to be both clear and relevant. The assessment plan showed that all core courses organised by the RMA have a connection to each and every learning outcome at programme level. While the committee is convinced that the combination of core courses definitely addresses all learning outcomes (a few times) and tests students' progress towards achieving these exit qualifications through more than one assessment, it nevertheless seems awkward that each and every course would contribute to and is effectively testing each of the 21 learning outcomes. The committee therefore advises the programme to look into this assessment plan when the RMA ALM has been running for the full two years and – where needed – adjust the matrix of courses and programme learning outcomes.

Course assessment

The assessment plan also contains a matrix of assessment forms and core courses and is used to monitor that the different assessment forms in the respective courses are sufficiently varied across the programme. The committee understood that this matrix is newly developed for the programme and constitutes a more formalised overview compared to what was available for the predecessor RMA programmes. The committee has studied the assessment matrix and noticed that all core courses except for the thesis are assessed in at least two different ways. The committee appreciates on the one hand the multiple assessments per course; on the other hand it encourages the programme to broaden the range of assessment forms, which is predominantly focussed on papers and presentations. Students indicated in the report and on site that they would welcome a broader range and more innovative forms of assessment.

According to the committee, new forms of assessable outputs are all the more important in view of the prospect that RMA students opt for a non-academic career. The programme acknowledges that there is a need for more variation in the assessment of transferable skills such as writing of vlogs, making clips or poster presentations. If assessment methods aim to test students on their capacity to conduct original research, then students also need to be challenged in their ability to disclose their results not only to peers but also

to a broader audience. The committee is confident that the new assessment methods that are currently under discussion with the lecturers will effectively be included in the courses soon.

Before students start a course they are informed of the relevant learning goals and assessment modalities; after the assessment they get transparent individual feedback. The committee gathered from the materials and discussions that the assessment is indeed organised in a transparent way for students. Students did indicate, however, that the faculty-wide deadline for feedback on assignments and exam papers is not always met. Lecturers confirmed that they are not always providing feedback in due time because of work overload, conflicting priorities and the willingness to provide useful feedback. The committee suggests that the programme management does away with the work overload and that students report systematically any case of delayed feedback to the programme management, who can monitor the incidence and take appropriate action.

Finally, the committee was informed that the COVID-19 pandemic did not so much affect student assessment as it impacted on other parts of the programme. As mentioned above, many courses are assessed through written assignments; in other cases, oral presentations have been replaced by video recordings of the presentation. Students nonetheless were surprised that the switch from on-site to online education was not followed by an adjustment in the assessment and scoring methods. While students had a rough time coping with the consequences of the pandemic (loneliness, isolation), the grading criteria remained the same and only the deadlines were smoothed. One student suggested in this regard to not only assess the final product but also take into account the students' performance throughout the (online) course.

Thesis assessment

The committee noticed that thesis assessment is well organised in the RMA programmes. The thesis is written under the supervision of one scholar and assessed independently by the supervisor and a second reviewer who is chosen based on expertise. It is up to the Board of Examiners to approve the second reviewer. According to the self-evaluation report, the thesis assessment process has been enhanced considerably since the previous assessment review in 2015. In the meantime a faculty-wide digital thesis assessment form has been introduced featuring criteria that are based on the Dublin Descriptors but also expand on these with respect to the RMA. Once both reviewers have completed their assessment form, the student and the assessors have a final face to face meeting.

As part of its preparation for the assessment visit, the committee has reviewed a sample of 15 'old' RMA theses and their evaluation forms. As will be announced in more detail in the next section, the committee found the quality of the thesis sample it reviewed to be good. In terms of thesis assessment quality, the evaluation form consists of five criteria which coincide with the five Dublin Descriptors. This means on the one hand that all learning outcomes are addressed through the five criteria clusters; on the other hand, the criteria which assessors are expected to score are quite broad. The committee noticed that in most cases the assessors provided insightful comments on the respective criteria in the evaluation form. A comparison of the thesis evaluations in the sample showed that different assessors base their scores on similar criteria and apply these in a coherent and uniform way. Moreover, the committee appreciated that assessors substantiate their assessment in writing.

In a few cases, however, the committee noticed that whilst agreeing on the minimum threshold quality, the first and second readers did not agree on the overall quality of the thesis and/or differed in opinion on what score a certain student deserved on one or more evaluation criteria. While

it is very much in favour of allowing such room for discussion, the committee did wonder whether these different viewpoints should be shared with the student and if in these cases the evaluation form should contain an overall appreciation that summarises the final 'negotiated' score.

Furthermore, the committee noticed in the review of the thesis contents that students pay only limited attention to methodology and that assessors very often do not comment about this. Moreover, methodology is not a separate criterion in the thesis evaluation form. The discussions on site with students, lecturers/thesis supervisors and management confirmed that methodology is an important element of the research work and that as a separate component next to theory and concepts, it does not get the attention it deserves. The committee therefore recommends the programme to emphasise methodology when updating the thesis evaluation form.

Assurance of assessment quality

The assessment quality of the RMA ALM is assured by a Board of Examiners that also covers the two 'old' RMA programmes and two other master programmes. The Board consists of four academic staff members and one external member; one Board member is an educational scientist who brings in the didactic and assessment expertise. The old and new RMA programmes are represented on the Board of Examiners by one lecturer who shows strong familiarity with the issues that are taken up by this quality assurance body. The committee gathered from the discussions that the composition of the Board of Examiners has changed recently: the Board retains the highly valued assessment expertise but now also features a member who is really external to the University. The committee welcomes this development which combines the available expertise with relevant input from the outside.

The self-evaluation report provided extensive information on the way the Board of Examiners assumes its tasks and controls the quality of both course and thesis evaluations. The discussions

confirmed that the position of the Board of Examiners is properly regulated and that the Board members have relevant and complementary expertise to fulfil their duties.

The Examination Board is responsible among other things for the approval of the study programmes. While some students indicated that they would have benefited from more support by the programme chair and coordinator to tailor their study plan, the committee was informed by the Board that this has not led to formal complaints. Moreover, the chair of the Board of Examiners confirmed the statement in the report that over the past few years there have been no issues of concern with regard to the quality of assessment in the RMA programme.

When discussing its findings from the thesis evaluation reviews, the committee was surprised to notice that its observations on the sometimes overly positive scoring, the length of the theses and the high share of cum laude graduations had also been remarked by the Board of Examiners. In fact, it turned out that the Board of Examiners had informed the programme management and the lecturers of these findings; their observations, however, had been acknowledged but not implemented yet. Hence, the committee suggests the Board of Examiners to become more proactive in monitoring and in demanding that its advice is taken up.

Considerations

The written materials, the thesis evaluation review and the discussions on site have convinced the committee that student assessment at the RMA is organised adequately. The assessment system is well embedded in the policies and frameworks of the Faculty. Moreover, the assessment of individual courses is organised in a transparent way.

The committee welcomes the more formal approach in the new RMA programme of ensuring that there is alignment between programme, courses and assessment methods. It advises the

programme to monitor regularly that this alignment effectively demonstrates the correspondence between objectives, courses and tests. Moreover, it supports the intentions of the programme to broaden the range of innovative assessment methods.

The committee's review of the thesis evaluation of the 'old' RMA programmes has demonstrated that the evaluation criteria span the entire set of learning outcomes and Dublin Descriptors and that in most cases the assessors complete the evaluation forms in an insightful way. Nonetheless, the committee recommends the programme to update the thesis evaluation form: as students often only pay limited explicit attention to methodology in their theses, the committee suggests to incorporate methodology in the evaluation form.

The Board of Examiners has important tasks within the quality assurance system of the Faculty. The committee considers that the Board members have relevant and complementary expertise, which in turn allows the Board of Examiners to pick up issues of concern and report these to the programme. The committee advises the programme management to address these important recommendations and encourages the Board of Examiners to pro-actively monitor that its advice is effectively taken up.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that both the 'old' programmes and the new RMA Arts, Literature and Media **meet standard 3, student assessment**.

4. Achieved learning outcomes

The committee's observations on the achieved learning outcomes constitute an appreciation of the RMA programmes Arts & Culture and Literary Studies. Graduates from these programmes have demonstrated through their theses and their professional careers that they achieved all learning outcomes. The qualities of the new RMA make it reasonable to expect a similarly positive outcome for the theses and careers of forthcoming ALM graduates. According to the assessment committee, both the 'old' programmes and the new RMA Arts, Literature and Media **meet this standard**.

Findings

There are two ways to establish whether the programme learning outcomes have been achieved – through a quality review of the final products and through checking what graduates are doing after they finished the programme.

Quality of thesis

The RMA thesis comes at the end of the programme's research cycle: students are able to carry out independent research that will mostly consist of a theoretically informed and methodically organised analysis of artefacts, considered in their context. During the final semester of the programme, students write a thesis of approximately 30000 words based on a topic of their choice and interest, within the scholarly scope of the programme. The committee noticed that in the RMA thesis, which amounts to 30 EC, all ILO's are activated and tested. The thesis has to comply to the research-centred standards of the programme and the Dublin Descriptors. It also has to answer to the relevance of the research question in a broader societal and cultural context.

In line with the requirements of NVAO, the committee reviewed a sample of fifteen theses produced by students from the two predecessor programmes – RMA Arts and Culture and RMA Literary Studies – who graduated between September 2018 and August 2021. Based on a list of 41 entries the committee chair and secretary selected fifteen student numbers which were representative in terms of programme and final score. The selection also ensured a fair spread across the thesis supervisors and the submission date of the thesis.

The committee found that all fifteen theses were of sufficient quality to pass: the overall quality ranged from excellent (in several cases) to sufficient. There was not a single doubt on the quality of any of the theses; hence, no files were internally redistributed for a second reading. Individual committee members reported it had been a pleasure and privilege to read very good theses, that the theses had a good overall quality and that the students displayed both high quality academic skills and critical reflection. Pointing to individual weaknesses in one-off cases, the committee members found the theoretical framework was outdated, the most recent topical authors and literature were missing and that there could be more focus on the research question, argumentation and conclusion. In several cases, the committee noticed that the size of the thesis exceeded by far the maximum length foreseen; however, there was no mention at all of this particular irregularity in the evaluation form.

Moreover, the committee noticed that sometimes there was only limited explicit attention to methodology in the thesis, and that this flaw had not been spotted – or at least had not been reported – in the thesis evaluation form. The discussions on site seemed to confirm that methodology does not get the attention it deserves in the RMA thesis. In line with similar comments in other parts of this report, the committee advises the programme to counter this aspect of the thesis trajectory.

In terms of thesis score, the committee noticed that in more than half of the cases the assessors had given a (slightly) higher grade than what the committee thought fit for a RMA thesis. While the

individual differences were never extremely big, the number of cases in which there was a higher grading nonetheless seem to point to a form of grade inflation. According to the committee, there is a tendency to assume that RMA students are excellent students – which is very often the case – and therefore the thesis deserves a good grade rather than a very critical assessment. This finding confirms the statement in the self-evaluation report that too many students graduate the programme cum laude.

The committee understood from the discussions with the management and the Board of Examiners that there is an acknowledgement of this situation, but that little action is undertaken to counter this practice. The fact that it is university-wide policy to award cum laude to graduates with a grade average of 8 leads to many RMA students obtaining this qualification.

Performance of graduates

Another way to demonstrate the achievement of programme learning outcomes is to look at the professional whereabouts of the RMA graduates. Initially the programmes mainly focused on helping students achieve a research position in a PhD trajectory. In recent years, however, the former programmes and the new RMA have enlarged their objective and adjusted the curriculum to also respond to new ambitions and career opportunities outside academia. The committee noticed in the materials and the discussions that the objective to prepare students for an academic career and for a non-academic career gets proper attention in the curriculum.

The committee gathered from the written materials and the discussions on site that RMA graduates are successful in their careers and end up in a wide variety of interesting positions which are commensurate with the domain, level and orientation of the programme. Out of the 74 RMA graduates between 2014 and 2019, 14 had obtained a funded PhD position; most other alumni were employed in non-academic circles, in jobs that require an academic level, in libraries and

museums, in higher education, for the government or in other policy and advice positions with institutes.

The group of alumni with whom the committee spoke also reflected this variety in career paths. The committee gathered from the discussion that the programme may not have been very outspoken in the past about life beyond academia, but that the skills graduates had acquired - and students are still acquiring - are transferable to different professional situations. The alumni also emphasised that they have had a great time during their programme pursuing their individual scholarly interests, even if they insisted on the necessity of facilitating internships in a more proactive way.

Considerations

The committee's observations on the achieved learning outcomes constitute an appreciation of the two predecessor RMA programmes Arts & Culture and Literary Studies. The committee considers that RMA students who graduated from the predecessor programmes have the necessary competencies to move on in their career.

Based on the results from its thesis review, the committee is confident that graduates have achieved all learning outcomes: since the proof of the cake is in the eating, the thesis quality confirms that the RMA programmes have been doing a good job. Similarly, alumni end up in a wide variety of interesting positions which are commensurate with the domain, level and orientation of the programmes. The committee considers that the alumni from both RMA's are successful in their careers, which in turn is a positive indication that graduates have indeed achieved the programme learning outcomes.

The way in which the new programme has been developed and is currently implemented makes the committee expect that ALM students who finish successfully the new RMA programme will also achieve the intended learning outcomes and pur-

sue a relevant career. In this regard, the committee calls upon the programme to address swiftly the few weaknesses its members had established in their thesis review by reinforcing the methodological component, by upholding the maximum size/word length, and by avoiding further grade inflation in the scores.

Based on the interviews and examination of the underlying documentation, the assessment committee concludes that both the 'old' programmes and the new RMA Arts, Literature and Media **meet standard 4, achieved learning outcomes.**

Attachments

Attachment 1 Assessment committee

Jan Baetens, chair

Jan is professor of Cultural Studies at the Arts Faculty of KU Leuven. He works in the field of poetry and French literary history and is specialised in the analysis of so-called minor genres, such as comics and graphic and photo-novels. Professor Baetens has extensive accreditation experience as committee member and chair.

Joost Raessens, member

Joost is professor and chair of Media Theory at the Faculty of Humanities of Utrecht University. His research focuses on the understanding of how green media contribute to ecological thought and facilitate different forms of civic engagement. Professor Raessens has been involved in external assessments before.

Margriet Schavemaker, member

Margriet is Artistic Director of the Amsterdam Museum and holds a professorship in Media and Art in Museum Practice at the University of Amsterdam. Professor Schavemaker has been involved in external assessments before.

Jurgen Pieters, member

Jurgen is professor of Literary Studies at the Faculty of Arts and Philosophy of the University of Ghent. He has extensive experience as literary critic for newspapers and magazines in Belgium. Professor Pieters has been involved in external assessments before.

Alice Quinn Banville, student member

Alice has a bachelor's degree from Trinity College Dublin in History of Art and Architecture and Classical Civilisations. She is a self-employed art researcher. At the time of the site visit, Alice was about to finish the Research Master Arts and Culture at the University of Amsterdam.

The assessment committee was supported by **Mark Delmartino**, external NVAO-certified secretary.

All committee members and the secretary signed a declaration of independence and confidentiality, which were submitted to NVAO.

Attachment 2 Programme of the assessment

Location: Leiden University, Academiegebouw, Faculteitskamer Geesteswetenschappen

Friday 12 November 2021

- 08.30 Arrival panel
- 09.00 Internal panel meeting
- 09.30 Session with faculty management
- 10.00 Session with programme management
- 11.00 Session with students
- 12.00 Session with staff
- 12.45 Lunch and internal panel meeting
- 13.45 Session with examination board
- 14.45 Session with alumni
- 15.45 Session with programme management
- 16.30 Internal panel deliberations
- 17.45 Feedback to programme stakeholders

A list with the names of the participants is available at AeQui.

Attachment 3 Documents

Information materials

- Self-Evaluation Report Master Arts, Literature and Media (research), Leiden University 2021.
 - Appendix 1: The COVID-19 confrontation
 - Appendix 2: Admission to the Programmes
 - Appendix 3: Learning outcomes
 - Appendix 4: Staff overview
 - Appendix 5: Overview Research Quality Assessment of LUCAS
 - Appendix 6: Schematic curriculum overview
 - Appendix 7: Overview admissions
 - Appendix 8: Percentage of *cum laude* graduates 2015-2019
 - Appendix 9: List of alumni and their current positions (selected)
 - Appendix 10: List of funded PhD positions of alumni
 - Appendix 11: Theses *Literary Studies* and *Arts and Culture*
 - Appendix 12: e-Prospectus
 - Appendix 13: Other digital documentation

Additional information

- Opleidingscommissie notulen 2019
- Exencommissie jaarverslagen 2018-2019 & 2019-2020
- RMA Literary Studies Opleidingsjaarverslagen 2018-2019 & 2019-2020
- RMA Arts & Culture Opleidingsjaarverslagen 2018-2019 & 2019-2020
- Couse and Exam Regulations 2021-2022
- Assessment Plans RMA Arts, Literature and Media
- Toetskader Faculteit Geesteswetenschappen

Graduation products

The assessment committee has studied the theses and their assessment of 15 students who graduated the programme in 2019 and 2020. A list with student numbers is available at AeQui.