



M Philosophy (research)
University of Groningen

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Summary

Standard 1. Intended learning outcomes

The panel examined the profile of the programme and found that the RMA Philosophy is a broad research master's programme. It aims to provide students with a broad overview of the philosophical domain, advanced knowledge in a specialization area, and the training of strong philosophical analysis, argumentation and research skills. This combined approach fits well with the view and expertise of the researchers involved. The three specializations align with the faculty's main areas of expertise. In this way, students receive a solid theoretical education and acquire relevant transferable skills to become capable and dedicated researchers and reflexive professionals. According to the panel, the programme objectives are appropriately translated into a coherent set of intended learning outcomes (ILOs). It found that the intended learning outcomes (ILOs) of the RMA Philosophy are consistent with the Dublin descriptors at master's level, including the attainment of relevant skills and knowledge at the required level of study. The ILOs focus on the achievement of relevant research skills and the conduct of research, but also include transferable skills. The panel therefore concludes that the ILOs are appropriate for this research-oriented programme. The panel encourages the programme to involve the faculty advisory board and alumni more actively in determining programme objectives and content.

Standard 2. Teaching-learning environment

The panel found the content and structure of the RMA Philosophy programme to be well designed and appropriate for a research master's degree. The curriculum is challenging, broad and varied, and offers students a variety of perspectives and angles from which they can study the main areas of philosophy. The programme interweaves subject matter with the acquisition of research skills, including ethics and scientific integrity, and professional skills. In the development of the individual components of the Research in Practice courses, further gains can be made, according to the panel. It recommends ensuring that the different elements of Research in Practice clearly add value for students. This should be based on an overarching vision of (transferable) skills and preparation for further careers.

Teaching methods are interactive and geared towards small groups of students, with plenty of room for discussion and interaction. The programme also offers students the opportunity to work through the full research cycle under the guidance of two supervisors during their thesis project. Students can broaden or deepen their curriculum through specialization courses and the study abroad semester. The international focus of the programme is directly related to the international context of academic philosophy. The panel sees this focus consistently reflected in the compulsory semester abroad, the significant proportion of international staff and students, and the choice of English as the language of instruction and programme name. In the panel's view, the semester abroad is generally well embedded in the programme, though more structure would be helpful. It provides students with a valuable experience that prepares them for the international field of philosophical research. The use of English in the RMA Philosophy is justified by this strong research orientation, combined with the benefits of an international classroom and staff.

The programme's admissions policy is robust, and student guidance and support is of a high standard, particularly in terms of mentoring and handling of student feedback. Attention is being paid to the complexity of student admissions throughout the academic year. Students are very satisfied with the pleasant and motivating study environment and inspiring research context. The small size of the faculty enhances the informal atmosphere in which collaborative learning takes place. The curriculum is feasible, although timely completion of the programme seems to be less of a priority for some of the students. The teaching staff are well qualified, part of a high-quality research environment and greatly appreciated by the

students for their close involvement. Senior staff could explore ways of involving RMA students more directly in their research. The panel commends the transparent way in which members of staff communicate with students about what they are working on, and actively highlight research activities and opportunities that are of interest.

Standard 3. Student assessment

On the basis of the documentation and interviews, the panel concludes that the assessment system in the RMA Philosophy is adequate. The panel found the types of assessment appropriate and sufficiently varied in relation to the intended learning outcomes. The panel appreciates the increased variety of assessment in the programme. The assessment programme should provide insight into how the specific learning objectives of course units relate to the intended learning outcomes at programme level. Rubrics have been developed for the main types of assessment, peer review is used and assessment criteria are generally clear.

Positive points in the assessment of master's theses include the master's thesis protocol, the four-eye principle where the additional assessor is from another department, the plagiarism check and guidelines for generative AI, and the comprehensive faculty assessment form with a clear rubric, including additional criteria for the RMA Philosophy on methodology and scholarship. The panel concludes that assessment of master's theses is up to standard, but would benefit from explicit detail in the underpinnings of the assessment of (sub)criteria. It therefore strongly recommends further elaborating the process for assessing master's theses and ensuring that the assessments make clear how the evaluation of different components has led to the final grade. On the basis of the interviews, the panel considers that the common understanding of the assessment procedure provides sufficient basis for this to be developed further.

The examination board fulfils its statutory safeguarding role adequately, but operates largely in a reactive mode due to limited support. This is concern that needs to be addressed. At the same time, the board has recently received support and is actively identifying relevant issues. The panel anticipates that, with improved support, the board will become more proactive in its role. The panel considers it important that the examination board is able to carry out its duties well and recommends that the faculty does all it can to support the board.

Standard 4. Achieved learning outcomes

Based on the overall level of the theses and the performance of the graduates, the panel concludes that graduates achieve the intended learning outcomes of the programme. In its view, the substantial proportion of graduates who go on to academic careers and the quality of the theses examined, are all evidence of the research qualities and relevant skills of the programme's graduates. The panel recommends monitoring alumni's career paths as this can help the RMA Philosophy enhance the career readiness of students in the programme.

Score table

The panel assesses the programme as follows:

M Philosophy (research)	
Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard

General conclusion positive

Prof. Gerd Van Riel
Chair

Dr. Irene Conradie
Secretary

Date: 28 March 2024

Introduction

Procedure

Assessment

On 14 and 15 November 2023, the research master Philosophy of the University of Groningen was assessed by an independent peer review as part of the Philosophy cluster assessment. The assessment cluster consisted of 29 programmes, offered by Leiden University, Erasmus University Rotterdam, Radboud University, University of Groningen, Tilburg University, University of Twente, Utrecht University, University of Amsterdam and Vrije Universiteit Amsterdam. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (September 2018), as well as the Specification of Additional Criteria for Research Master's Programmes (NVAO, 2016).

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

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 24 July 2023, the NVAO approved the composition of the panel. On 20 July 2023, the coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016).

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

The programme provided the coordinator with a list of graduates over the period June 2020-July 2023. In consultation with the coordinator, the panel chair selected 15 theses. They took the diversity of final grades and examiners into account, as well as the various tracks. Prior to the site visit, the programmes provided the panel with the theses and the accompanying assessment forms. They also provided the panel with the self-evaluation report and additional materials (see appendix 4).

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

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. No consultation was requested. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings.

Report

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

Panel

The following panel members were involved in the cluster assessment:

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

The panel assessing the research master's programme Philosophy at the University of Groningen consisted of the following members:

- Prof. dr. Gerd Van Riel, professor of Ancient Philosophy, KU Leuven – chair;
- Prof. dr. Mariëtte van den Hoven, professor of Medical Ethics, Amsterdam UMC;
- Prof. dr. Sonja Smets, professor in Logic and Epistemology, University of Amsterdam;
- Dr. Constanze Binder, associate professor Philosophy, Erasmus University Rotterdam – referee;
- Dr. Bruno Verbeek, assistant professor of Ethics and Political Philosophy, Leiden University – referee;
- Sarah Boer, MA student Philosophy, Politics, and Society, Radboud University – student member.

Information on the programme

Name of the institution:	University of Groningen
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Philosophy (research)
CROHO number:	60128
Level:	Master
Orientation:	Academic
Number of credits:	120 EC
Specializations or tracks:	History of Philosophy Theoretical Philosophy Ethics, Social and Political Philosophy
Location:	Groningen
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Submission date NVAO:	1 May 2024

Description of the assessment

Organization

The research master's programme (RMA) in Philosophy is organized by the Faculty of Philosophy at the University of Groningen, together with two bachelor's programmes and three master's programmes. The academic staff is part of the faculty's research institute, the Groningen Research Institute for Philosophy (GRIPh). The RMA Philosophy is part of the Graduate School of Philosophy (GSPh), together with the PhD programme. The faculty has three departments: Ethics, Social and Political Philosophy; History of Philosophy; and Theoretical Philosophy. The faculty board directs the programmes and there is a dedicated programme coordinator for each master's programme. The teaching portfolio is in the hands of the vice-dean and education director. A student adviser, a thesis course coordinator, and an education coordinator provide support. In addition, each RMA Philosophy student is assigned a personal tutor who is a faculty member. At faculty level, there is a faculty council, a programme committee, an examination committee and an advisory board.

Reflection on the previous assessment

In the previous NVAO/KNAW assessment (2015), the research master Philosophy was asked by the panel to better articulate the skills that can be applied outside of the academic context in the intended learning outcomes. This has been addressed by rephrasing certain learning outcomes to include general work attitude, analytical and communication skills in broader contexts. The previous panel advised the programme to aim for a minimum of 30 EC of common compulsory courses exclusively for RMA students. The panel notes that there are sufficient research master-specific elements in the programme: the four Core Issues courses and the tutorials forming part of the three Specialization courses amount to 35 ECs, the Research in Practice courses a further 10 ECs, although these combine group and individual components for RMA students. The recommendation that the thesis assessment form be used as a guide in determining the students' grades is now common practice. The suggestion to add a third, external assessor to assess the thesis has been partially taken up by the programme: a third assessor has been added, although they are usually attached to the Faculty of Philosophy. On the basis of the theses examined, the present panel has no reason to question this practice. It concludes that the programme has adequately addressed the recommendations from the previous assessment.

Standard 1. Intended learning outcomes

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

Findings

The RMA Philosophy at the University of Groningen focuses on training early-career researchers who are adept at philosophical analysis and argumentation, who have a solid knowledge of a wide range of philosophical topics, and who are well versed in their area of specialization. It is a selective two-year (120 EC) English-language programme designed to attract students with above-average ability and an interest in philosophical research. The programme aims to prepare students for doctoral research in philosophy or a related research-oriented position in or outside academia. The panel considers these objectives fitting for a research-oriented degree within the field of philosophy. Students can choose to specialize in one of the three tracks of the programme. These tracks correspond to the three departments within the faculty: History of Philosophy, Theoretical Philosophy and Ethics, Social and Political Philosophy. The added value of broad philosophical knowledge, even in a specialized research function, was highlighted by the programme

representatives. The faculty's international leading position in these various areas of research enables it to offer a broad coverage of the philosophical field. The panel sees this combination of breadth and specialization as a defining feature of the programme.

The 14 intended learning outcomes (ILOs) of the RMA Philosophy apply to all three tracks. The panel found them to be consistent with the Dublin descriptors for master's programmes and to demonstrate the level of ambition appropriate to a research master's programme. The research-oriented nature of the programme is apparent in the ILOs' focus on research skills and the conduct of research. For example, graduates of the programme are able to 'formulate clear and innovative research questions that are grounded in the latest developments in their area of specialization'. On the recommendation of the previous panel, the learning outcomes include transferable skills that can be applied in an academic or professional context. ILOs 7 and 8 involve critical reflection on social and ethical issues. ILOs 10 and 11 broaden the scope of communication skills to reach a wider audience. In addition, ILO 14 outlines the cultivation of a general work attitude necessary for participation in research teams or professional environments outside academia. The panel is satisfied that the RMA Philosophy provides students with knowledge and skills that will be of value in both academic and non-academic research-oriented careers.

The faculty keeps in touch with its alumni through an annual alumni afternoon and career morning (where alumni meet current students) combined with the Night of Philosophy. This annual festival is a collaboration between the faculty, Studium Generale Groningen and Forum Groningen. In addition, the faculty seeks to link up with university initiatives in the field of alumni policy. The panel appreciates that the Philosophy programmes, including the RMA, have established an advisory board at faculty level, made up of alumni working in a variety of positions and sectors. However, the interviews revealed that links with the advisory board have been diluted during the COVID period. The panel encourages the faculty board to continue with the discussed intention to involve the advisory board and alumni more actively in determining the goals and content of the programmes.

Considerations

The panel examined the profile of the programme and found that the RMA Philosophy is a broad research master's programme. It aims to provide students with a broad overview of the philosophical domain, advanced knowledge in a specialization area, and the training of strong philosophical analysis, argumentation and research skills. This combined approach fits well with the view and expertise of the researchers involved. The three specializations align with the faculty's main areas of expertise. In this way, students receive a solid theoretical education and acquire relevant transferable skills to become capable and dedicated researchers and reflexive professionals. According to the panel, the programme objectives are appropriately translated into a coherent set of intended learning outcomes (ILOs). It found that the intended learning outcomes (ILOs) of the RMA Philosophy are consistent with the Dublin descriptors at master's level, including the attainment of relevant skills and knowledge at the required level of study. The ILOs focus on the achievement of relevant research skills and the conduct of research, but also include transferable skills. The panel therefore concludes that the ILOs are appropriate for this research-oriented programme. The panel encourages the programme to involve the faculty advisory board and alumni more actively in determining programme objectives and content.

Conclusion

The panel concludes that the programme meets Standard 1.

Standard 2. Teaching-learning environment

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

Findings

The Philosophy programmes at the University of Groningen are organized by a separate Faculty of Philosophy. The panel observed that the relative size of the faculty, its central focus on philosophy, and the shared commitment to the common cause of creating an academic philosophical community provide substantial added value for students and staff. Additionally, the panel noted that this organizational structure leads to short decision-making processes. The RMA Philosophy is offered on both a full-time and part-time basis, although programme management and students confirm that the part-time option is rarely (formally) taken up. Part-time students take the same courses but at a slower pace. The findings and considerations in this report apply to both part-time and full-time students, unless otherwise stated. This programme offers two enrolment dates, in September and February.

Curriculum

The first year of the RMA Philosophy curriculum consists of four Core Issues courses (5 EC each), three Specialization courses (10 EC each), and the skills course Research in Practice 1 (10 EC). The second year includes a semester abroad (30 EC), the skills course Research in Practice 2 (10 EC) and the thesis (25 EC). See Appendix 2 for a curriculum overview.

The main components of the programme are as follows:

- *Core Issues courses*: four major philosophical themes have been chosen for the Core Issue courses. These include ethics and epistemology of AI, philosophy and its history, philosophy of language, and social ontology and collective ethics. These cover key debates and contemporary work in philosophy. These courses are designed specifically for RMA students. They introduce students to different areas and styles of research that touch on the research interests of the staff;
- *Specialization courses*: at least two of the three Specialization courses must be in the area of the specialization/track chosen at the start of the programme. Each Specialization course consists of two parts: a 5 EC MA elective (open to all master's students) and a 5 EC tutorial (specifically for RMA students). The electives explore specific philosophical topics in small groups of 15-20 students. In the associated tutorial, RMA students are guided by the course lecturer either in working in depth on the essay for the elective or on a supplementary essay on a related topic appropriate to the elective. Through the tutorials, students are given additional guidance on the content, they get more practice in philosophical thinking and writing, and they get to incorporate feedback;
- *Research in Practice 1*: this skills training course focuses on the development of various academic skills needed to conduct research, including academic integrity and writing in academic English. It also involves attending at least six research seminars and presenting and discussing original research in a research seminar;
- *Research in Practice 2*: in a series of meetings towards the end of the second year, students are guided in writing their own research proposal, e.g. in preparing an application for a PhD position;
- *Term Abroad*: students take 30 EC of second-year MA courses at a foreign institution (or 15 EC and additional electives). The Faculty of Philosophy has Erasmus+ student (and staff) exchange agreements with 15 universities. Exceptions may be made for international students;
- *Thesis*: this is a substantial research product of 25 EC, in which students design, conduct and present their own research. The graduation process guides students through each stage of the research cycle, from defining research questions to drafting a thesis formatted as a publishable article. This

involves conducting a literature review, designing methodology, collecting and analysing data, interpreting findings, and ensuring that academic writing standards are met.

The panel examined the curriculum and content of a number of courses (see Appendix 4). It concludes that the programme has translated the intended learning outcomes into a coherent, structured and challenging curriculum. The first year consists mainly of common course units, which both deepen and broaden the students' understanding of philosophical research. The second year consists mainly of individual components in a direction chosen by the student. Students told the panel that they recognize how the Core Issues courses broaden their perspective, even if not all of them see the relevance at the beginning of the programme. In addition, students feel that there is sufficient scope for them to specialize, for example in the choice of electives, the content of the tutorial component, the period of study abroad and the subject of the thesis. The panel concludes that there is a good balance between fixed programme elements and specific individual components. The Core Issues and Specialization courses provide a broad and varied overview of the main disciplines within philosophy and challenge students to study them from different perspectives. These courses are linked to current research in the three departments. In the panel's view, these courses fit well with the intended learning outcomes of deepening philosophical knowledge and conducting research. Throughout the curriculum, students acquire research skills and scientific methodology, and the integrity and ethics of scientific research are taught through skills courses, electives and tutorials. The panel notes that there are sufficient research master-specific elements in the programme: the four Core Issues courses and the tutorials forming part of the three Specialization courses amount to 35 ECs, and the Research in Practice courses amount to a further 15 ECs, although these combine group and individual components for RMA students. The Core Issues courses provide a useful introduction to what researchers are working on, produce broadly trained philosophers, and promote social cohesion among RMA Philosophy students. The panel appreciates the way in which the additional tutorial component of the electives helps to deepen both subject content and research skills.

Specific skills trainings are grouped together in the Research in Practice modules. Research in Practice 1 covers five individual components: Academic English, presentation sessions, research ethics, research seminar attendance, and a presentation of an advanced version of the RMA thesis; Research in Practice 2 teaches students how to write a research proposal. It is in the development of these components that further gains can be made, according to the panel. For example, although the programme indicated that the module raised awareness of English writing styles and techniques, which was beneficial to students, students differed in how useful the current Academic English module was to them. Some people thought it was good, some thought they were just learning tricks, and some thought they were not learning much new. They also found the approach to research integrity and ethics less engaging and more of a tick box exercise. In one case, this was exacerbated by unforeseen circumstances where the lecturer arrived late and content had to change. The panel welcomes the fact that in Research in Practice 2 students worked on writing a research proposal. Although the self-evaluation mentions that this experience is also useful in preparing students for writing research proposals outside academic contexts, the panel feels that the focus of the programme is predominantly on an academic career path. Providing information on career paths outside academia deserves increased attention. The vast majority of students say that they want continue on a PhD track, but it is not realistic to expect that everyone will succeed in staying in academia. The panel believes that greater awareness of the alternative routes available and more contact with alumni may be helpful. The panel recommends ensuring that the different elements of Research in Practice clearly add value for students. This should be based on an overarching vision of (transferable) skills and the preparation for further non-academic careers.

Teaching formats

The RMA Philosophy mainly uses interactive sessions as its teaching format. In these small-scale settings, the lecturer discusses the course material with the students, leaving plenty of room for discussion and interaction. The topics discussed are usually closely related to the lecturer's research, giving students an insight into ongoing research and debates in the field. Students are also taught skills such as the analysis of complex arguments, critical reflection on ethical implications, philosophical writing and communication. Students indicated in interviews that they were very satisfied with the teaching formats and appreciated the interactive format of the courses. The panel has a positive view of the teaching formats used in the programme.

Admission

The annual intake of the Philosophy RMA in recent years has been around 13 students for the September and February intakes combined. The programme selects students on the basis of their previous education, motivation, above-average academic performance and English language skills. Students submit a research paper, e.g. a bachelor's thesis, a CV, academic transcripts with an average grade of at least 7.5 out of 10, proof of English language proficiency, a letter of motivation and two letters of recommendation. The Admissions Board pre-selects candidates who meet the eligibility criteria and hold a bachelor's degree in philosophy or philosophy of science. The programme invites the pre-selected applicants to an (online) motivational interview in which the student explains why they wish to apply for the programme. The panel considers that the programme has a thorough admissions process. The selection process is based on a combination of quantitative and qualitative elements, which is in line with the profile of a rigorous research-oriented programme for motivated and talented students.

Feasibility and guidance

The programme coordinator, the programme's lecturers and the study adviser pay close attention to the supervision of students. The programme coordinator acts as a permanent point of contact for questions about the content of the programme. At the start of the programme, students consult with the programme coordinator to choose a specialization. The RMA Philosophy has a mentoring system whereby students are assigned a personal mentor in their intended area of specialization. The student must submit an individual study plan for approval to the programme coordinator and the study adviser. Students can contact their mentor throughout their studies to discuss their progress and curriculum choices such as study abroad, thesis topics and PhD applications. From the interviews, the panel noted that the mentoring system has a student-driven approach and that this does not pose any problems as it is clearly communicated within the programme. Some students consult regularly with their mentor, while others connect more with other teachers. The student adviser provides guidance to the students with regard to their well-being and personal circumstances. The International Service Desk is available for international student support. The student-centered approach is evident in the way in which student feedback is actively sought, in the involvement of the programme committee and in the opportunities given to students to make choices about their own study path.

Besides the mentoring system, the programme has built in a number of fixed components for student support, including a general introduction, a faculty career morning and a compulsory thesis course. At the start of the programme, students receive an explanation of the programme design and its various components from the programme coordinator in an information session. All students are invited to the faculty's annual careers morning, which is combined with an alumni day. This is an opportunity to learn about careers through a CV check and to meet alumni working in different sectors. In the panel's view, the career focus within the RMA Philosophy curriculum could be broadened, as mentioned above.

Students who start in February are less well catered for in some respects. They join an existing cohort and miss out on a social event such as the Faculty BBQ at the beginning of the academic year. They also find it less attractive to go abroad in the second semester, when these foreign institutions offer fewer courses. The programme has recently organized a separate introductory session for February entrants and wants to explore the possibility of rescheduling the study abroad for this group. The panel welcomes these initiatives. They show that attention is being paid to the complexity of student admissions throughout the academic year.

The programme offers a thesis course with a fixed timetable to reduce the time taken to complete the degree. In preparation, RMA Philosophy students have to participate in the thesis course. The thesis course is offered every semester. Students meet in a small supervised group to work on their own research question, research design and draft of the master's thesis. The peer review process helps to improve the quality of the thesis. In the RMA Philosophy, students are assigned a second supervisor from the beginning of their thesis. An additional supervisor is assigned in the final stage. The first and second supervisor are involved to provide professional guidance and assessment of the master's thesis, the additional assessor is only involved in the final assessment. Supervisors are members of the research staff or professors from other faculties who have an additional appointment at the Faculty of Philosophy. In a supervision plan, the supervisors and the student record agreements on the planning of supervision meetings and a timetable for the completion of the thesis. The student and supervisor have at least five supervision meetings. The panel considers the route to graduation to be appropriately designed.

The panel discussed delays and drop-outs with programme stakeholders. Although the dropout rate has decreased, students are taking longer on average to complete their studies. It should be noted, however, that the COVID-19 years in particular bring the average down; of students starting in 2018 and 2019, an average of 76% graduated in nominal plus one year, and of those starting in 2020 and 2021, an average of 44%. The panel concludes from interviews with staff and students that it is plausible that the figures for the COVID-19 period represent a trend reversal. The programme has introduced a number of measures to reduce delays, such as different assignments, better spreading of deadlines, moving the study period abroad, but this has not yet led to a significant improvement. Other reasons for delays are often related to personal circumstances. The student adviser mentioned that students often combine their studies with a part-time job or a second degree, and that some students want to take extra courses. Drop-outs include students who only continue with their other master's programme or transfer to the regular one-year master's programme in Philosophy. It is also worth noting that the programme attracts ambitious students who are willing to invest in a strong personal profile, even if this means not completing their degree in the two years provided. The panel is pleased that when students work as teaching assistants for the faculty, they are made aware that this teaching experience does not count for extra points when applying for a PhD position. The panel concludes that the programme encourages students to graduate on time, provides extensive personal guidance and monitors feasibility.

Internationalisation and language of instruction

The international focus of the programme is directly related to the international context of academic philosophy. The panel sees this focus consistently reflected in the compulsory semester abroad, the significant proportion of international staff and students, and the choice of English as the language of instruction and programme name. Studying abroad is compulsory for Dutch students, and the panel believes this makes sense, as international students have already gained their experience abroad. In exceptional cases, special constructions and exemptions can be requested from the examination board. The programme has Erasmus+ collaborations with 15 partner institutions abroad, representing a range of disciplines relevant

to the three main tracks. Although a considerable amount of information and support is available, students find it quite a task to organize the logistics. The panel heard from students that they would like more structure in terms of what they need to do and when they need to do it in preparation for going abroad. Students are able to consult with their mentor on their learning plan, which is reviewed by the programme coordinator or the examination board to ensure that it meets the learning objectives of the programme. The panel found that the semester abroad is generally well supported, although more structure would be helpful. It provides students with a valuable experience that prepares them for the international research context.

The RMA Philosophy is taught in English and has an English programme title. English, as the language of international research, matches the academic nature of the research master's programme. The choice of English is motivated by the need to qualify students for PhD research at an international level. The panel has discussed the choice of English with stakeholders in the programme and agrees that English is necessary for the RMA Philosophy given its research orientation and the international context of philosophical academic research, combined with the benefits of an international classroom and staff. Although the panel considers the choice of English to be almost self-evident in this case, it recommends that the faculty's language policy explicitly justifies the choice of English as the language of instruction and the name of the programme for the RMA Philosophy.

Staff and research context

The RMA Philosophy programme is delivered by a diverse group of about 30 permanent staff and 10 temporary staff attached to the Groningen Research Institute for Philosophy (GRiPh). In the most recent research assessment, GRiPh scored excellent in all areas. All staff are active in research, and the institute conducts leading research projects. Recent awards include two Spinoza Prizes (2016 and 2020), an ERC Starting Grant and a Vidi grant in 2019, and Vici grants in 2022 and 2023. In 2017, the NWO Gravitation grant was awarded to the SCOOP consortium for ten years of research and multidisciplinary collaboration. This consortium brings together sociologists, historians, psychologists and philosophers. Faculty staff includes 9 professors, 7 associate professors (Dutch: UHD) and 12 assistant professors (Dutch: UD), reasonably distributed among the 3 departments. Permanent staff hold a PhD, almost all have a Basic Teaching Qualification (Dutch: BKO) and two lecturers have a Senior Teaching Qualification (Dutch: SKO). The composition of the staff is international to a high degree. On the basis of the material studied and the interviews, the panel's assessment of the quality of teaching is very good and the integration of teaching and research ties in well with the research-orientation of the programme.

The panel notes that the members of staff publish predominantly in English and have sufficient knowledge of English to teach well. The range of expertise is broad and covers the domains of the three tracks. However, the panel notes that staff diversity is falling behind. Although the faculty has limited recruitment opportunities and encourages women to apply, the panel recommends that further action be taken to improve diversity, including gender balance, in the teaching team. In interviews and within the student chapter, students express gratitude towards staff for their expertise, enthusiasm, and approachability. The small size of the faculty enhances the informal atmosphere in which collaborative learning takes place. The panel concludes that the teaching staff are competent in both subject matter and teaching skills.

The panel highly appreciates the close involvement of senior researchers and professors in teaching throughout the programme. Much of the teaching is aligned with the research interests of the faculty. The research seminars within the faculty also connect students with ongoing research. They also provide a platform for students to present their own research as part of Research in Practice. Students are inspired by the research topics they encounter, and the panel found that the thesis topics of the selected theses were frequently in line with the expertise of the staff. What seems to happen less often is that students are actively

involved in the research of the lecturers, and the programme could do more in this respect. Lecturers regularly inform students about interesting job opportunities, colloquia and conferences. Participation in colloquia and conferences is encouraged, including reimbursement of travel expenses. Students are also very satisfied with the guidance provided by two supervisors during the graduation process. Overall, the involvement of senior staff is high and has a positive impact on students' work.

Considerations

The panel found the content and structure of the RMA Philosophy programme to be well designed and appropriate for a research master's degree. The curriculum is challenging, broad and varied, and offers students a variety of perspectives and angles from which they can study the main areas of philosophy. The programme interweaves subject matter with the acquisition of research skills, including ethics and scientific integrity, and professional skills. In the development of the individual components of the Research in Practice courses, further gains can be made, according to the panel. It recommends ensuring that the different elements of Research in Practice clearly add value for students. This should be based on an overarching vision of (transferable) skills and preparation for further careers.

Teaching methods are interactive and geared towards small groups of students, with plenty of room for discussion and interaction. The programme also offers students the opportunity to work through the full research cycle under the guidance of two supervisors during their thesis project. Students can broaden or deepen their curriculum through specialization courses and the study abroad semester. The international focus of the programme is directly related to the international context of academic philosophy. The panel sees this focus consistently reflected in the compulsory semester abroad, the significant proportion of international staff and students, and the choice of English as the language of instruction and programme name. In the panel's view, the semester abroad is generally well embedded in the programme, though more structure would be helpful. It provides students with a valuable experience that prepares them for the international field of philosophical research. The use of English in the RMA Philosophy is justified by this strong research orientation, combined with the benefits of an international classroom and staff.

The programme's admissions policy is robust, and student guidance and support is of a high standard, particularly in terms of mentoring and handling of student feedback. Attention is being paid to the complexity of student admissions throughout the academic year. Students are very satisfied with the pleasant and motivating study environment and inspiring research context. The small size of the faculty enhances the informal atmosphere in which collaborative learning takes place. The curriculum is feasible, although timely completion of the programme seems to be less of a priority for some of the students. The teaching staff are well qualified, part of a high-quality research environment and greatly appreciated by the students for their close involvement. Senior staff could explore ways of involving RMA students more directly in their research. The panel commends the transparent way in which members of staff communicate with students about what they are working on, and actively highlight research activities and opportunities that are of interest.

Conclusion

The panel concludes that the programme meets Standard 2.

Standard 3. Student assessment

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

Findings

Assessment policy and practice

In line with the university's assessment policy, the faculty's assessment policy aims to guide and support students in achieving the intended learning outcomes through transparent, reliable and valid assessment. The principles of assessment in the RMA Philosophy are set out in the Teaching and Examination Regulations (TER) and a faculty assessment plan, which sets out the assessment policy and programme. The appendices provide additional documentation relating to examinations, such as examination board rules and guidelines, thesis protocols and standard assessment forms for theses, internships, short essays and oral presentations. The faculty assessment plan indicates for each programme which intended learning outcomes are addressed in which programme components. The panel noted that an earlier recommendation to the other Philosophy programmes in the faculty to include learning objectives in the assessment programme had been largely followed by all programmes, including RMA Philosophy. However, the core of this recommendation was to clarify the relationship between the learning objectives specific to each course and the intended learning outcomes at programme level. The panel recommends that, in line with the other programmes, this more detailed assessment should still be carried out to specify how teaching and learning activities and forms of assessment are aligned with the intended learning outcomes of the programme.

During the site visit, the panel was reassured about the use of written exams in the Core Issues courses - the concern was that this was not an appropriate form of assessment for a research master's programme. Lecturers are piloting a range of written products and assignments. Indeed, the panel was pleasantly surprised by the combination of assessment types in the Core Issues courses. Examples included three mini-papers with a short presentation, several shorter reviews, or giving students a choice between a written exam and a paper. All courses have more than one type of assessment. Typically, courses combine a final essay with other assessments such as a (group) presentation, a research proposal, a paper, a book review, etc. The panel appreciates that the increased variety of assessment helps to avoid a clustering of essay deadlines. The panel also discussed the impact of AI developments, such as the use of ChatGPT, on the teaching and assessment of writing skills. Learning opportunities have been provided by recent cases of suspected cheating in the faculty. The examination board has issued guidelines for students and lecturers on the use of ChatGPT or similar software for 2023-2024. The programme values good writing as a fundamental philosophical skill. It wishes to retain the essay as a form of assessment and is exploring ways of guiding the writing process and encouraging self-reflection. There is also the option of writing the essay in a testing room without internet access. Since the introduction of the AI policy, students are never assessed solely on an essay or take-home assignment. The panel's view is that this is a good principle, and that it also increases the variation in assessment.

Thesis assessment

The supervision and assessment process for the master's thesis is set out in a protocol for the master's thesis. Two supervisors and an additional assessor are the standard for the RMA Philosophy. If the supervisors consider the thesis to be satisfactory, a plagiarism check is carried out and the final version of the thesis is read by the additional assessor. This will provide the supervisors with an indication of the intended mark. In the case of a fail or a deviation of more than one point, the supervisors and the student will discuss possible adjustments to the criticism of the additional assessor. These should be processed within two weeks. In exceptional circumstances, the examination board will be asked to appoint another assessor.

Following the approval of the additional assessor, a final discussion will take place between the student, supervisors and additional assessor, after which the latter three will jointly determine the grade on the basis of the assessment form. The panel considers the assessment procedure to be generally adequate: the protocol describes the process and assessment criteria, the principle of two sets of eyes is applied, with the additional assessor coming from a different department, plagiarism is checked, and a comprehensive faculty assessment form with a clear rubric has been produced. Grades are also explained to students in oral feedback, but on paper the motivation for the grade given is difficult to follow in a quarter of the theses examined. The panel generally agreed with the assessment of the selected theses.

The panel notes that the assessment criteria cover a wide range, from one to one and a half points, and that the rationale given on the assessment forms in the thesis selection varied from very brief to extensive qualitative feedback in support of the overall assessment. According to the panel, the different handling of the assessment form is related to the fact that certain elements of the assessment procedure were not defined in detail. Examples include the implicit assumption that the thesis defence in the final assessment normally has a maximum impact of half a point on the final grade; the way in which the assessment form is used at bachelor's or master's level; the way in which assessors weigh sub-criteria against each other and whether (certain) sub-criteria should be at least sufficient. From the interviews, the panel concludes that while there is a common understanding of how assessment is usually done and what grade is appropriate, it is difficult to transfer an implicitly shared framework to new lecturers. The panel therefore recommends that the (research) master's programmes specify the assessment procedure for master's theses and ensure that the assessments make clear how the assessment of different components leads to the final grade. This can be done either by improving the way in which the underpinnings are written down, by providing a narrative that makes it clear what criteria have been used, or by making the assessment form and the rubric more detailed. The way this is handled is up to the (research) master's programmes, but more accountability is needed to make the final grade more transparent.

On the positive side, the assessment form contains two separate assessment criteria for the RMA Philosophy. The first criterion assesses the mastery of the methodology. The second assesses the level of scholarship. This assesses the extent to which the thesis is in the form of a publishable article and how much revision is considered necessary. Programme representatives explained that this criterion is about indicating the extent to which the thesis has already developed into a publishable article, not (implying) the need to publish immediately. There is more to it than writing a concise thesis, and the form of what constitutes a publishable article varies considerably from one subdiscipline to another. The panel is sympathetic to the programme's concern not to put students under undue pressure to publish, and appreciates the article format as preparation.

Examination Board

The quality of assessment and examination in the RMA Philosophy is monitored by the faculty examination board. The board consists of four senior members of staff - with representation from the three departments - and one external member. The examination board meets monthly to deal with enquiries and complaints and consults throughout the year on assessment issues and policy. The panel met with the board to discuss how it fulfils its statutory duties within the RMA Philosophy, including ensuring the quality of assessment. The board oversees the peer review system for assessments, conducts course file and thesis reviews, advises on assessment policy, and develops guidelines and protocols. The guidelines for the use of ChatGPT are a recent example. The annual report and the interview revealed that the examination board experiences high work pressure and has received some official support only since the beginning of 2023. Thanks to this support, it has been possible to catch up on its sample checks of courses and theses. The panel considers that the support provided is limited in relation to the tasks of the examination board and that the number of

requests is increasing. The panel appreciates what the board has achieved with limited resources, but it should not work predominantly in a reactive mode. Examples given by the board of points of attention for ensuring assessment quality suggest to the panel that the board is aware of relevant issues and wishes to address them more promptly. The panel advises the faculty board to provide more support to the examination board so that the board can perform its duties well, be more proactive, establish a traceable (digital) paper flow necessary for the quality of policy and decision making, and enable everyone to play their part properly. From the final interview, the panel concludes that the faculty board is committed to guarantee more support to the examination board.

Considerations

On the basis of the documentation and interviews, the panel concludes that the assessment system in the RMA Philosophy is adequate. The panel found the types of assessment appropriate and sufficiently varied in relation to the intended learning outcomes. The panel appreciates the increased variety of assessment in the programme. The assessment programme should provide insight into how the specific learning objectives of course units relate to the intended learning outcomes at programme level. Rubrics have been developed for the main types of assessment, peer review is used and assessment criteria are generally clear.

Positive points in the assessment of master's theses include the master's thesis protocol, the four-eye principle where the additional assessor is from another department, the plagiarism check and guidelines for generative AI, and the comprehensive faculty assessment form with a clear rubric, including additional criteria for the RMA Philosophy on methodology and scholarship. The panel concludes that assessment of master's theses is up to standard, but would benefit from explicit detail in the underpinnings of the assessment of (sub)criteria. It therefore strongly recommends further elaborating the process for assessing master's theses and ensuring that the assessments make clear how the evaluation of different components has led to the final grade. On the basis of the interviews, the panel considers that the common understanding of the assessment procedure provides sufficient basis for this to be developed further.

The examination board fulfils its statutory safeguarding role adequately, but operates largely in a reactive mode due to limited support. This is concern that needs to be addressed. At the same time, the board has recently received support and is actively identifying relevant issues. The panel anticipates that, with improved support, the board will become more proactive in its role. The panel considers it important that the examination board is able to carry out its duties well and recommends that the faculty does all it can to support the board.

Conclusion

The panel concludes that the programme meets Standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Prior to the visit, the panel reviewed 15 master's theses from the RMA Philosophy, as well as the assessment forms completed by the assessors. The selection included theses from the three main sub-disciplines. As there have been no part-time graduates in the current accreditation period, the programme was unable to provide the panel with a thesis from a formally registered part-time student. However, three part-time students have enrolled for the 2023-2024 academic year but have not yet written a thesis. This was acceptable to the panel as the content of the programme is the same as the full-time variant. The panel is

positive about the quality of the theses and the achievement of the intended learning outcomes by the graduates in the full-time variant. The overall quality of the higher graded theses is impressive and the lower graded theses underline the high standards of the programme.

The programme has limited information on the career paths of alumni. The Faculty Board appointed an alumni officer after the previous assessment. However, the long-term illness of both this officer and her replacement meant that an operational alumni database was not developed. The self-evaluation provided a broad picture. More than a third of the alumni end up in PhD positions. Other alumni end up in various positions such as research consultants or policy advisers. This broad picture, combined with the overall high quality of the theses, gave the panel sufficient confidence in the graduates' ability to perform well in professional settings. The panel believes that monitoring the career paths of alumni can help the RMA Philosophy to improve the career readiness of students in the programme.

Considerations

Based on the overall level of the theses and the performance of the graduates, the panel concludes that graduates achieve the intended learning outcomes of the programme. In its view, the substantial proportion of graduates who go on to academic careers and the quality of the theses examined, are all evidence of the research qualities and relevant skills of the programme's graduates. The panel recommends monitoring alumni's career paths as this can help the RMA Philosophy enhance the career readiness of students in the programme.

Conclusion

The panel concludes that the programme meets Standard 4.

General conclusion

The panel's assessment of the programme is positive.

Development points

1. Involve the faculty advisory board and alumni more actively in defining programme objectives and content.
2. Ensure that the different elements of Research in Practice clearly add value for students. This should be based on an overarching vision of (transferable) skills.
3. Formulate the language teaching vision and ensure substantive justification when using the English language and an English programme name.
4. Provide students with a more structured checklist of how, what and when to prepare for their semester abroad.
5. Improve the diversity of the teaching team, including gender balance.
6. Make the link between the specific learning objectives of course units and the intended learning outcomes at course level clear in the assessment programme.
7. Describe the assessment procedure for the master's thesis in detail and ensure that the assessments make clear how the assessment of different components leads to the final grade.
8. Provide more generous support to the examination board so that it can be more proactive in its tasks.
9. Monitor the career paths of alumni to enhance the career readiness of students.

Appendix 1. Intended learning outcomes

Research Master Philosophy

Programme learning outcomes

Dublin Descriptors		
Knowledge & Understanding	1. 2. 3.	<i>Graduates of the programme have:</i> an overview of important systematic and historical issues in philosophy, and advanced knowledge of important issues in their area of specialisation; a thorough mastery of the methodology appropriate to their area of specialisation; knowledge of important developments in other scientific fields or cultural fields if these are relevant to their area of specialisation.
Applying Knowledge & Understanding	4. 5. 6.	<i>Graduates of the programme are able to:</i> formulate clear and innovative research questions that are grounded in the latest developments in their area of specialisation; integrate philosophical research and developments in other scientific fields if these are relevant to their area of specialisation; carry out the full process of scientific research, including reporting on the results of their research in a largely self-directed manner.
Making Judgments	7. 8. 9.	<i>Graduates of the programme are:</i> trained in careful reasoning and writing about (complex) philosophical topics generally, including topics of social and ethical significance; able to reflect critically on ethical implications of philosophical and non-philosophical ideas; aware of the ethics of academic research.
Communication Skills	10. 11.	<i>Graduates of the programme are able to:</i> report on their research and other topics for specialists and non-specialists alike; write and speak clearly and unambiguously in the English language on their research and wider topics.
Learning skills	12. 13. 14.	<i>Graduates of the programme have:</i> the ability to find relevant sources and information; the skills required for further study in a largely self-directed or autonomous manner; acquired a general work attitude required for membership of a research team or professional work environment outside academia.

Appendix 2. Programme curriculum

Table 1. Programme overview.

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
1	Core Issues I (5 ECTS)	Core Issues II (5 ECTS)	Core Issues III (5 ECTS)	Core Issues IV (5 ECTS)
	Specialisation I Elective (5 ECTS) + Tutorial (5 ECTS)		Specialisation III Elective (5 ECTS) + Tutorial (5 ECTS)	
		Specialisation II Elective (5 ECTS) + Tutorial (5 ECTS)		
	Research in Practice 1 (10 ECTS)			

Year	Quarter 1	Quarter 2	Quarter 3	Quarter 4
2	Term abroad (30 ECTS)*		Master's thesis course and thesis (25 ECTS)	
			Research in Practice 2 (5 ECTS)	

* Students may also choose a 15 ECTS term abroad complemented with 15 ECTS electives.

Appendix 3a. MA Philosophy electives 2023-2024 per philosophy department

Department of History of Philosophy

- Zhuangzi's Daoism
- Kant's Revolution in Philosophy
- What is Thinking?
- History of Science II: Intervention, Control and Scientific Error
- Philosophy of Death
- The Crisis of European Sciences
- Indian Philosophy: Consciousness
- Latin American Philosophy: Philosophy of Liberation

Department of Ethics, Social and Political Philosophy

- Arguing about Taste
- Hegel's Philosophy of Right
- Marx and Contemporary Philosophy
- Advanced Metaethics
- Consequentialism
- Social Contract Theory
- Autonomy, Authenticity, and the Brain
- Human Rights and Minority Rights

Department of Theoretical Philosophy

- Loopy Minds and 4E
- Epistemic Logic
- Philosophy of Neuroscience
- Philosophy of Climate Change
- Logical Aspects of Multi-agent Systems (F. Science & Engineering, AI)
- Feminist Epistemology
- Philosophy of Argument
- Social Epistemology of Science

Appendix 3. Programme of the site visit

Wednesday 8 November 2023

15.00	17.00	Preliminary panel discussion and office hour (online session)
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Tuesday 14 November 2023

08.45	09.00	Welcome
09.00	10.30	Panel preparation session and office hour
10.30	11.15	Interview programme management
11.15	11.50	Panel meeting
11.50	12.40	Interview students BA Philosophy and BA FveW
12.40	13.30	Lunch and panel meeting
13.30	14.15	Interview teaching staff BA Philosophy and BA FveW
14.15	14.45	Panel meeting
14.45	15.35	Interview students MA Philosophy and MA PSH
15.35	15.45	Panel meeting
15.45	16.30	Interview teaching staff MA Philosophy and MA PSH
16.30	17.45	Panel meeting

Wednesday 15 November 2023

08.45	09.00	Arrival panel
09.00	09.45	Interview students Research Master Philosophy
09.45	09.50	Panel meeting
09.50	10.35	Interview teaching staff Research Master Philosophy
10.30	11.00	Panel meeting
11.00	11.45	Interview examination board and study advisers
11.45	12.30	Panel meeting
12.30	13.15	Lunch
13.15	14.00	Concluding session programme management
14.00	16.00	Panel prepares preliminary findings
16.00	16.45	Development dialogue
16.45	17.00	Oral feedback panel

Appendix 4. Materials

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

- Self-evaluation Research Master Philosophy
- NVAO report and NVAO decision Philosophy programmes, University of Groningen (2018)
- NVAO decision and KNAW advice wo-ma Filosofie (research) (2015)
- NVAO institutional quality assurance assessment (ITK) decision University of Groningen (2019)
- Research assessment report Philosophy 2012-2017
- Strategic Plan RUG 2021-2026
- Teaching and Examination Regulations (TER) MA Philosophy 2023-2024 and MA Philosophy, Science and Humanities 2023-2024
- QAA Subject Benchmark Statement: Philosophy (2019)
- Domain-specific frame of reference Philosophy (2016)
- Code of practice for Language of Instruction at the University of Groningen (Dutch/English)
- Faculty of Philosophy language policy
- Promotion policy Faculty of Philosophy, revised May 2023
- Study guide Philosophy 2023-2024
- Course materials made available in Brightspace, including a selection of student work:
 - Core Issues 1: Ethics & Epistemology of AI
 - Core Issues 3: Kant & Kantian Ethics
 - Tutorials of specializations
 - Autonomy, Authenticity and the Brain (MA elective, ESPF)
 - Violence (MA elective, ESPF)
 - Death (MA elective, GF)
 - Zhuangzi's Daoism (MA elective, GF)
 - Fallacies (MA elective, TF)
 - Loopy Minds: Core Ideas of 4E Cognition (MA elective, TF)
- Assessment Plan Faculty of Philosophy 2023-2024 (Dutch/English)
- University of Groningen Assessment Policy 2021-2026 (Dutch/English)
- Short teacher's guide to philosophy exams
- Thesis assessment form
- Documentation programme committee: annual reports 2021-22, 2022-23, 2023-24
- Documentation Examination Board: annual reports 2020-21, 2021-22 with annex Plan working method; Faculty Guidelines ChatGPT use - Teachers (Dutch/English), Faculty Guidelines ChatGPT use - Students (Dutch/English)
- Peer reviews in electives
- Development discussion: explanation of the themes