

MASTER'S PROGRAMMES

HERITAGE STUDIES

FACULTY OF HUMANITIES

UNIVERSITY OF AMSTERDAM

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This report was finalized on 10 December 2019.



REPORT ON THE MASTER'S PROGRAMMES HERITAGE STUDIES (60 AND 90 EC) OF THE UNIVERSITY OF AMSTERDAM

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Master's programme Heritage Studies

Name of the programme:	Heritage Studies (Erfgoedstudies)
CROHO number:	60808
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specializations or tracks:	-
Location:	Amsterdam
Modes of study:	full time, part time
Language of instruction:	English
Submission deadline NVAO:	01/05/2020

Dual master's programme Heritage Studies

Name of the programme:	Heritage Studies (Erfgoedstudies)
CROHO number:	60835
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	90 EC
Specializations or tracks:	- Archival and Information Studies - Preservation and Presentation of the Moving Image - Museum Studies - Heritage and Memory Studies
Location:	Amsterdam
Modes of study:	part time, dual
Language of instruction:	English
Submission deadline NVAO:	01/05/2020

The visit of the assessment panel Arts and Culture to the Faculty of Humanities of the University of Amsterdam took place on 15, 16 and 17 May 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Amsterdam
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 28 January 2019. The panel that assessed the master's programme Heritage Studies (60 and 90 EC) consisted of:

- Prof. dr. J. (Jan) Baetens, professor in Literary Theory and Cultural Studies at the KU Leuven (Belgium) [chair];
- Prof. dr. P.B.M. (Paul) van den Akker, professor in Art History at Open Universiteit;
- Prof. dr. K. (Karel) Vanhaesebrouck, professor in Theatre Studies at the Université Libre de Bruxelles (Belgium);
- Prof. dr. H.J.G. (Henri) Beunders, professor in Developments in Public Opinion at Erasmus University Rotterdam;
- Prof. dr. M. (Mark) Delaere, professor in Musicology at KU Leuven (Belgium);
- M. (Mirjam) Deckers BA, research master's student Arts & Culture at the University of Groningen [student member];
- Prof. dr. A. (Ann) Rigney, professor in Comparative Literature at Utrecht University [referee].

The panel was supported by dr. F. (Fiona) Schouten and P. (Petra) van den Hoorn-Flens MSc, who acted as secretaries.

WORKING METHOD OF THE ASSESSMENT PANEL

The site visit to the master's programmes Heritage Studies (60 and 90 EC) at the Faculty of Humanities of the University of Amsterdam was part of the cluster assessment Arts and Culture. Between February and December 2019, the panel assessed 34 programmes at 10 universities. The following universities participated in this cluster assessment: Erasmus University Rotterdam, Leiden University, Open University, University of Groningen, Maastricht University, University of Amsterdam, Tilburg University, Radboud University Nijmegen, Utrecht University, and Vrije Universiteit Amsterdam.

On behalf of the participating universities, quality assurance agency QANU was responsible for logistical support, panel guidance and the production of the reports. Dr. Fiona Schouten was project manager for QANU. Fiona Schouten and Petra van den Hoorn MSc acted as secretaries in the cluster assessment.

Panel members

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

- Prof. dr. J. (Jan) Baetens [chair]
- Prof. dr. A. (Annick) Schramme [chair]
- Prof. dr. P.B.M. (Paul) van den Akker
- Dr. J. (Jeroen) Boomgaard
- Prof. dr. R.L. (Rosemarie) Buikema
- Prof. dr. A.S. (Ann-Sophie) Lehmann
- Prof. dr. K. (Karel) Vanhaesebrouck
- Prof. dr. H.J.G. (Henri) Beunders
- Em. prof. dr. S.L. (Sible) de Blaauw
- Drs. A.N. (Lex) ter Braak
- Em. prof. dr. C.A. (Claudine) Chavannes-Mazel
- Prof. dr. P.A.J.M. (Peter-Arno) Coppen
- Drs. P.H.G.J. (Patrick) Cramers
- Prof. dr. M. (Mark) Delaere
- Prof. dr. M. (Mark) Deuze
- Prof. dr. A. (Alexander) Dhoest

- Drs. M.J. (Marie-Jose) Eijkemans
- Em. prof. dr. R.E.O. (Rudi) Ekkart
- Prof. dr. phil. W.D. (Wolf-Dieter) Ernst
- Prof. dr. J.B.H. (Johan) de Haan
- Prof. dr. K. (Koenraad) Jonckheere
- Prof. dr. S. (Susan) Legene
- Prof. dr. P. (Philippe) Meers
- Drs. Y.H.M. (Yoeri) Meessen
- Prof. dr. J. (Joost) Raessens
- Dr. M. (Margriet) Schavemaker
- Drs. E.A.M. (Liesbeth) Schöningh
- Prof. dr. C.B. (Cas) Smithuijsen
- Dr. M.T.A. (Marie-Therese) van Thoor
- Prof. dr. E. (Lies) Wesseling
- Dr. M (Marlous) Willemsen
- M. (Mirjam) Deckers BA [student member]
- S.W.J. (Stef) van Ool BA [student member]
- V.L. (Vivian) van Slooten MA [student member]
- E.M. (Eeke) van der Wal MA [student member]
- Prof. dr. A. (Ann) Rigney [referent]
- Em. prof. dr. C. (Carel) Jansen [referent]
- Prof. dr. E.J. (Liesbeth) Korthals Altes [referent]
- Dr. J.W. (Jan Willem) Honig [referent]
- Prof. dr. D. (Dominiek) Sandra [referent]
- Dr. K.E. (Kim) Knibbe [referent]

Preparation

On 10 September 2018, the panel chair was briefed by QANU on his role, the assessment framework, the working method, and the planning of site visits and reports. A preparatory panel meeting was organised on 14 January 2019. During this meeting, the panel members received instruction on the use of the assessment framework. The panel also discussed their working method and the planning of the site visits and reports.

The project manager composed a schedule for the site visit in consultation with the Faculty. Prior to the site visit, the Faculty selected representative partners for the various interviews. See Appendix 3 for the final schedule.

Before the site visit to the University of Amsterdam, QANU received the self-evaluation reports of the programmes and sent these to the panel. A thesis selection was made by the panel's chair and the project manager. The selection consisted of 8 theses and their assessment forms for each programme, based on a provided list of graduates between June 2017 and December 2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses.

The requirements of the NVAO concerning the selection of under 15 theses per programme were met. The programmes share the Board of Examiners of the Graduate School of Humanities, which is responsible for the quality of assessment in all master's programmes. The master's programme Heritage Studies (60 EC) shares the following courses with the dual master's programme Heritage Studies (90 EC): Information Society and its Infrastructures (12 EC), Information Analytics and Digital Humanities (12 EC), Master's Thesis Archival and Information Studies (18 EC), Digital Curation (6 EC), Digital Memory and Sovereignty (6 EC), Innovation in the Public Information Sector (6 EC). Heritage Studies (90 EC) also shares Cinema Histories and Cultures (6 EC) with the master's programme Media Studies (cluster: CIW & Media Studies). All master's programmes in the Graduate School of Humanities share 8 general intended learning outcomes.



After studying the self-evaluation report, theses and assessment forms, the panel members formulated their preliminary findings. The secretaries collected all initial questions and remarks and distributed these amongst all panel members.

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

Site visit

The site visit to the University of Amsterdam took place on 15, 16 and 17 May 2019. Before and during the site visit, the panel studied the additional documents provided by the programmes. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme management, alumni and representatives of the Board of Examiners. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations.

Consistency and calibration

In order to assure the consistency of assessment within the cluster, various measures were taken:

1. The panel composition ensured regular attendance of (key) panel members, including the chair;
2. The manager was present at the panel discussion leading to the preliminary findings at all site visits.

Report

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

Definition of judgements standards

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

Generic quality

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

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

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

Does not meet the standard

The programme does not meet the generic quality standard.

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

Positive



The programme meets all the standards.

Conditionally positive

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

Negative

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

SUMMARY JUDGEMENT

Master's programme Heritage Studies (60 EC)

Intended learning outcomes

The 60 EC master's programme Heritage Studies/Archival and Information Studies (AIS) 60 trains information specialists to analyse complex information processes and translate them into sustainable systems and solutions. The panel is satisfied with this profile, although it considers it less distinctive than that of the dual AIS track in the MHS programme. The main difference lies in the emphasis on the research context of information in AIS 60, rather than the professional practice. The panel appreciates the fact that AIS 60 and 90 will be joining forces when they move to the Media Studies master's programme. According to the panel, the intended learning outcomes of AIS 60 are in line with the Dublin descriptors for master's programmes. They are of a clearly academic level and reflect the programme's profile.

Teaching-learning environment

The panel considers the setup the master's programme to be coherent, well-designed and conducive to acquiring the exit qualifications. AIS 60 uses a variety of activating teaching methods, such as case studies and institutional sessions. According to the panel, the move of the AIS curriculum (both this programme and the dual master's track AIS 90) to Media Studies provides a good opportunity to combine the theoretical and topical reflection found in AIS 60 with the dual master's track's strong professional orientation. In this way, the best of both programmes is maintained. Given the international orientation, the shift to Media Studies and the computational and digital humanities-driven focus of AIS 60, the panel agrees that English as the language of instruction is logical.

The teaching staff in the programme is highly appreciated by the students. The panel is satisfied with the quality of the staff members and praises their dedication and accessibility. Staff quantity is an issue in the programme. The teaching staff experiences a high workload, which is worsened by the '884' academic calendar according to the panel. The panel points out that a breaking point has been reached. It advises investigating per programme and track how the teaching staff can best be helped, and allowing the programmes and tracks some space and autonomy in addressing the issue. It also recommends including the programme committees in this process. Finally, the panel stresses the importance of controlling the number of students allowed to enter the programme, in order to avoid a further increase of work pressure due to an increase in student numbers.

Student assessment

The panel considers assessment within the Heritage Studies 60 programme to be sufficiently varied and fitting. The assessment matrix shows clearly that all learning outcomes are achieved. The panel advises the programme to investigate whether digital assessment and blended learning would be a useful addition to current assessment practices. It also recommends investigating whether assessment in the programme could be adapted in such a way that the workload is reduced while the effectiveness of assessment is retained, for instance by reducing the number of (summative) tests. It is pleased with the assessment of the thesis and positive about the standard thesis assessment form used by the programme, which offers ample space for comments. It recommends also using this form for mid-term feedback during the writing of the thesis, so that students receive optimal feedback in the process. The panel noticed that the role of the second assessor varies slightly among master's programmes and tracks, and recommends aligning these approaches in order to clarify the role of the second supervisor and increase the transparency of the assessment.

The panel is impressed with the way the Board of Examiners safeguards the quality of assessment of the master's programmes. It found that the BoE works very hard to manage this, not only taking samples of course assessments and theses, but also discussing assessment practices with staff members of the programmes. The BoE could proactively inform the programme about possibilities to streamline assessment and reduce the corresponding workload. In such a way, the BoE could be



of even more value to the programme. The panel also advises the Faculty to increase the BoE's capacity.

Achieved learning outcomes

The panel studied a sample of theses and found them all to be of an adequate academic level. In the AIS 60 theses, it noticed some room for improvement: some theses could have achieved more theoretical depth. The alumni are well prepared for their professional field.

Dual master's programme Heritage Studies (90 EC)

Intended learning outcomes

The panel praises the dual master's programme MHS for its strong professional orientation. The programme's tracks cover a broad variety of professional perspectives within the archival, heritage and museum sectors. The tracks are closely linked to the various professional fields and address contemporary developments and debates on such issues as postcolonialism, digitisation, and diversity. The AIS track distinguishes itself in offering an Archivistiek A certificate. The panel appreciates the fact that the dual AIS 90 track will be joining forces with the AIS 60 programme when they move to the Media Studies master's programme. According to the panel, the Preservation and Presentation of the Moving Image (PPMI) track has a unique, strong profile and is clearly positioned internationally. The Museum Studies (MS) track starts with a clear and well-chosen approach, focusing on the societal contextualising of the museum. The Heritage and Memory Studies (HMS) track's focus on memory and heritage presents a fruitful combination with presentation and exhibition practices in the professional field. These profiles are clearly reflected in the various sets of ILOs, which match requirements for academic master's programmes and reflect the Dublin descriptors. The panel does recommend comparing the various track-specific sets of ILOs to reach a more common standard, taking PPMI as the best practice. MHS could also further strengthen its professional orientation by setting up an advisory board involving alumni and professionals in an advisory board.

Teaching-learning environment

The panel considers the setup of the dual master's programmes in Heritage Studies to be coherent, well-designed and conducive to acquiring the exit qualifications. The tracks use a variety of activating teaching methods, ranging from case studies (AIS 90) to excursions (HMS and MS) and institutional sessions. According to the panel, the move of the two AIS curricula to Media Studies provides a good opportunity to combine the theoretical and topical reflection found in AIS 60 with AIS 90's strong professional orientation. In this way, the best of both programmes is maintained. The panel considers the PPMI track in the dual master's programme to be unique in its specialised content, paying attention to archiving as well as presentation. The MS and HMS curricula were carefully and coherently designed and balance theory and practice well.

The panel is pleased with the fact that in the dual master's programme MHS, the internship is always preceded by a theoretical block. In this way, students are provided with the necessary theoretical and academic knowledge, concepts and skills before they enter the practical phase. The panel also agrees with the placement of the internship in the second semester. In the case of the PPMI track, it finds the placement at the end understandable and logical in view of the international profile of both the track and the students. This timing enables students to do an internship abroad.

The programme is feasible, if challenging. In MHS, the position of the internship is carefully considered and well-organised. AIS 90 students usually follow their internship with their own employer. In PPMI, MS and HMS, finding an internship can be difficult for international students, but the programme staff is aware of this and helps out whenever possible. The panel understood during the site visit that some tracks actively promote combining the thesis and internship. Other tracks leave this up to the student. The panel recommends promoting such combinations in all tracks in order to enhance feasibility. All tracks offer students the option of shaping their own study trajectory,

for instance through electives. In the MS and HMS tracks, the internship can be replaced entirely or partially by an Erasmus exchange with the University of Bologna. The panel considers that especially this latter variant offers students a unique opportunity to get acquainted with international practices.

Given the international orientation, the shift to Media Studies and the computational and digital humanities-driven focus of AIS 90 and PPMI, the panel agrees that English as the language of instruction is logical. As for the MS and HMS tracks, it considers the use of English less obvious. It recommends investigating whether a Dutch track or a (partial) return to Dutch (especially in the case of HMS) would be a viable possibility.

The teaching staff in the programme is highly appreciated by the students. The panel is satisfied with the quality of the staff members and praises their dedication and accessibility. Staff quantity is an issue in all tracks. The teaching staff experiences a high workload, which is worsened by the '884' academic calendar according to the panel. The panel points out that a breaking point has been reached and that especially staff quantity in the PPMI track has reached a critical limit. It advises investigating per programme and track how the teaching staff can best be helped, and allowing the programmes and tracks some space and autonomy in addressing the issue. It also recommends including the programme committees in this process. Finally, the panel stresses the importance of controlling the number of students allowed to enter the programme, in order to avoid a further increase of work pressure due to an increase in student numbers.

Student assessment

The panel considers assessment within the dual Heritage Studies programme to be sufficiently varied and fitting. The assessment matrices show clearly that all learning outcomes are achieved. The panel advises the programme to investigate whether digital assessment and blended learning would be a useful addition to current assessment practices. It also recommends investigating whether assessment in the programmes could be adapted in such a way that the workload is reduced while the effectiveness of assessment is retained, for instance by reducing the number of (summative) tests. It is pleased with the assessment of the internship and the thesis and positive about the standard thesis assessment form used by the programme, which offers ample space for comments. It recommends also using this form for mid-term feedback during the writing of the thesis, so that students receive optimal feedback in the process. It noticed that the role of the second assessor varies slightly among master's tracks and programmes and recommends aligning these approaches in order to clarify the role of the second supervisor and increase the transparency of the assessment. Finally, it recommends broadening the scope of the final work in the PPMI track in order to allow a more practice-based thesis.

The panel is impressed with the way the Board of Examiners safeguards the quality of assessment of the master's programme. It found that the BoE works very hard to manage this, not only taking samples of course assessments and theses, but also discussing assessment practices with staff members of the programme. The BoE could proactively inform the programme about possibilities to streamline assessment and reduce the corresponding workload. In such a way, the BoE could be of even more value to the programme. The panel also advises the Faculty to increase the BoE's capacity.

Achieved learning outcomes

The panel studied a sample of theses and found them all to be of an adequate academic level. In the AIS 90 theses, it noticed some room for improvement: some theses could have achieved more theoretical depth. Theses from the other three tracks of the dual master's programme stand out through their well-chosen, topical and often original subjects. The alumni from the dual master's programme are particularly well prepared for their specific professional field.



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

Master's programme Heritage Studies (60 EC)

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

Dual master's programme Heritage Studies (90 EC)

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

The chair of the panel, prof. dr. Jan Baetens, and the project manager, dr. Fiona Schouten, hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 10 December 2019

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

Standard 1: Intended learning outcomes

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

Findings

Move to Media Studies

The 60 EC master's programme Heritage Studies is referred to as Archival and Information Studies 60 (AIS 60) and lasts one year. The 90 EC dual master's programme Heritage Studies (MHS) lasts one and a half years and consists of four tracks: Archival and Information Studies (AIS 90), Preservation and Presentation of the Moving Image (PPMI), Museum Studies (MS) and Heritage and Memory Studies (HMS). The Graduate School of Humanities at the University of Amsterdam is currently in the process of moving both AIS 60 and the two dual master's tracks AIS 90 and PPMI to the dual master's programme Media Studies 90. The change of the master's tracks has taken effect per September 2019; that of AIS 60 will formally take effect from September 2021.

The panel discussed this change with the Faculty and programme management. It learned that the move is motivated both by practical considerations, since all of the teaching staff are employed in the Media Studies department, and by content-related motives, since the focus of AIS 60, 90 and PPMI is on (digital) media archiving. It therefore understands the decision to move AIS 60 and the two 90 EC tracks, but recommends taking care to retain the specificity of AIS and PPMI within the broader master's programme Media Studies.

Profile

The master's programme Heritage Studies/AIS 60 trains information specialists to analyse complex information processes and translate them into sustainable systems and solutions. Students contribute to the development of strategies to secure digital archives and information systems as part of cultural information and heritage. Thematically, the programme focuses on 'the use of' and 'access to' information. In setup and profile, there is a significant overlap between this programme and the AIS 90 track of the dual master's programme. The main difference lies in the emphasis on the research context of information in AIS 60. AIS 90 focuses on professional applications and policy implications.

The master's programme Heritage Studies 90 (MHS) is a dual master's programme: it combines an academic orientation with a professional focus, and all tracks include a mandatory internship of 24-30 EC. The aim of the programme is to equip students with the necessary knowledge, skills, and understanding pertaining to the field of heritage, thereby enabling them to perform independently and professionally at an advanced academic level. It teaches students to perform scientific research as well as to apply knowledge and research skills in professional practice, and to test theoretical insights against that practice.

The AIS 90 track resembles the master's programme AIS 60, but its students are trained as academic archivists and receive the Archivistiek A certificate upon concluding the programme and a total of 30 EC in History, Law or Public Administration courses. The track thus focuses more strongly on the professional field than AIS 60. The Preservation and Presentation of the Moving Image (PPMI) track aims at familiarising students with collecting, preserving, and curating audiovisual materials, and reflecting critically on these practices in relation to other academic debates and disciplines. The Museum Studies (MS) track focuses on the public face of the museum and engages in how the academic and museum worlds handle and critically analyse material and intangible culture in relation to current societal debates. The track distinguishes itself through a multidisciplinary and problem-oriented approach to the disciplinary object as traditionally developed in archaeology, anthropology and art history. Finally, the Heritage and Memory Studies (HMS) track aims to provide students with



the most important critical insights concerning heritage and memory studies and to train them in conceptualising and problematising heritage and memory practices in their own original research.

The panel is satisfied with the profile of the AIS 60 master's programme, although it considers it less distinctive than that of the AIS track in the MHS programme. AIS 60 lacks AIS 90's clear professional orientation and does not allow students to gain the Archivistiek A certificate. Recently, AIS 60 was modified to resemble AIS 90 more, most notably through changing from Dutch to English. This modification facilitates their current cooperation (cf. Standard 2) and the joint move to Media Studies. As a result, the panel gathered that students of AIS 60 tend to change to AIS 90 in the course of their studies. In light of these circumstances, the panel appreciates the fact that AIS 60 and 90 will be joining forces when they move to the Media Studies master's programme.

The panel praises the dual master's programme MHS for its strong professional orientation. The programme's tracks cover a broad variety of professional perspectives within the archival, heritage and museum sectors. They are closely linked to the various professional fields and address contemporary developments and debates on such issues as postcolonialism, digitisation, and diversity. The choice to create dual tracks to provide a more solid professional orientation is of clear added value to the programme. The panel suggests further strengthening this orientation formally by setting up an advisory board involving alumni as well as professionals in an advisory board, similar to that of the bachelor's programme Art History. Such a board could provide regular and formalised advice on the future shape and content of the various tracks.

The panel regards the PPMI track as unique. It has a strong profile and is clearly positioned internationally. The panel noticed that the programme has a distinctly academic focus as well as being well-attuned to the needs of the corresponding professional sector. The MS track has an institutional perspective and pays ample attention to topical societal issues. It is less focused on high art than the related dual master's programme Heritage Studies/Curating Art and Cultures, and focuses on the societal contextualising of the museum. The panel considers this a clear and well-chosen approach. It is pleased with this track's network of professional advisers. The HMS track addresses the current 'memory boom'; its focus on tangible and intangible memory and heritage defines it against a more cultural analysis-based approach. The track pays attention to such recent issues as digital development and virtual reality. The panel finds that the track's focus on memory and heritage presents a fruitful combination with presentation and exhibition practices in the professional field.

Intended learning outcomes

The two programmes share eight intended learning outcomes (ILOs) with all other master's programmes in the Faculty of Humanities (cf. appendix 1). According to the panel, these general outcomes provide an accurate description of what can be expected of a humanities master graduate. They reflect the Dublin descriptors for master's programmes and are of a clear academic level. The MHS programme has two specific learning outcomes for dual programmes, specifying their professional aims. The AIS 60 programme and the four tracks of MHS also have subject- and track-specific outcomes. The programme-specific AIS 60 ILOs closely resemble those of the AIS 90 track, but are less professionally oriented. The PPMI ILOs are very detailed and extensive, and there are more of them (11) than those of AIS (6), and especially HMS (3) and MS (4). The panel does not find this imbalance problematic, but suggests comparing the various track-specific sets to reach a more common standard, taking PPMI as the best practice. It is satisfied with the ILOs of both programmes and all tracks, which clearly reflect their various profiles.

Considerations

The 60 EC master's programme Heritage Studies/Archival and Information Studies (AIS) 60 trains information specialists to analyse complex information processes and translate them into sustainable systems and solutions. The panel is satisfied with this profile, although it considers it less distinctive than that of the dual AIS track in the MHS programme. The main difference lies in the emphasis on the research context of information in AIS 60, rather than the professional practice. The panel

appreciates the fact that AIS 60 and 90 will be joining forces when they move to the Media Studies master's programme. According to the panel, the intended learning outcomes of AIS 60 are in line with the Dublin descriptors for master's programmes. They are of a clearly academic level and reflect the programme's profile.

The panel praises the dual master's programme MHS for its strong professional orientation. The programme's tracks cover a broad variety of professional perspectives within the archival, heritage and museum sectors. The tracks are closely linked to the various professional fields and address contemporary developments and debates on such issues as postcolonialism, digitisation, and diversity. The AIS track distinguishes itself in offering an Archivistiek A certificate, and the Preservation and Presentation of the Moving Image (PPMI) track has a unique, strong profile and is clearly positioned internationally. The Museum Studies (MS) track starts with a clear and well-chosen approach, focusing on the societal contextualising of the museum. The Heritage and Memory Studies (HMS) track's focus on memory and heritage presents a fruitful combination with presentation and exhibition practices in the professional field. These profiles are clearly reflected in the various sets of ILOs, which match requirements for academic master's programmes and reflect the Dublin descriptors. The panel does recommend comparing the various track-specific sets of ILOs to reach a more common standard, taking PPMI as the best practice. MHS could also further strengthen its professional orientation by setting up an advisory board involving alumni and professionals in an advisory board.

Conclusion

Master's programme Heritage Studies (60 EC): the panel assesses Standard 1 as 'meets the standard'.

Dual master's programme Heritage Studies (90 EC): the panel assesses Standard 1 as 'meets the standard'.

Standard 2: Teaching-learning environment

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

Findings

Curriculum

The master's programme Heritage Studies (AIS 60) is divided into two semesters that are different in their pedagogical emphasis. The first semester presents a dialogue between theory and practice. Students acquire knowledge about different theoretical concepts of archival and information studies (such as access, use, life-cycle, records continuum) and understanding of the conceptual, legal and technical aspects. At the same time, they become acquainted with methods in information studies. The first semester also contains a 6 EC elective: students can choose between Digital Curation, Digital Memory and Sovereignty, and Innovation in the Public Information Sector. The second semester invites students to put their conceptual and methodological knowledge into practice by working on increasingly complex and open-ended group projects in the Advanced Themes Lab (12 EC). In parallel, students write the master's thesis (18 EC).

The 90 EC dual master's programme Heritage Studies (MHS) is characterised by an internship period, occupying either the second or the third semester in the various tracks (see Appendix 2 for an overview of the curricula). The AIS track shares its first semester with the AIS 60 programme. In the second semester, the AIS 90 students enter the 30 EC dual period for their internship. The third semester contains Recordkeeping Informatics (12 EC) and the master's thesis (18 EC). In PPMI, after a first semester of mandatory courses including a one-month workshop, students embark on their thesis coupled with a research workshop in the second. The second semester also contains one elective. The third semester is dedicated to the internship period (24 EC in this track). PPMI differs from the other three tracks in placing the thesis before, not after the internship. It does so in order



to provide closer thesis supervision and to facilitate international internships. MS and HMS have the dual period of 30 EC in the second semester. These tracks also start with a semester of mandatory courses (18 EC) and electives (12 EC). HMS ends with a thesis (18 EC) and an excursion abroad (Current Issues, 12 EC). MS followed the same line until 2018-2019, but has since opted for a 6 EC excursion and a thesis seminar (6 EC).

The panel considers the setup of both master's programmes to be coherent, well-designed and conducive to acquiring the exit qualifications. It is pleased with the fact that in MHS, the internship is always preceded by a theoretical block. In this way, students are provided with the necessary theoretical and academic knowledge, concepts and skills before they enter the practical phase. The panel is pleased with the setup of AIS, MS and HMS, where the dual period is placed in the middle. Students then return to reflection and theory after the internship, which contributes to the deepening and integration of their acquired knowledge and skills. However, in the case of PPMI, the panel finds the placement at the end understandable and logical: the track is very internationally oriented and followed almost exclusively by international students. These students tend to look for internships abroad, which in the past resulted in study delays and even failure to return to the programme, when students were offered follow-up jobs. The panel is pleased that PPMI thought carefully about the best way to design the curriculum and opted for allowing international internships rather than restricting students in their choice. It therefore considers the placement of the PPMI internship acceptable.

Upon studying course descriptions and course materials, the panel concluded that the AIS curricula (both the 60 EC master's programme and the 90 EC dual master's track) address all the necessary content and skills, and provide topical and adequate reading materials. They pay attention to the technical aspects of archival and information sciences, but also to historical criticism and the archive as a construct. The electives offered are challenging and inspiring, and clearly match the AIS profile. In AIS 60, the Advanced Themes Lab lets students expand their experience with empirical research and analyse relevant research issues in the field. The cases used here are derived from the professional field, and they also include more classical archival studies themes. AIS 90 distinguishes itself through its practical component, which allows students the opportunity to obtain their Archivistiek A certificate upon completing an additional 30 EC in History, Law or Public Administration, and does not offer the Advanced Themes Lab. As a result, the programme is slightly less focused on academic research than AIS 60. According to the panel, the move of the two AIS curricula to Media Studies provides a good opportunity to combine the theoretical and topical reflection found in AIS 60's Advanced Themes Lab with AIS 90's strong professional orientation. In this way, the best of both programmes is maintained.

The other tracks of the 90 EC dual master's programme Heritage Studies also offer suitable and topical content and skills teaching. According to the panel, the PPMI curriculum is unique in its specialised content, paying attention to archiving and conservation as well as presentation. Students highly appreciate its specialised content, which prepares them for a very specific professional field. In order to cover all relevant themes and offer space for electives, the PPMI track has a shorter internship, which the panel considers a good measure to avoid overloading the curriculum. The elective space allows the students to acquire broader knowledge and skills outside of their specialised programme.

The Museum Studies track's first semester is designed to take students from knowledge of and insight into academic discourse towards concepts and narratives and then practical application. This application is addressed in the Museums & the Mobility of Artefacts course, where students design and create an exhibition at the Allard Pierson Museum. In the second and third semesters, the MS internship and thesis are combined with lectures and seminars, so that reflection and practical application are combined throughout the curriculum. The panel appreciates this balanced design.

In the Heritage and Memory Studies track, the theoretical component has recently been strengthened as the track was redesigned in the transition from Dutch to English. In the first-semester Who Owns the Past? course, students now reflect more explicitly on the various academic disciplines that come

together in the track. The result is a carefully designed curriculum starting with theory and reflection while addressing current issues and practical experiences in the field of heritage and memory studies. Students are taught various research methods, from site and discourse analysis to interview techniques. The internship in semester 2 and the thesis in semester 3 are accompanied by reflective seminars, which the panel appreciates.

Teaching methods

The teaching methods in both master's programmes are designed in accordance with the teaching philosophy of the UvA, which includes research-based learning and student activation. Among the teaching forms are presentations, papers, guest lectures and excursions. In AIS 60 and 90, case studies are an important component. In the PPMI track, the variety of teaching methods is enhanced through institutional sessions taking place at the EYE, the Netherlands Institute for Sound and Vision, LIMA and other partners. They include guided tours, workshops, discussions and lectures. These institutional components are highly valued by students, and their quality is closely monitored by the programme. Museum Studies and Heritage and Memory Studies offer an international excursion. MS students travel to Turin and/or Venice, HMS students to one or more cities in one of the European Union's border areas. According to students from these tracks, the excursions are a valuable addition to the programme. The panel agrees. It is pleased with the varied teaching methods in both programmes.

Feasibility and student-centred learning

Students entering the master's programme AIS 60 have a bachelor's degree in the humanities or social sciences. At present, around 5 students enter each year. During the site visit, AIS 60 students told the panel that they do not experience any major feasibility issues. In response to the recommendations of the previous evaluation panel, the number of contact hours has been increased, and the core courses are organised by at least two teachers. As a result, the students receive more feedback on their work. The panel applauds this measure. The curriculum includes a thesis trajectory to enhance feasibility, beginning with a research proposal and a literature review. While writing their thesis, students follow the Advanced Themes Lab. This combination is challenging, but the students appreciate the fact that they have regular contact hours while writing their thesis. AIS 60 offers them limited but sufficient room to shape their own study trajectory. The three specific electives in the programme are appreciated by the students, who prefer a deepening of their knowledge and skills to a broadening outside of the programme or faculty.

The students interviewed by the panel mentioned that the transition from a Dutch- to an English-language programme from September 2017 did not lead to significant issues concerning feasibility. In fact, they pointed out that this transition facilitated their moving from AIS 60 to AIS 90. The panel gathered from the interview that a significant number of students who started in the English programme had since moved on to the AIS 90 track, due to the added benefits of a practical period and the Archivistiek A certificate. The panel is satisfied that the move from AIS 60 to AIS 90 turns out to be easy and unproblematic. This bodes well for the upcoming transition to Media Studies.

According to the panel, the dual master's programme MHS is also sufficiently feasible. Students are happy with the guidance and support they receive. In all tracks, attention is paid to the place of the internship in the programme and the timing of the thesis. Internship and thesis supervision follow clear procedures, which are communicated in course guides and manuals to the students, and the thesis is accompanied by a thesis trajectory with set deadlines. Thesis and internship procedures show slight variations between tracks. The panel understood during the site visit that some of the tracks actively promote combining thesis and internship. Other tracks leave this up to the student. The panel recommends that all tracks promote such combinations, since they improve feasibility and allow students to delve deeper into their thesis and internship subject.

The selection criteria for the AIS 90 track are the same as for AIS 60, except that AIS 90 also allows students with an HBO diploma supplemented by a premaster in AIS to enter the programme. The curriculum of the track overlaps with AIS 60 in the first semester, after which they diverge. AIS 90



students follow Recordkeeping Informatics alongside the writing of their thesis in the third semester rather than the Advanced Themes Lab. They also have a 30 EC internship in the second semester. AIS 90 students usually follow their internship with their own employer: these students are typically already working in an archival setting and were sent to the programme by their employer to obtain their Archivistiek A certificate. As a result, finding an internship is not a struggle for the students. The organisation of the internship is limited to designing a project and finding an in-house supervisor. The panel ascertained that the internship is shaped and monitored in such a way that its academic level and educational value are safeguarded. The internship is clearly separated from the students' regular tasks and activities as employees.

Students in the PPMI track are selected according to their prior education in arts, culture and/or media studies at the bachelor's level. They are required to have a grade point average of at least 7 out of 10, relevant work experience, and a clear motivation. The track selects a maximum of 16 students from around 40-45 candidates. As mentioned previously, students in this track usually have an international background, and their prior education varies. The selection process ensures a group of well-motivated students of a sufficient academic level. Evaluations show that students consider the programme to be rather full, but manageable. Study delays are mostly caused by the thesis. In order to improve study success, PPMI moved the thesis to the second semester and the internship to the third. A research workshop was introduced to provide students with extra feedback while writing their thesis. The panel appreciates this change. It concludes from the fact that students usually complete the track in the 1.5 years aimed at by the management that the programme is quite feasible. It is also sufficiently student-centred: in spite of the full programme, students still have an elective space of 12 EC and the option to move abroad for an internship. The panel is pleased with these opportunities.

Like PPMI, the Museum Studies track has a considerable intake of international students. Students are admitted based on prior education (BA in humanities, archaeology, or anthropology), motivation, the quality of their written work, their critical attitude, team spirit and intellectual creativity. Applicants are required to submit a review of an exhibition. The panel applauds the fact that advisors from the museum practice help select candidates. On average, 15-20 students are admitted to the track out of 80-100 applicants per year. Students mentioned to the panel that they find the curriculum feasible, if challenging. International students often encounter difficulty finding an internship in the Netherlands, but their professors are aware of this and use their own professional network to help them find a position if necessary. In principle, the students have to apply for internships themselves. Students and alumni mentioned they found this a valuable learning experience. During the internship, students touch base with the programme every Friday for the Internship Class. In the final seminar, the thesis is combined with the international excursion. In order to avoid thesis delays as a result of this combination, the excursion is now reduced to 6 EC, and students are invited to connect the excursion with their thesis topic. The panel is pleased with this measure. It appreciates the fact that students have 12 EC of elective space, allowing them to shape their own learning trajectory.

The Heritage and Memory Studies track is open to around 15 students (20 per 2019-2020) with a relevant bachelor's degree and a grade point average of 7.5. Applicants write a letter stating their motivation and are interviewed, which the panel considers a good practice. Here, too, professionals are included on the admissions committee. The panel learned that the track draws a mix of international and Dutch students. The international students can struggle with finding an internship as they have fewer options than the Dutch-speaking students, but the HMS staff is acutely aware of this issue and helps students find a suitable position. During the internship, students follow a bi-weekly seminar, which the panel considers a good way to provide extra guidance and to keep students close. HMS students combine thesis writing with a 12 EC foreign excursion; this is challenging, but does not lead to great delays. On the whole, 90% of students graduate within 2 years, testifying to the track's feasibility. Here, too, students have an elective space of 12 EC.

In the MS and HMS tracks, the internship can be replaced entirely or partially by an Erasmus exchange to the University of Bologna. Students follow either a total of 30 EC in courses at that university or choose to do 12 EC in courses at the university and 18 EC in work experience at an Italian heritage institution (upon receiving permission from the Board of Examiners). In the panel's view, especially this latter variant offers students a unique opportunity to get acquainted with international heritage practices.

Language

The AIS 60 programme recently made the change from Dutch to English in order to collaborate better with the AIS 90 track of the dual master's programme. The choice for English is also motivated by a shift in focus towards the 'computational turn' in the humanities and the establishment of the Digital Humanities. When AIS 60 and 90 move to Media Studies, this focus will be strengthened in the curricula. The panel agrees with the choice for English in these cases. Students and staff in AIS experienced no problems with the shift to English and are satisfied with the transition. In PPMI, staff and students share a decidedly international profile. PPMI's transition to Media Studies comes with a similar digital and computational focus. Here, too, the panel agrees with the choice for English.

As for the MS and HMS tracks, the panel considers English less obvious as the main language of instruction. Whereas much of MS is internationally geared, the track also explicitly connects with the Dutch museum world. In the case of HMS, the change from Dutch to English was made recently. The purpose of this change was to establish a better connection with societal and academic debates and practices. However, the change to English weakens the formerly 'natural' connection to the Dutch heritage context. Both tracks still offer the opportunity to write the thesis in Dutch. The panel appreciates this, but regrets the fact that there is currently no dual heritage studies track in Dutch. It learned from the self-evaluation report that the tracks share this regret and that they are aware of the drawbacks of offering their curriculum in English. Non-Dutch-speaking students struggle to find internships and cannot conduct research in Dutch-language archives. The panel recommends investigating whether a Dutch track or a (partial) return to Dutch (especially in the case of HMS) would be a viable possibility.

Teaching staff

The teaching staff in both programmes is highly appreciated by the students. All core university staff members hold university teaching qualifications, and they often have a good network in the professional field, which they put to use for their students. Many staff members also work in the field, particularly in MHS. The panel is satisfied with the quality of the staff and praises their dedication and accessibility.

Staff quantity is an issue in all programmes. Teaching staff experience a high workload, which is worsened according to the panel by the academic '884' calendar, with semesters containing 2 blocks of 8 weeks and 1 block of 4 weeks. As a result, there are no fewer than 40 consecutive weeks of teaching per year, which weighs heavily on teaching staff and allows little room for research, resits, and administrative duties. The Faculty management acknowledges this issue and has formulated a policy to adapt the allocation system, using a more realistic estimate of hours per task and freeing up time for research activities. Nevertheless, the panel finds that a breaking point has been reached and warns that this situation will negatively affect the quality of education if measures are not taken in the very short term. It points out that especially the staff quantity in the PPMI track has reached a critical limit. The track has always collaborated with external specialists, who continue to teach on the programme; however at present, they do so without adequate (financial) compensation. In addition, any university supervision of those sessions happens in staff member's own (free) time. The panel advises investigating per programme and track how their teaching staff can best be helped, and allowing the programmes and tracks some space and autonomy in addressing the issue. It also recommends including the programme committees in this process. According to a document the panel studied during the site visit, their role and position in the organisation could be put to more effective use. Finally, the panel stresses the importance of controlling the number of students allowed



to enter the programme, in order to avoid a further increase of work pressure due to an increase in student numbers.

Considerations

The panel considers the setup of both master's programmes in Heritage Studies to be coherent, well-designed and conducive to acquiring the exit qualifications. They use a variety of activating teaching methods, ranging from case studies (AIS 60 and 90) to excursions (HMS and MS) and institutional sessions. According to the panel, the move of the two AIS curricula to Media Studies provides a good opportunity to combine the theoretical and topical reflection found in AIS 60 with AIS 90's strong professional orientation. In this way, the best of both programmes is maintained. The panel considers the PPMI track in the dual master's programme to be unique in its specialised content, paying attention to archiving as well as presentation. The MS and HMS curricula were carefully and coherently designed and balance theory and practice well.

The panel is pleased with the fact that in the dual master's programme MHS, the internship is always preceded by a theoretical block. In this way, students are provided with the necessary theoretical and academic knowledge, concepts and skills before they enter the practical phase. The panel also agrees with the placement of the internship in the second semester. In the case of the PPMI track, it finds the placement at the end understandable and logical in view of the international profile of both the track and the students. This timing enables students to do an internship abroad.

The programmes are feasible, if challenging. In MHS, the position of the internship is carefully considered and well-organised. AIS 90 students usually follow their internship with their own employer. In PPMI, MS and HMS, finding an internship can be difficult for international students, but the programme staff is aware of this and helps out whenever possible. The panel understood during the site visit that some tracks actively promote combining the thesis and internship. Other tracks leave this up to the student. The panel recommends promoting such combinations in all tracks in order to enhance feasibility. All programmes offer students the option of shaping their own study trajectory, for instance through electives. In the MS and HMS tracks, the internship can be replaced entirely or partially by an Erasmus exchange with the University of Bologna. The panel considers that especially this latter variant offers students a unique opportunity to get acquainted with international practices.

Given the international orientation, the shift to Media Studies and the computational and digital humanities-driven focus of AIS 60, AIS 90 and PPMI, the panel agrees that English as the language of instruction is logical. As for the MS and HMS tracks, it considers the use of English less obvious. It recommends investigating whether a Dutch track or a (partial) return to Dutch (especially in the case of HMS) would be a viable possibility.

The teaching staff in both programmes is highly appreciated by the students. The panel is satisfied with the quality of the staff members and praises their dedication and accessibility. Staff quantity is an issue in the programmes. The teaching staff experiences a high workload, which is worsened by the '884' academic calendar according to the panel. The panel points out that a breaking point has been reached and that especially staff quantity in the PPMI track has reached a critical limit. It advises investigating per programme and track how the teaching staff can best be helped, and allowing the programmes and tracks some space and autonomy in addressing the issue. It also recommends including the programme committees in this process. Finally, the panel stresses the importance of controlling the number of students allowed to enter the programme, in order to avoid a further increase of work pressure due to an increase in student numbers.

Conclusion

Master's programme Heritage Studies (60 EC): the panel assesses Standard 2 as 'meets the standard'

Dual master's programme Heritage Studies (90 EC): the panel assesses Standard 2 as 'meets the standard'

Standard 3: Student assessment

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

Findings

Assessment within the two master's programmes follows the assessment policy of the Faculty of Humanities, which is in line with the university-wide assessment policy. These documents describe standards and procedures involved in the organisation of assessment. According to the assessment policy, each course needs to have multiple assessments at different moments in time, in order to spread the workload and activate students from the start of the course. The panel studied the assessment matrices for the master's programmes and noticed that there are at least two tests per 6 EC course, and often more. Even though it appreciates the wish to spread assessment evenly throughout the courses, it finds that in practice, this leads to an overload of tests and assessment moments. The result is a high workload for teaching staff, due to both the assessments themselves and the rubrics, matrices, and assessment forms involved to guarantee the quality of assessment. Pressure is added by the '884' system, which allows little margin for delays, and by the fact that most assessments are summative rather than formative in nature. The panel recommends investigating whether assessment in the programmes could be adapted in such a way that the workload is reduced while the effectiveness of assessment is retained, for instance by reducing the number of (summative) tests.

Assessment within the programmes is sufficiently varied and fitting. It ranges from papers to pecha kucha presentations and mini-conferences. The assessment matrices show clearly that all learning outcomes are assessed. The panel advises the programmes to investigate whether digital assessment would be a useful addition to the current assessment practices. Internship assessment in the dual master's programme varies slightly per track. Students are always assessed by one of the programme's staff members in consultation with an institutional or in-company supervisor.

The panel is generally pleased with the assessment of the thesis. It is positive about the standard assessment form used by the programmes, which offers ample space for qualitative comments. It recommends also using this form for mid-term feedback during the writing of the thesis, so that students receive optimal feedback in the process. It looked at a selection of theses and the accompanying assessment forms. It considers the assessments adequate, insightful and clearly motivated. The panel noticed that the role of the second assessor varies slightly among master's tracks and programmes: in some cases, the second assessor only reads and assesses the final product, whereas in others, they also read the proposal and/or are involved in the supervision process. The panel recommends harmonising these approaches among the tracks and programmes in order to clarify the role of the second supervisor and increase the transparency of the assessment.

In MHS, most tracks allow the final thesis to take a more practice-oriented shape, such as a museum project in Museum Studies. This is not possible in PPMI. The panel was told by PPMI representatives that a preservation or restoration project would definitely be an attractive option. The panel recommends broadening the scope of the final work in order to allow a more practice-based PPMI thesis, in line with the track's dual nature.

Board of Examiners

The Board of Examiners (BoE) of the Graduate School of Humanities is responsible for the quality of assessment in all master's programmes in the faculty. The BoE has 5 members and consists of representatives from the various clusters of programmes. Each programme has a delegate who functions as intermediary between the programme and the BoE. This delegate advises on programme-specific, regulated procedures, such as student requests and plagiarism matters. Larger themes are dealt with directly by the BoE, which proactively selects themes and issues to promote quality assurance in the programmes. It also promotes knowledge concerning assessment among the teaching staff and management of the programmes. Central to the BoE's activities is the regular check on assessment within courses and on the quality of theses.



The panel is impressed with the way the BoE safeguards the quality of assessment of the master's programmes. It found that the BoE works very hard to manage this, not only taking samples of course assessments and theses, but also discussing assessment practices with staff members of the programmes. The panel appreciates the fact that the BoE first opts for conversation with its peers before considering taking more formal measures. The BoE's capacity is rather limited in view of the large number of programmes and students it is responsible for, and it is looking for ways to become more effective in executing its legal tasks given the limited time and budget it has at its disposal. The panel advises the BoE to actively invest in keeping a close eye on assessment in all programmes and tracks rather than taking even more samples of course assessments and theses. The BoE could proactively inform the programmes about possibilities to streamline assessment and reduce the corresponding workload. In such a way, the BoE could be of even more value to the programmes. The panel also advises the Faculty to increase the BoE's capacity.

Considerations

The panel considers assessment within the Heritage Studies programmes to be sufficiently varied and fitting. The assessment matrices show clearly that all learning outcomes are achieved. The panel advises the programmes to investigate whether digital assessment and blended learning would be a useful addition to current assessment practices. It also recommends investigating whether assessment in the programmes could be adapted in such a way that the workload is reduced while the effectiveness of assessment is retained, for instance by reducing the number of (summative) tests. It is pleased with the assessment of the internship (in MHS) and the thesis. It is positive about the standard thesis assessment form used by the programmes, which offers ample space for comments. It recommends also using this form for mid-term feedback during the writing of the thesis, so that students receive optimal feedback in the process. It noticed that the role of the second assessor varies slightly among master's tracks and programmes and recommends aligning these approaches in order to clarify the role of the second supervisor and increase the transparency of the assessment. Finally, it recommends broadening the scope of the final work in the PPMI track in order to allow a more practice-based thesis.

The panel is impressed with the way the Board of Examiners safeguards the quality of assessment of the master's programmes. It found that the BoE works very hard to manage this, not only taking samples of course assessments and theses, but also discussing assessment practices with staff members of the programmes. The BoE could proactively inform the programmes about possibilities to streamline assessment and reduce the corresponding workload. In such a way, the BoE could be of even more value to the programmes. The panel also advises the Faculty to increase the BoE's capacity.

Conclusion

Master's programme Heritage Studies (60 EC): the panel assesses Standard 3 as 'meets the standard'.

Dual master's programme Heritage Studies (90 EC): the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Theses

The panel studied a sample of theses from both programmes and found them all to be of an adequate academic level. In the AIS 60 theses, it noticed some room for improvement: some theses remain rather superficial and descriptive, and could have achieved more theoretical depth. According to the panel, the move to Media Studies offers an opportunity to address this issue explicitly in student

supervision. In the AIS 90 track, the theses are obviously written for the employer/internship institution, so that the emphasis is on practice rather than theory. Here, too, a satisfactory level is achieved but more academic depth could be attained. Theses from the other three tracks of the dual master's programme stand out through their well-chosen, topical and often original subjects. The theses demonstrate a clear practical as well as an academic orientation.

Alumni performance

The alumni from both programmes, particularly MHS, are well prepared for a specific professional field. The AIS 90 students obtain an Archivistiek A certificate, after obtaining an additional 30 EC in History, Law or Public Administration, which improves their career perspective. Thanks to the dual period in the MHS tracks, alumni are well-informed about professional requirements and opportunities and know what awaits them. The alumni the panel met with were satisfied with the manner in which their specific programme or track prepared them for the national as well as international job market.

Considerations

The panel studied a sample of theses from both programmes and found them all to be of an adequate academic level. In the AIS 60 and 90 theses, it noticed some room for improvement: some theses could have achieved more theoretical depth. Theses from the other three tracks of the dual master's programme stand out through their well-chosen, topical and often original subjects. The alumni from both programmes, and particularly the dual master's programme, are well prepared for a specific professional field.

Conclusion

Master's programme Heritage Studies (60 EC): the panel assesses Standard 4 as 'meets the standard'.

Dual master's programme Heritage Studies (90 EC): the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

The panel assessed standards 1, 2 3, and 4 of the master's programme Heritage Studies (60 EC) and the dual master's programme Heritage Studies (90 EC) as 'meets the standard'. Based on the NVAO decision rules regarding limited programme assessments, the panel therefore assesses the programmes as 'positive'.

Conclusion

The panel assesses the *master's programme Heritage Studies (60 EC)* as 'positive'.

The panel assesses the *dual master's programme Heritage Studies (90 EC)* as 'positive'.



APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Master's programme Heritage Studies (60 EC)

a. Academic ability

The student who has completed the Master's degree programme:

1. should have insight into the key research methods in the field;
2. should be able to interpret, assess and take an individual position on academic practice – and the results thereof – within the field of study;
3. should be able to assess relevant academic literature;
4. should be able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan;
5. should be able to independently carry out research in the field of study and report on that research orally and in writing in a way that complies with the common academic conventions in the field of study;
6. should be able to present any scientific knowledge and insights gained during the degree programme and transfer them to a broader audience than the academic community;
7. should be able to answer scientific questions using knowledge of a specialism within the degree programme;
8. should be able to work in a team and give and incorporate feedback in a constructive way.

b. Subject-specific exit qualifications

Students who have completed the one-year Master's degree programme in Heritage Studies: Archival and Information Studies:

1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context, in particular of:
 - a. digital curation concepts, principles and methods,
 - b. access and (re)use of information by diverse user groups and stakeholders,
 - c. technical and organisational information infrastructures, and
 - d. contextual frameworks of evidence, accountability and sovereignty;
2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study, in particular:
 - a. apply appropriate qualitative and quantitative research methods,
 - b. apply digital curation methods in a research context,
 - c. perform basic analytics on business and research data, and
 - d. analyse functional relations between business and information processes to construct contextual frameworks;
3. have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements, in particular:
 - a. critically interpret research results and outcomes, and
 - b. on the (re)use of information in complicated ethical and societal situations;
4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously, in particular:
 - a. analyse, communicate and mediate complex information infrastructures to diverse user groups;
5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous, in particular:
 - a. have a critical research attitude, and
 - b. demonstrate awareness of the professional and research ethics in archives and information studies.

Dual master's programme Heritage Studies (90 EC)

a. Academic ability

The student who has completed the Master's degree programme:



1. should have insight into the key research methods in the field;
2. should be able to interpret, assess and take an individual position on academic practice – and the results thereof – within the field of study;
3. should be able to assess relevant academic literature;
4. should be able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan;
5. should be able to independently carry out research in the field of study and report on that research orally and in writing in a way that complies with the common academic conventions in the field of study;
6. should be able to present any scientific knowledge and insights gained during the degree programme and transfer them to a broader audience than the academic community;
7. should be able to answer scientific questions using knowledge of a specialism within the degree programme;
8. should be able to work in a team and give and incorporate feedback in a constructive way.

b. Subject-specific exit qualifications

The student who has completed the Master's degree programme:

1. should have gained extensive and successful practical experience in the field at one or several relevant institutions outside the University of Amsterdam;
2. should be able to analyse and critically evaluate any (professional) experience gained in practice, resulting in a scientific reflection on the profession in general.

c Track-specific exit qualifications

Archival and Information Studies:

Students who have completed the track Archival and Information Studies:

1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context, in particular of:
 1. digital curation concepts, principles and methods,
 2. access and (re)use of information by diverse user groups and stakeholders,
 3. complex technical and organisational information infrastructures,
 4. contextual frameworks of evidence, accountability and sovereignty, and
 5. problems, interests, and stakeholders in an operational context;
2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study, in particular:
 1. apply appropriate qualitative and quantitative research methods,
 2. apply digital curation methods in a research and professional context,
 3. perform basic analytics on business and research data,
 4. analyse functional relations between business and information processes to construct contextual frameworks, and
 5. operationalize projects within appropriate legal and organizational frameworks;
3. have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements, in particular:
 1. critically interpret research results and outcomes,
 2. on the (re)use of information in complicated ethical and societal situations, and
 3. assess impact and risks in operational context;
4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously, in particular:
 1. are able to write both academic papers and policy recommendations, and
 2. analyse, communicate and mediate complex information infrastructures to diverse user groups;
5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous, in particular:

1. have a critical research attitude, and
 2. demonstrate awareness of the professional and research ethics in archives and information studies;
6. are also entitled to the diploma in Archivistiek A, referred to in and pursuant to the Dutch Public Records Act 1995, provided that the Examinations Board has successfully established that the student has completed courses in the fields of History or Constitutional Law or Organisational Studies (worth 30 ECs in total).

Museum Studies:

Students who have completed the Museum Studies track:

1. have knowledge and understanding of the critical Museum Studies theory, and have the requisite skills to apply this knowledge and understanding within a multidisciplinary academic discourse;
2. are able to translate theoretical knowledge into academic reflections regarding current and historical issues in the international museum community;
3. have acquired the skills needed to analyse museum exhibitions and to develop and realise concepts for original exhibitions.

Heritage and Memory Studies:

Students who have completed the Museum Studies track:

1. possess knowledge and understanding of heritage and memory studies, the development of these interdisciplinary research areas and the most significant issues studied by researchers to date;
2. are able to reflect academically on various heritage-related concepts and the value assigned to them over time, including cultural, natural, material and immaterial heritage;
3. can apply this theoretical knowledge to the selection, preservation, management and presentation of heritage.

Preservation and Presentation of the Moving Image:

Graduates of this track:

1. can identify key themes and perspectives in the study of media archiving, preservation and presentation, and can reference those in their own reflection on archival and presentation practices;
2. can position the study of media archiving, preservation and presentation among related disciplines (e.g. media studies, heritage studies) and determine how it is indebted to other specialist fields (e.g. archival studies, fine arts conservation, media history);
3. have acquired advanced knowledge of, and are capable of advanced-level reflection on, the history and theory of media;
4. can build on their knowledge of media history and theory in tackling specialist (archival) questions, problems, or dilemmas; in addition, understand how those questions, problems or dilemmas may serve in turn as a prism for the consideration of fundamental issues in media and in history (and its 'making') more broadly;
5. have a comprehensive overview and a basic understanding of key issues and concerns in the interrelated practices of collecting (acquiring, researching, selecting, documenting), preserving (conserving and restoring) and making accessible (reusing, presenting, exhibiting) moving images, sound, and related collections, and can identify key steps in their associated workflows;
6. can determine, and critique, decisive factors in the transformation of those practices over time, both in relation to broader technological, socio-cultural, economic and political developments and developments in other specialist fields;
7. show knowledge and understanding of the history and institutionalization of audiovisual archiving and presentation, and rely on such knowledge in determining and reflecting on the position of specific institutions within the wider field;
8. have developed and pursued, over the course of the programme, their own specialist interest(s), without losing sight of how those fit into the complex of interrelated archival and presentation activities;
9. depending on said interests, can execute the following tasks either at a basic, or a more advanced level: - determining the place of specific media objects within collections, and substantiating such determinations in light of specific sets of (institutional) criteria; - making informed, motivated



recommendations for the material care of audiovisual heritage objects, and for ensuring their sustainability over time (also in digital form); - making informed, motivated recommendations for the continued access to, and reuse or presentation of, such objects;

10. depending on said interests, have acquired a specific set of specialist skills in one or more of the following areas: - the handling of a range of carriers and playback equipment; - the assessment of various types of material damage; - the creation or maintenance of a given set of collection metadata; - the determination or application of strategies for conservation, restoration, or (digital) preservation, according to a given set of standards; - the design or implementation of a curated programme of audiovisual media and/or related objects;

11. can continue to update, and expand on, their specialist knowledge and skills in an autonomous way, in a professional environment.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Master's programme Heritage Studies (60 EC)

Appendix 1 - Compulsory units of study of the MA Heritage Studies 60 EC				
Courses of Heritage Studies: Archival and Information Studies	Credits	Academic year	Period (semester, block)	Level
The Information Society and its Infrastructures	12	Year 1	Semester 1, block 1-2	master
Information Analytics and Digital Humanities	12	Year 1	Semester 1, block 1 and 3	master
Elective ('Digital Memory and Sovereignty' or 'Innovation in the public information sector')	6	Year 1	Semster 1, block 2	master
Advanced Themes Lab	12	Year 1	Semester 2, block 1-2	master
Master Thesis Archival and Information Studies	18	Year 1	Semester 2	master

Dual master's programme Heritage Studies (90 EC)

Appendix 1 - Compulsory units of study of the MA Heritage Studies				
Courses of track Archival and Information Studies	Credits	Academic year	Period (semester, block)	Level
Information Society and its Infrastructures	12	2018-2019	Semester 1, block 1-2	master
Information Analytics and Digital Humanities	12	2018-2019	Semester 1, block 1 and 3	master
Elective (Digital Curation 'or 'Innovation in the public information sector')	6	2018-2019	Semester 1, block 2	master
Dual period Archival and Information Studies	30	2018-2019	Semester 2	master
Recordkeeping Informatics	12	2019-2020	Semester 1, block 1-2	master
Master thesis Archival and Information Studie	18	2019-2020	Semester 1	master
Courses of track Heritage and Memory Studies	Credits	Academic year	Period (semester, block)	Level
Heritage and Memory Theory	6	1	sem. 1, block 1	master
Who Owns the Past?	12	1	sem. 1, block 2-3	master
Internship Heritage and Memory Studies *)	30	1	sem. 2, block 1-3	master
Current Issues: Excursion Abroad - Heritage and Memory Studies	12	2	sem. 1, block 1-2	master
Master's Thesis Heritage and Memory Studies	18	2	sem. 1, block 1-3	MA Thesis
Courses of track Museum Studies	Credits	Academic year	Period (semester, block)	Level
Museum Studies: History, Theory and Sources	6	1	sem. 1, block 1	master
Museum Concepts and Narratives	6	1	sem. 1, block 2	master
Museums and the Mobility of Artefacts	6	1	sem. 1, block 3	master
Internship Museum Studies *)	30	1	sem. 2, block 1-3	master
Current Issues: Excursion Abroad - Museum Studies	6	2	sem. 2, block 1	master
Thesis Seminar Museum Studies	6	2	sem. 2, block 1	master
Master's Thesis Museum Studies	18	2	sem. 1, block 1-3	MA Thesis
Courses of track Preservation and Presentation of the Moving Image	Credits	Academic year	Period (semester, block)	Level
Collection and Collection Management	6	2018-2019	Semester 1, block 1	master
Access and Reuse	6	2018-2019	Semester 1, block 1	master
Preservation and Restoration	12	2018-2019	Semester 1, block 2-3	master
Cinema Histories and Cultures	6	2018-2019	Semester 1, block 2	master
Research Workshop + Thesis Preservation and Presentation of the Moving Image	18	2018-2019	Semester 2	master
Elective	12	2018-2019	Semester 2, block 1-2	master
Internship Preservation and Presentation of the Moving Image	24	2019-2020	Semester 1	master
Project Proposal	6	2019-2020	Semester 1, block 1	master

* De student kan de verplichte leerwerkplaats van 30 EC vervangen door deelname aan de Erasmus-uitwisseling met de Universiteit van Bologna, Italië. Het vervangende programma bestaat uit keuzevakken ter waarde van in totaal 30 EC aan de Universiteit van Bologna of keuzevakken ter waarde van 12 EC aangevuld door een leerwerkplaats bij een erfgoedinstelling in Italië ter waarde van 18 EC. De leerwerkplaats wordt door een docentbegeleider van de Universiteit van Amsterdam begeleid en beoordeeld. De student dient bij deelname aan deze uitwisseling vooraf goedkeuring van de examencommissie aan te vragen.



APPENDIX 3: PROGRAMME OF THE SITE VISIT

Woensdag 15 mei 2019			
09.00	09.15	Ontvangst en welkom	
09.15	11.15	Voorbereidend overleg panel en inzien documenten	
11.15	12.30	Presentatie onderwijsdirecteuren en interview inhoudelijke verantwoordelijken	
12.30	13.00	Lunch	
13.00	13.45	Interview studenten Ba Kunstgeschiedenis	Interview studenten Ba Muziekwetenschap
13.45	14.30	Interview docenten Ba Kunstgeschiedenis	Interview docenten Ba Muziekwetenschap
14.30	15.00	Terugkoppeling panel en pauze	
15.00	15.45	Interview studenten Ba Cultuurwetenschappen	Interview studenten Ba Theaterwetenschap
15.45	16.30	Interview docenten Ba Cultuurwetenschappen	Interview docenten Ba Theaterwetenschap
16.30	17.00	Terugkoppeling panel en pauze	
17.00	17.30	Interview examencommissie bacheloropleidingen	
17.30	18.30	Intern overleg + opstellen voorlopige bevindingen, waarbij mogelijkheid is tot vragen stellen aan opleidingsmanagement (18.00 – 18.30)	

Donderdag 16 mei 2019		
09.00	11.15	Aankomst, panel intern opstellen voorlopige bevindingen (incl. inloopspreekuur, 10.00 – 10.30 uur)
11.15	11.40	Interview studenten M Erfgoedstudies 120 EC (dual)
11.40	12.05	Interview docenten M Erfgoedstudies 120 EC (dual)
12.05	12.40	Lunch
12.40	13.40	Interview studenten M Erfgoedstudies 90 EC (dual/ deeltijd) en studenten M Erfgoedstudies 60 EC (vol-/deeltijd)
13.40	14.40	Interview docenten M Erfgoedstudies 90 EC (dual/ deeltijd) en docenten M Erfgoedstudies 60 EC (vol-/deeltijd)
14.40	14.55	Pauze
14.55	15.35	Interview studenten master K&C 60 (vol-/deeltijd)
15.35	16.15	Interview docenten master K&C 60 (vol-/deeltijd)
16.15	16.30	Pauze
16.30	16.55	Interview studenten masteropleiding Kunst- en Cultuurwetenschappen (dual)
16.55	17.20	Interview docenten masteropleiding Kunst- en Cultuurwetenschappen (dual)
17.20	18.30	Intern overleg panel en opstellen voorlopige bevindingen

Vrijdag 17 mei 2019		
09.00	09.30	Aankomst, intern overleg panel
09.30	10.15	Interview examencommissie masteropleidingen
10.15	10.45	Intern overleg panel
10.45	11.45	Eindgesprek management
11.45	12.45	Panel intern opstellen voorlopige bevindingen
12.45	13.15	Lunch
13.15	16.00	Panel intern opstellen voorlopige bevindingen en voorbereiden mondelinge rapportage
16.00	16.30	Mondelinge rapportage voorlopig oordeel
16.30	17.30	Ontwikkelgesprek (parallelsessies)

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 8 theses of the master's programme Heritage Studies (60 EC) and 8 theses of the dual master's programme Heritage Studies (90 EC). Information on the selected theses is available from QANU upon request.

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

General documents

- Facultair rapport onderwijsvisitaties
- Instellingsplan 2015-2020: Grenzeloos nieuwsgierig
- Notitie Taalbeleid onderwijs binnen de FGw: naar een Tweektalige Faculteit
- Facultair Strategisch Plan 2016-2020
- Vooruit Faculteit der Geesteswetenschappen: Innovatie in het bacheloronderwijs 2016-2018
- Kader Toetsbeleid
- Arbeidsmarktperspectief. Een onderzoek naar arbeidsmarktperspectieven onder alumni van de Faculteit der Geesteswetenschappen
- Examencommissie College of Humanities, Bachelorscripties en hun beoordeling

Reports Boards of Examiners

- Jaarverslag 2016-2017 & 2017-2018, Examencommissie College of Humanities
- Jaarverslag 2016-2017 & 2017-2018, Examencommissie Graduate School of Humanities

Reports Programme Committees

- Jaarverslag OC ACW 2016-2017
- Jaarverslag OC ACW 2017-2018
- Jaarverslag OC Theaterwetenschap 2016-2017
- Jaarverslag OC Theaterwetenschap 2017-2018
- Jaarverslag OC Muziekwetenschap 2017-2018
- Jaarverslag OC Kunstgeschiedenis 2016-2017
- Jaarverslag OC Kunstgeschiedenis 2017-2018
- Annual report OC MA Heritage 2016-2017
- Annual report OC MA Heritage 2017-2018
- Annual report MA Preservation and Presentation of the Moving Image 2016-2017
- Annual report MA Preservation and Presentation of the Moving Image 2017-2018
- Annual report OC MA K&C 2016-2017
- Annual report OC MA K&C 2017-2018

Course selection

Van onderstaande vakken is het studiemateriaal (studiehandleidingen, toetdossier) digitaal aangeboden. Daarnaast heeft het panel toegang gehad tot de Canvasomgeving van deze vakken.

Ba Cultuurwetenschappen

- Internationaal cultuurbeleid
- I Amsterdam

Ba Kunstgeschiedenis

- Kunsttechnieken en visuele analyse II
- Tekeningen in Focus

Ba Muziekwetenschap

- An Introduction to Cultural Musicology
- Historische Muziekwetenschap 1600-1800



Ba Theaterwetenschap

- Dramaturgie
- Performance Analyse

DMa Erfgoedstudies 90

- Track AIS 90: Society and Its Infrastructures
- Track AIS 90: Recordkeeping Informatics
- Track PPMI: Preservation & Restoration
- Track Museumstudies: History, Theory and Sources
- Track Heritagestudies: 147613096Y / MA Heritage Studies: Heritage & Memory Theory

DMa Erfgoedstudies 120

- Collecting, Curating and Display
- Curatorial Practices in the Contemporary world I
- Curatorial Practices in the Contemporary world II

M Erfgoed 60

- Information Analytics and Digital Humanities

Ma Kunst- en cultuurwetenschappen 60

- Art and Activism
- Kunst en de canon
- Comparative and Cultural Analysis
- Kunst en cultuur in het publieke domein
- How Music Works: Cognitive and Computational Perspectives

DMa kunst- en cultuurwetenschappen 90

- Seminar Dramaturgy
- Key Concepts In Theatre and Performance Studies

Other

- Sample internship reports and assessments Dual Ma Heritage Studies (120 EC) Curating Art and Cultures.
- Verslag veldadviesraad mei 2019 BA en MA Kunstgeschiedenis mei 2019
- Kengetallen CoH K&C
- Kengetallen GSH K&C