


RESEARCH MASTER: MASTER OF ARTS IN ADVANCED STUDIES IN THEOLOGY AND RELIGION

KU LEUVEN

PROGRAMME ACCREDITATION CUSTOMISED TO OWN CONDUCT 
ASSESSMENT REPORT

24 JUNE 2023






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1 Executive summary

Overlooking its entire investigation, the panel concludes **positively** on the Research Master: master of Arts in Advanced Studies in Theology and Religion (ReMa). The panel arrives at this conclusion based on the self-assessment report and the discussions on interdisciplinarity, diversity and quality assurance during the site visit.

The panel finds that the learning outcomes are suitable for the ReMa and that the ReMa curriculum is aptly tailored to cater prospective PhD students, especially in the preparation related to content, structure and methodology of research. The programme's design, including majors, central methodologies, and electives, is thoughtfully crafted and adaptable to the teaching staff's specializations.

The panel discovered a vibrant academic community characterized by a positive atmosphere at both the faculty and university levels. This environment facilitates seamless access to top-notch interdisciplinary opportunities and students are actively encouraged to broaden their knowledge through elective courses.

The student population's diversity creates an excellent environment for personal growth and development. The programme is adequately supported by a staff of ample size and high quality and the facilities are well-developed, including a renowned research-oriented library that provides ample resources and can also be inspiring. Moreover, the programme offers students various forms of support such as the international student committee ACIS, which provides valuable support to students throughout their studies.

The panel also identified some possible topics for enhancement. While the programme appears to thoroughly take into account the experience and background of students with pre-existing know-how, exemption policies do not always seem to work well in practice. Furthermore, whilst the multicultural exchange is very strong amongst the students and is implemented and operationalized intentionally in the curriculum, it could be done more effectively. Also, the efforts to diversify the faculty could be strengthened in order to suit better with the student population, but also to cover the full breadth of the Christian tradition, which is for a large part its subject of study. Some smaller improvements in the quality assurance cycle would also be welcomed.

In sum, The ReMa offers a well-rounded and high-quality programme of which a large share of the graduating students advances into the PhD-programme.

The Hague, 24 June 2023

On behalf of the expert panel convened to assess the Research Master: master of Arts in Advanced Studies in Theology and Religion:

Prof. dr. Carl Sterkens
(chair)

Drs. Maya de Waal
(secretary)

2 Examination of the panel

2.1 First appraisal and preparatory meeting

Prior to convening on 11 May 2023, the panel members provided individual reports detailing their initial impressions. These preliminary assessments were collected by the panel secretary and compiled into a compilation document. The individual contributions exhibited a significant level of consensus among the panel members regarding both the strengths of the Research Master: master of Arts in Advanced Studies in Theology and Religion (ReMa) and the issues and questions that required further investigation.

The panel encountered a comprehensive dossier that was deemed sufficient for evaluating the quality of the programme according to NVAO's assessment framework. However, the self-assessment report (SAR) alone did not always provide a complete understanding of the programme's content and structure. Access to underlying materials, such as the course catalogue, student feedback, and policy documents, was necessary to gain a deeper insight.

Overall, the panel determined that the SAR was an honest and positive report, addressing both the evident quality offered by the ReMa and the challenges it faces. Consequently, the panel reached a positive initial impression on the programme's quality and intends to engage in dialogue with the programme stakeholders to achieve a deeper understanding and provide appropriate recommendations for further enhancements.

The panel found three larger themes to discuss with the programme. The first theme is the broader topic of interdisciplinarity, and more specifically regarding the position of Religious Studies in the programme. The second theme is on quality assurance. The third theme focuses on diversity and inclusion, encompassing the implementation of non-binding personal development goals. Additionally, the panel decided to pose some separate, more detailed questions on other topics for verification.

2.2 Site-visit

The first session on 12 May 2023 was with **programme management**. The panel discussed with the management how they organise internal cooperation and collaboration with other faculties and institutions to strengthen interdisciplinarity, stimulate innovation, and integrate other research fields in the programme. The management team provided a broad overview of the ways interdisciplinary cooperation takes place: many research projects are interdisciplinary, students take courses from other disciplines, and sometimes co-promoters come from other faculties. There is ample room in the curriculum for electives to ensure that the individual research focus of the student can be facilitated, and there are plenty of opportunities to choose other disciplines related to the thesis. Additionally, visiting guest professors create new opportunities for state-of-the-art electives. Furthermore, there is a cross-sectional matrix structure with the teaching committee and research units to ensure that current research projects are incorporated into the classes.

The faculty distinguishes between two types of cooperation: on the one hand it cooperates with strong academic institutions; and on the other hand, it collaborates with institutions, where they aim to act as a facilitator. The programme feels that it could improve cooperation with the latter and intends to stimulate this type of cooperation more now that the Covid-19 pandemic is no longer a hindrance. Furthermore, the management has allocated a budget for small interdisciplinary projects to foster innovation and create initiatives to explore with internal and external partners.

The panel then inquired about how intercultural learning is being implemented, and about the background of the decision not to include it in the Programme Learning Outcomes (PLOs). After outlining the ways intercultural learning takes place, the programme management explained that it is an institutional-level choice not to formally assess intercultural learning for challenges of validity that can arise with soft skills assessments. Although the panel understands the decision to incorporate intercultural learning only informally through personal development goals, it believes that in-depth understanding of cultural contexts is something that can be taught and assessed.

Intercultural learning, diversity, and inclusion are high-priority topics for the management. The panel received a recent policy document that comprehensively outlines the plans of the new management to further enhance the programme. This new policy plan consists of eight strategic goals with 200 actions. In summary, management aims to cultivate a culture of trust and confidence, reducing excessive control. Both symbolic and substantial steps have already been taken to make the programme more inclusive. Among them are the creation of a "meeting room" bookable for students and staff in the former dean's office; and the compulsory participation of professors in two courses on social safety. On a higher level, the programme strives to form people in their integrity and personality in a broader sense. Not only in the programme itself, but also in society. In doing so, the faculty aims to create additional purpose in supporting people who are in search of meaning (from a Christian perspective or in any other way).

During the second session, the panel engaged with **students** to gain insights into their experiences with the programme. The students expressed appreciation for the international environment and highlighted how their cultural backgrounds are incorporated and discussed in class. Some courses explicitly encourage students to bring in their personal context and engage in exchange of thoughts. However, the panel noted that there is room for further harnessing the diversity within the class. While intercultural learning opportunities exist in many courses, students need to actively participate to deepen their learning. Consequently, individual experiences may vary. Additionally, due to time constraints, the full potential of intercultural dialogue is not always realized, and some professors may lack the necessary pedagogical skills to structure conversations and guide students effectively. Overall, there are practical avenues for international conversation in both class settings and extracurricular activities, but there is room for improvement.

Students expressed satisfaction with the opportunities provided by the programme. The teaching staff and supervisors were recognized for their helpfulness, even in non-academic matters. The presence of numerous committees and structures enriches

student life and contributes to a secure social environment. The panel commends the programme for fostering a supportive community that facilitates personal growth.

Earlier in the day, the management clarified the quality assurance procedures in place to ensure continuous improvements. Students acknowledge the existence of policies and feel that their voices were heard by the programme. However, they also identified areas for potential enhancement. For instance, students expressed a desire for fewer lecture-style courses and more smaller tutorials. They also expressed the need for increased practical support from the faculty for student initiatives. Although efforts have been made to address this, there are instances where the official credits assigned to a course do not align with the actual workload. During the dialogue, it became apparent that some students do not fully comprehend the decision-making process within the programme or the rationale behind certain course requirements. Notably, not all students feel comfortable seeking additional information or initiating formal procedures, even for simple matters like approaching the class representative. Consequently, the panel will recommend that the programme explore even more accessible channels for students to seek help or provide feedback.

The panel further engaged in a discussion with the **teaching staff** to explore their experiences and potential recommendations for the programme. Specifically, the panel delved into the issue of the relatively prominent emphasis on Theology in comparison to Religious Studies, considering ongoing secularization. The panel expressed curiosity about how this matter is internally debated and evaluated. The staff conveyed consensus that a strong distinction between Religious Studies and Theology is not fruitful neither necessary. Interdisciplinary approaches are embraced at the micro-level of individual scholars, with everyone combining the two disciplines. There is a shared understanding that both fields have inherent contributions to offer one another. At the macro-level of the programme, occasional academic tensions arise during programme revisions. Religious Studies professors hold full membership in different research units, ensuring that a Religious Studies perspective is integrated into all research groups. This choice is widely supported as it reflects the importance of religious plurality in contemporary society.

Interdisciplinarity holds great significance within the programme. In the common courses, known as the "Truncus Communis", an interdisciplinary approach is emphasized, and the teaching staff ensures comprehensive coverage of the entire field. Given that interdisciplinarity permeates the programme, a separate interdisciplinary course is deemed unnecessary. When determining the curriculum content, there is a consensus on the importance of retaining the historical foundation of the programme and leveraging the specific expertise in the subdisciplines present at Leuven. Students appreciate this foundational framework, and the chosen structure allows for opportunities for interdisciplinarity, while still accommodating the subdisciplines.

The panel then raised the issue of diversity within the staff. Every time there are job openings, the relevance of diversity is given explicit attention. This has yielded positive results in terms of improving gender balance, albeit gradually. Vacancy committees actively seek applicants from the global south, which presents challenges, but has been only partly successful. Moreover, candidates from other regions often have fewer publications with high impact and have had less funding opportunities compared to

Western candidates. This results in an imbalance in the hiring process. The programme believes that institutional policies are necessary to effectuate a more diverse faculty of high quality. The panel appreciates the faculty's proposal to stimulate dialogue about this issue on the level of the university. In the short term, the panel recommends strengthening and facilitating cooperation with other institutions to cultivate greater diversity within (temporary) teaching staff.

In the afternoon, the panel engaged in discussions with several **alumni** of the programme. Overall, the alumni expressed that the programme is highly suitable for aspiring PhD students as well as those pursuing alternative career paths. They greatly appreciated the emphasis on critical thinking and the development of writing skills. The programme's broad methodological foundation equips students with the ability to independently acquire the tools necessary for their respective careers. Concluding, the well-rounded nature of the programme is highly valued in the professional field.

The ReMa programme offers a fascinating and enriching experience for students. The student cohort is truly diverse, encompassing individuals from different religious backgrounds, regions, education systems, and professional aspirations. All students are brought together within a cohesive programme and master's project.

According to the alumni, there is still much room for improvement in terms of diversity. Currently, presenting diversity rests primarily on the students. Many professors have been at Leuven for a significant period of time, and the introduction of new junior staff members could be utilized to create a more diverse teaching experience. Efforts have been made to foster diversity through the inclusion of guest professors and collaborations with other institutions. While progress has been made regarding gender diversity, some research groups still lack female professors.

The majority of the staff members endeavor to incorporate diversity and promote a holistic perspective. However, some professors still need to be trained in understanding and mentoring diverse groups. The panel commends the steps that have been taken thus far to establish a more diverse and inclusive curriculum and fully supports the programme management's intention to continue advancing in this area. The panel is keen to observe the programme's future development in the coming years.

At the end of the day the panel asked the **management** team some final questions to verify some of the findings from the day. After answering some practical questions on the English proficiency of (aspiring) students and the abridged programmes, the panel deepened the dialogue with management on 1) quality assurance and 2) the diversity of staff and the international character of the programme.

Regarding quality assurance, the panel noticed that there are some discrepancies in the experiences of students and the policies on study load determination. This subject has had the attention of programme management for quite a while. It is now expected of lecturers to explain in the first week to students how the study load is substantiated. When a course is developed, it is expected of staff to critically assess the study load from a student perspective: how long does it take for a student to read a book and really comprehend it?

For mid-cycle improvement of courses, before every Programme Committee (PC) the student representatives are asked for feedback. It is the first item on the PC agenda and as such should receive appropriate attention. Until last year the way of working was not ideal and changes have been made. For example, there are now permanent study advisors with better visibility and expertise. Also, in the formal student evaluation forms there is now an anonymous open box for feedback that goes directly to the professor. The vice-dean is the only one who can also read the open question box, so something can be done in view of the feedback given, but there is safety for the professor. Another example is that ACIS asked for a coach for all the students, while such a coach is already assigned for religious sisters who live in a separate house – which was then implemented. The panel underlines that they fully support the direction the new board has taken when it comes to quality assurance.

Regarding staff diversity and the international context of the programme, the panel observed that the faculty is currently in a transitional phase where there has been an increase in religiously diverse staff in recent years, but a lack of colleagues from the global south. The panel was informed that potential new staff members are (understandably) evaluated according to the standards and within the framework of the university, and there are no quotas to mitigate the negative consequences of this policy. Additionally, the requirement to quickly attain a high level of Dutch proficiency for permanent employment is counterproductive. As a temporary measure, the faculty strives to replace professors going on sabbatical with individuals from partner universities in the global south. This approach falls within the faculty's sphere of influence and is viewed positively by the panel as a temporary solution, conditional to fair (i.e. equal) payment. The same applies to visiting lecturers who are occasionally integrated into the research units to provide diverse perspectives.

As an internationally oriented programme, the current political landscape poses a significant external threat. Both the panel and the programme are aware that conditions (e.g. regarding scholarships, tuition fees or access to the country for study purposes) can rapidly change through governmental decisions. The committee encourages the programme to persist in their efforts to secure contact with social constituency, among them religious institutions, and the professional sectors outside the university. It also appreciates the commitment to the chosen path of strengthening the global south through research and education.

3 Judgement

After thoroughly examining the entire programme, the panel has reached a positive conclusion regarding the Research Master: master of Arts in Advanced Studies in Theology and Religion. This decision is based on the informative self-assessment report (SAR) and the high-quality discussions held during the site visit, which effectively addressed the panel's inquiries raised after reviewing the SAR.

The panel recognizes that the learning outcomes of the programme are suitable for the Research Master, which primarily caters to students intending to pursue a Ph.D. The programme's chosen structure represents a clear improvement over previous iterations, particularly in terms of research preparation and organization. While not groundbreaking or innovative, the programme is well-rounded and of good quality. It successfully attracts a significant number of students and effectively prepares them for the Ph.D. track, which aligns with its intended purpose.

Throughout the investigation, the panel observed a strong and historically rooted community that serves as an inspiration and challenge for students to grow in unexpected ways during their time in Leuven. The students, faculty, and management take pride in being part of this academic community. The panel acknowledges the vibrant academic atmosphere at both the faculty and university levels, which facilitates easy access to high-quality interdisciplinary courses and research projects. The close integration of the city and academic life allows students to concentrate on their studies.

The programme's design, including majors, central methodologies, and electives, demonstrates thoughtful consideration. The panel particularly appreciates the availability of 20 elective credits within the ReMa, considering it something the programme should value. The panel observed that students are encouraged to broaden their knowledge through these electives, which is commendable. The programme also effectively incorporates recent research by professors in the curriculum and adapts well to the specializations of both permanent and visiting teaching staff. Furthermore, the panel found the size and quality of the staff more than sufficient to deliver the programme effectively.

The panel also identified good facilities and an inspiring, research-oriented library. The presence of interdisciplinary centres and various committees, such as ACIS, which supports international students in feeling at home, further enhance the programme's strengths. The diversity among the student population provides good conditions for personal development and growth and the panel feels confident that the actions in the policy plan focusing on diversity and inclusivity will enhance those conditions in the future.

Importantly, a significant proportion of ReMa students proceed to the Ph.D. programme at Leuven or abroad, indicating that the programme effectively prepares its alumni for their future academic careers.

Alongside these positive aspects, the panel also offers recommendations to enhance the performance of the ReMa in the future. Therefore, the panel advises the programme to consider the following potential topics for enhancement:

- Because the language requirements for the Biblical Studies major use up the elective credits, those who take this major have much less opportunity for interdisciplinary exploration. The panel recommends further research on this matter. For example, are students given full recognition for prior attainment in biblical languages, or should the biblical languages come out of the credits for the major?
- While the multicultural exchange among students is strong and intentional, the programme could enhance its organization and deepen its effects.
- The panel advises the programme to continue efforts to move toward a more diverse staff and given the challenges to reach that goal to incorporate other perspectives by inviting more guest lecturers.
- While the faculty has guidelines for study load, the policies are not always operationalized, and students may not be fully aware of them. The panel suggests continuing current efforts to improve this aspect.
- The student representative plays a partial role as a bridge between students and staff. However, the panel suggests creating another easily accessible and responsive avenue, such as a designated desk or contact person, to enable students to provide input and suggest improvements during the modules more easily.

4 Review process

The assessment was carried out in line with the 'Assessment framework programme accreditation customised to own conduct – June 2020'.

The panel prepared itself for the assessment on the basis of the self-assessment report submitted by the institution when applying for accreditation. Prior to the preparatory meeting of the panel, each panel member formulated initial impressions and questions were listed. During a preparatory meeting on 11-05-2023, the panel discussed all information received in the application file and also prepared the dialogue with the programme. Impressions and questions were updated before the first dialogue with the institution.

A site visit followed on 12-05-2023. During the dialogue with the programme the panel investigated the context of the programme and the institution and collected all required information to make a judgement on the quality of the programme.

During a closed meeting of the panel at the end of the site visit, the panel discussed all information obtained and translated it into a holistic judgement. The panel took this conclusion in full independence.

All information obtained led to a draft assessment report that has been sent to all panel members. The feedback from the panel members has been processed. The assessment report adopted by the chairman was submitted to NVAO on 24 June 2023.

Annex 1: Administrative data regarding the institution and the programme

Institution	KU Leuven
Address, institution website	Naamsestraat 22 – box 5000 3000 Leuven, België kuleuven.be
Programme	Research Master: master of Arts in Advanced Studies in Theology and Religion
Level and orientation	Master
(Additional) title	N/A
(Parts of) field of study(s)	Theology, Religious Studies, and Canon Law (Godgeleerdheid, godsdienstwetenschappen, en kerkelijk recht)
Specialisations	<ul style="list-style-type: none"> • Biblical Studies • History of Church and Theology • Systematic Theology • Theological Ethics • Pastoral Theology • Religious Studies
Programme routes	<ul style="list-style-type: none"> • Self-study packages for working students.
Location where the programme is offered	Leuven
Teaching language	English
Study load (in credits)	<ul style="list-style-type: none"> • 120 ECTS - 2 year full programme • 90-60-30 ECTS - Abridged programme
New training in Flanders	No
Programme-specific learning outcomes	See Annex 2
Connecting options and potential further education	N/A

Annex 2: Programme-specific learning outcomes

Programme-specific learning outcomes during the visit in 2023:

PSLO 1: profound understanding of the contents and methods of Christian theologies and religious studies;

PSLO 2: specialization in a particular discipline with a view to the provision of a constructive contribution to the study of theology;

PSLO 3: thorough acquaintance with the sources, problems and methods characteristic of one's own major and area of specialization;

PSLO 4: the ability to apply both the knowledge acquired as well as the methods relevant to one's particular discipline in a manner which contributes to the reflection of the faithful within the religious communities and their social contexts worldwide;

PSLO 5: insight into the relationship between the study of theological and social-religious issues and the actual social context which is characterized by religious and ethical plurality and a multiplicity of philosophies of life;

PSLO 6: the ability to conduct independent theological research, as well as to pass on the acquired attitudes, methods and knowledge;

PSLO 7: an openness to interdisciplinary inquiries and the ability to contribute and engage in interdisciplinary research from within one's own area of specialization;

PSLO 8: the ability to set up a theological project: the formulation of a relevant research issue and the development of a method of argumentation pertaining to the formulated problematic;

PSLO 9: the ability to complete a project-oriented research thesis;

PSLO 10: the ability to comprehensively present one's research results;

PSLO 11: the ability to write a theological or religious studies article in an academically appropriate manner.

New formulations of the PSLO will take effect from academic year 2023-2024.

PSLO 1: The student understands major contents and methods of Christian theologies and religious studies;

PSLO 2: The student acquires specialized knowledge and skills in a particular discipline with a view to the provision of a constructive contribution to the study of theology and religious studies;

PSLO 3: The student is able to use the sources, problems and methods characteristic of one's own major and area of specialization;

PSLO 4: The student can apply both the knowledge acquired as well as the methods relevant to one's particular discipline in particular settings (e.g. reflections and practices within religious communities, questions on education, religious heritage, social justice,....)

PSLO 5: The student develops insight into the relationship between the study of theological and religious issues and the actual social context which is characterized by religious and ethical plurality and a multiplicity of philosophies of life;

PSLO 6: The student is able to conduct independent research (in specific subdisciplines within the field of theology and religious studies), as well as to pass on the acquired attitudes, methods and knowledge;

PSLO 7: The student shows an openness to interdisciplinary inquiries and the ability to contribute and engage in interdisciplinary research from within one's own area of specialization;

PSLO 8: The student is able to set up a project, to formulate a relevant research issue and to develop of a method of argumentation pertaining to the formulated problematic;

PSLO 9: The student can complete a project-oriented research thesis;

PSLO 10: The student can comprehensively present one's research results;

PSLO 11: The student acquires basic skills in order to write a theological or religious studies article in an academically appropriate manner.

Annex 3: Composition of the panel

The assessment was made by a panel of experts convened and appointed by the NVAO. The panel is composed as follows:

Prof. dr. Carl Sterkens (*chair*), professor of Practical Theology and Empirical Religious Studies at the Faculty of Philosophy, Theology and Religious Studies of Radboud University, Nijmegen;

Prof. dr. Mirjam Van Veen (*panel member*), professor of Church History of the Early Modern Time at the Faculty of Religion and Theology of Vrije Universiteit Amsterdam;

Dr. Jessie Rogers (*panel member*), dean of the Faculty of Theology at the Pontifical University Maynooth;

Fien Cox (*student panel member*), master's student in Health care management and policy at Ghent University.

The panel was assisted by:

- **Dr. Dagmar Provijn**, policy advisor Flanders NVAO, process coordinator;
- **Drs. Maya de Waal**, secretary.

All panel members and the process coordinator/secretary have signed NVAO's code of deontology.

Annex 4: Schedule of the site visit

A preparatory meeting took place on Thursday, 11 May 2023 in Leuven.

Site visit programme on Friday, 12 May 2023 at the Collegium Veteranorum in Leuven

Time	Meeting
08:30-09:00	Preparatory meeting of the panel
09:00-10:00	Session 1: dialogue with programme management: Dean; Vice Dean Education; Responsible Education; Vice Dean International Relations; Admissions Committee; Advisor Education; Study Advisor
10:00-10:30	Closed meeting of the panel
10:30-11:30	Session 2: dialogue with students: Major Biblical Studies; Major History of Church and Theology; Major Systematic Theology; Major Theological Ethics; Major Pastoral Theology; Abridged REMA
11:30-12:00	Closed meeting of the panel
12:00-13:00	Session 3: dialogue with teaching staff: Truncus Communis, Ombuds; Major Biblical Studies; Major History of Church and Theology; Major Theological Ethics; Major Pastoral Theology; Major Religious Studies; Vice Dean Research, Major Pastoral Theology; Major Systematic Theology
13:00-14:00	Closed meeting of the panel
14:00-15:00	Session 4: dialogue with representatives of the professional field, PhD-students and alumni: RE Teacher Antwerp; PhD student FTRS, PhD student FTRS; PhD student FTRS; St. Alphonsus Theological and Mission Institute, Davao City, Philippines, PhD student FTRS; Dominicans, Antwerp; Student abridged bachelor's in history; Jr. Fellow, Universität Regensburg (D), PhD student FTRS
15:00-15:30	Visit to the Maurits Sabbe library
15:30-17:00	Closed meeting of the panel
17:00-18:00	Closing dialogue with programme representatives: Dean; Vice Dean Education; Responsible Education; Vice Dean International Relations; Policy Advisor Education Policy KU Leuven; Vice Dean Research

Annex 5: Overview of the material studied

Self-Assessment Report

- Self-Evaluation Report Research Master: master of Arts in Advanced Studies in Theology and Religion

Mandatory annexes to the self-assessment report

- Administrative Data Regarding the Institution
- Administrative Data Regarding the Programme

Annexes to the self-assessment report

- Programme-Specific Learning Outcomes
- Curriculum Mapping: Relation Between Courses and The Programme-Specific Learning Outcomes (Pslo) And Their Evaluation
- Non-Binding Personal Development Goals
- Feedback Form Research Portfolio and Poster Session
- Feedback Form Research Master Thesis
- Guidelines For the Composition of Essays, Master's Theses And Dissertations
- Programme Committee Member 2022-2023
- Questions Asked in The Online Student Evaluation
- Results of the Latest Online Student Evaluation of Teaching
- Results of the Latest Evaluation by Alumni

Documents made available during or leading up to the dialogue

- New policy plan 2023-...

Annex 6: List of abbreviations

DSLO	Domain-specific learning outcomes
EC	European Credit
ECTS	European Credit according to the European Credit Transfer and Accumulation System
PC	Programme Committee
PSLO	Programme-specific learning outcomes
ReMa	Research Master: Master of Advanced Studies in Theology and Religion
NVAO	Accreditation Organisation of the Netherlands and Flanders (Nederlands-Vlaamse Accreditatieorganisatie)
SAR	Self-Assessment Report

