



BA English Language and Culture
Leiden University

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Project code P2404

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Summary

Standard 1. Intended learning outcomes

The chosen profile of the programme is convincing and coherent. The broad and in-depth focus on philology is unique and internationally distinctive. Other laudable aspects include the elective sub-paths offered to students, the stress on societal challenges, and the broad canvas of courses on offer. The intended learning outcomes are clearly described and adequately chosen. The intended learning outcomes fit well with the entry requirements of relevant master's programmes, including the educational master. The intended final level in language proficiency (C1/C2) is also appropriate. The panel is convinced that the intended learning outcomes enable graduates to function in the labour market at academic bachelor level or to continue their study career with a master's degree.

The panel endorses the importance of maintaining independent academic language and culture programmes in the Netherlands. The panel therefore recommends all Leiden programmes in the MTL2 cluster to communicate more clearly and visibly about the continued existence, importance and profile of these programmes. And, in doing so, to also look for ways to better highlight the uniqueness and relevance of the programmes on the faculty website, so that prospective students can get a better idea of this.

Standard 2. Teaching-learning environment

The programme has a logical structure, offering students clear choices and interesting specialization courses and minors. Teaching methods are sufficiently diverse. The Language Acquisition learning line is carefully designed and sufficiently enables students to reach the intended final level (C1/C2). Research skills and academic skills are integrated in the courses of the programme. Based on the course content and the final level achieved in the theses, the panel concludes that they are adequately addressed. The programme concludes with a bachelor's thesis of 10 EC. The panel judges that supervision during the thesis phase is well organized.

The curriculum includes two faculty-wide core curriculum courses. According to students in this and other Leiden MTL2 bachelor's programmes, these courses do not connect optimally with the rest of the curriculum. The panel therefore recommends that these programmes rethink the embedding and integration of core curriculum courses, so that they are not Fremdkörper, but make their own contribution to the curricula and learning outcomes of the programmes. The panel also recommends that students be actively involved in efforts to improve the constructive alignment between these courses and the rest of the programme.

Studying abroad is an optional part of the English Language and Culture programme that can be taken during the minor. The panel sees room to further increase the current number of students going abroad in the English Language and Culture programme. The panel recommends that the English Language and Culture programme actively monitor the expected positive impact of the introduction of the block minor in 2027-2028 on the number of students studying abroad and to continue encouraging students to spend a semester in an English-speaking country.

The English Language and Culture programme is fully English taught. The panel agrees with this choice because English is itself the main object of study in the programme. The English language expertise of the teachers is in line with this. The panel found that the staff members are sufficiently qualified in core areas of the programme and that the expertise within the team is sufficiently varied to deliver the programme. At Leiden University, academic staff are employed by research institutes. The deployment of lecturers in courses usually takes place in good consultation between the research institutes and the programme chair although sometimes bottlenecks occur for individual lecturers. The panel therefore recommends that

programmes actively consider optimising the matching of lecturers with curriculum components, and that they enter into continuous dialogue with research institutes on this matter. This is to ensure timely and well-coordinated deployment within programmes, and also to promote the well-being of lecturers who are the bearers of the programmes. The panel also encourages the programme to invest in good communication and collaboration within the programme and between faculty administration, programme management, lecturers and institutes regarding faculty deployment and the financial challenges that call for reduction in programmes. The panel concludes that study advice and counselling are well organized, also for part-time students and students with a disability. Programme-specific facilities and information provision are also in order.

Standard 3. Student assessment

The assessment system of the programme is well-designed. Assessment methods are varied and tailored to the specific learning pathways. The assessment plan has a clear structure and the relationship between courses and final qualifications is evident. The panel also sees room to further improve the current assessment plan and make it more useful. According to the panel, more control on, and insight in, assessment at curriculum level can contribute to greater clarity on what can and cannot be changed within the programme in the current situation where curriculum components and assessment might need reconsideration out of financial necessity. The panel therefore recommends that assessment plans in this assessment cluster be improved in a number of respects, by: using a format that provides more insight into the main curriculum and assessment choices and when the final level for a particular final qualification is achieved; making constructive alignment and gradual build-up to the intended final level in the curricula more transparent; including academic skills as a curricular line; and by aligning generic components in the assessment plans of the different MTL2 bachelor's programmes.

The panel concludes that the programme has taken seriously the recommendation of the previous review panel to improve the clarity of the thesis grading process. The faculty procedures for thesis assessments are clearly described. The prescribed grading procedure is followed carefully (by all Leiden programs in the cluster Modern Language and Literature 2). Grades given are clearly substantiated with nuanced comments. In addition, the forms contain extensive feedback for the student. Notable here is the consistency in the good quality of feedback between different assessors. The BoE is adequately equipped to carry out its duties and functions satisfactorily.

Standard 4. Achieved learning outcomes

The panel concludes that students achieve the intended learning outcomes of the programme. Theses with higher grades clearly go above and beyond the intended learning outcomes, yet even those with lesser grades achieve the intended final qualifications, including the intended C1/C2 level in English. Most graduates continue their academic career with a master's degree. Graduates generally enter well into a diversity of professional fields.

Score table

The panel assesses the programme as follows:

Bachelor's programme English Language and Culture

Standard 1: Intended learning outcomes

meets the standard

Standard 2: Teaching-learning environment

meets the standard

Standard 3: Student assessment

meets the standard

Standard 4: Achieved learning outcomes

meets the standard

General conclusion

positive

Prof. dr. Sascha Bru, panel chair

Adrienne Huijzer MA, panel secretary

Date: 30 September 2025

Introduction

Procedure

Assessment

On 7, 8 and 9 May 2025, the bachelor's programme English Language and Culture of Leiden University was assessed by an independent peer review panel as part of the cluster assessment WO Moderne Taal- en Letterkunde 2. The assessment cluster consisted of 25 programmes, offered by the University of Amsterdam, University of Groningen, Leiden University, Radboud University and Utrecht University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster WO Moderne Taal- en Letterkunde 2. For the site visit to Leiden University, Fiona Schouten acted as coordinator and Adrienne Wieldraaijer-Huijzer as panel secretary. They have been certified and registered by the NVAO.

Preparation

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members as well as consistency within the cluster. On 31 January 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016) on 9 December 2024.

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

The programme provided the coordinator with a list of graduates over the academic year 2023-2024. In consultation with the coordinator, the panel chair selected 15 theses of the programme. They took variants, tracks and diversity of final grades and examiners into account. Of the 15 theses, 14 were of fulltime students, and 1 was selected of a parttime student. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

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

Site visit

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

Report

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

Panel

The panel assessing the bachelor's programme English Language and Culture at Leiden University consisted of the following members:

- Prof. dr. S. (Sascha) Bru, professor in General and Comparative Literature at the Faculty of Arts of the KU Leuven (Belgium) [panel chair];
- Prof. dr. H.E. (Henriette) de Swart, professor in French linguistics at the Faculty of Humanities of Utrecht University;
- Prof. dr. M.E. (Esther) Ruigendijk, professor in Dutch Linguistics and vice-dean of the Faculty of Linguistics and Cultural Studies of the Carl von Ossietzky Universität Oldenburg (Germany);
- Prof. dr. C.C.M. (Costantino) Maeder, professor in Italian linguistics and literature and French linguistics at the Faculty of Philosophy, Arts and Letters of the Université Catholique de Louvain (Belgium);
- J.E (Jeanne) Le Gallic BSc., bachelor's student Slavic Languages and Cultures at the University of Amsterdam [student member];
- Prof. dr. C. (Claudia) Crocco, professor of Italian Linguistics at the Faculty of Arts and Philosophy of Ghent University (Belgium) [referent Italian];
- Dr. P.J. (Patrick) Outhwaite, assistant professor in Medieval and Renaissance studies at the Faculty of Arts of the University of Groningen [referent English].

Each panel member and the panel secretary has filled out the Statement of Impartiality and non disclosure agreement, as required by the NVAO.

Information on the programme

Name of the institution:	Leiden University
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B English Language and Culture
CROHO number:	56806
Level:	Bachelor (NLQF 6)
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	-
Location:	Leiden
Mode(s) of study:	Fulltime, parttime
Language of instruction:	English
Educational minor:	Applicable
Awarded degree:	BA
Submission date NVAO:	1 November 2025

Description of the assessment

Educational vision

The English Language and Culture programme is part of the Faculty of Humanities at Leiden University. This faculty offers 24 bachelor's programmes, 19 master's programmes and 8 research master's programmes. The educational vision of the faculty is based on the university's educational vision (Learning@LeidenUniversity) which has a number of pillars: intertwining education and research, orientation towards the labour market and transferable skills. For students within the faculty, this means that they are participants in devising and implementing education and that research skills and research-based learning are offered explicitly and systematically. In addition, students actively orient themselves to the labour market and are made aware of the skills they are developing and how these can be used in future career paths, for example through the Humanities Career Centre, labour market workshops, internships and the online toolkit 'Asset-H'. Other features of education at the Faculty of Humanities include a wide range of electives and graduate courses and (where possible) small-scale teaching. Diversity and inclusion are encouraged through initiatives from the Justice, Equity, Diversity and Inclusion (JEDI) Fund. There is also a Student Wellbeing Officer who coordinates student welfare activities and promotes professionalization in this area.

Work is underway to update and recalibrate the university's educational vision. In addition, both university and faculty have undertaken initiatives in the area of digitization. Within the faculty, a vision document on Digital Humanities and Artificial Intelligence (AI) was drafted in 2020. Since then, six new faculty courses have been developed in this area. In 2024, the Digital Humanities Hub for Digital Research Skills and Media was opened. Here, lecturers and students receive training in the use of digital tools and methods.

Organization

The English Language and Culture programme is managed by a programme board consisting of a programme chair from the academic staff, a staff member (vice-chair) and a student member. The programme board is responsible for the content, organization, coordination and quality assurance of the programme, and falls under the direct responsibility of the faculty board. Student participation at study programme level is vested in the Programme Committee (OLC). The English Language and Culture Programme Committee consists of four student members and four staff members. The student members are elected by their peers each year. The English Language and Culture programme has its own Board of Examiners (BoE). It consists of four members (three internal members and an external member) and is supported by a secretary.

Recommendations previous panel

In 2019, the bachelor's programme English Language and Culture received a positive final assessment without conditions. The 2019 panel identified several areas of concern, providing advice for further improvement. The programme reflected on these in a self-evaluation report and during the site visit, indicating which actions were taken. On this basis, the 2025 panel judges that follow-up has been given on most of the identified points of attention and recommendations, leading to improvement. A few points of attention remain for various reasons. The follow-up of given recommendations is addressed in this assessment report. Below, the 2025 panel also separately explains the findings for a number of key recommendations.

The 2019 assessment panel expressed concerns about teacher workload due to an increase in administrative tasks and the high number of formative and summative assessments. The panel also advised the programme to ensure acceptance of the quality assurance system, by maintaining a good balance between the

implementation of quality management instruments on the one hand and support for the use of these instruments among teaching staff on the other hand. The 2025 panel discussed workload, assessment system and quality management system with management, teachers, students and the Board of Examiners of the English Language and Culture programme. It found that all of these groups are aware of the importance of striking the right balance between administrative burden and what is necessary to guarantee the quality of education and assessment. This is an ongoing concern, which is on the radar and being addressed continuously. The perceived workload is also not solely attributable to administrative tasks and the number of assessments; it is influenced by various factors, including uncertainty considering the allocation of teaching tasks and discussions about the need and options to cut costs due to the faculty's financial circumstances. Therefore, as is addressed in this assessment report, workload will remain a point of attention in the future.

Other concerns in 2019 were transparency of thesis grading, the language level in some final works and the then planned revision of language skills education due to the official switch to English as the language of instruction. The panel concludes that these issues have been addressed. The 2025 panel is pleased with the careful assessment procedure for the thesis. The language skills learning line is well designed, as also reflected in the level of the final works.

Standard 1. Intended learning outcomes

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

Findings

Profile and intended learning outcomes

The bachelor's programme English Language and Culture is a programme with a broad and diverse scope and four interconnected learning pathways: language acquisition, linguistics, literature and philology (Old English, Middle English and Early and Late Modern English). In the Leiden programme English Language and Culture, these learning paths are studied together during the first four semesters of the programme. The programme offers the opportunity to specialize in the third year. Other distinguishing features include the range and depth of the philology courses on offer, the chronological approach to study of literature in English and small-scale education within language skills courses.

During the site visit, the panel discussed the profile of the programme with students. The strong focus on philology is clearly communicated and highly appreciated by them. The panel approves of the chosen profile. According to the panel, the broadness and intensity in philology in the programme is unique and internationally distinctive. Other laudable aspects of the programme are the elective sub-paths offered to students, the focus on societal challenges, and the broad canvas of courses on offer. The panel also positively assessed the diversity in the origins and backgrounds of the lecturers. During the site visit, it discussed whether and how this is made use of in the programme. It found that, although the programme does not include a specific course on World Englishes, Englishes and patterns of English are explicitly addressed from different historical and contemporary contexts.

The intended learning outcomes of the English Language and Culture programme are described at two levels. First, each Leiden humanities programme trains students in faculty-formulated general academic skills and transferable skills. Second, the programme has formulated programme-specific final qualifications. The panel examined the final qualifications and found them to be complete and clearly

articulated. Both the faculty and the programme-specific final qualifications follow the classification of the Dublin descriptors (knowledge, insight, judgment, communication, learning skills and language proficiency) and are thus related to the appropriate level of the Dutch Higher Education Qualifications Framework (NLQF 6). The faculty-wide final qualifications define important skills for a graduate of an academic bachelor's programme, such as the acquisition of academic and research skills, the ability to make judgments, the reasoned presentation of these in an oral and written report and the learning skills required for a master's degree. The programme-specific final qualifications follow the four learning strands, therewith ensuring a strong connection with the profile of the programme. In the philology strand, the programme for example strives to enable students to translate primary linguistic and literary texts from the oldest stages of English language. In the literature strand, graduates can read, analyse and understand primary literary texts in their contexts at an elementary scholarly level. Learning outcomes in the linguistics strand include the ability to recognize and analyse historical, geographical and social language varieties of English and processes of language change. The target final level of language proficiency in English, the fourth strand, is defined on the basis of the Common European Framework of Reference (CEFR), as is common in language studies. This level is C2 for receptive language proficiency and C1 for productive language proficiency. According to the panel, this intended language proficiency final level (C1/2) is appropriate and achievable.

Alignment of profile and intended learning outcomes with the academic and professional field

The panel explored the alignment of the profile and intended learning outcomes with the academic and professional field of the programme. The programme aims to prepare students for positions where undergraduate-level academic knowledge and skills in the field of English language and culture are required. The programme also seeks to provide a basis to further specialize in a subfield of their choice, by ensuring that graduates meet the entry requirements of relevant master's programmes. Relevant master's programmes include the educational master, the master's programme Literary Studies or Linguistics, or an English-Language specialization in the master's programme Modern Languages. This makes the programme a good stepping stone to an academic career as well as a career in non-academic fields, such as a career as a high school teacher, a job in (inter)national business, government or the cultural sector.

In the panel's opinion, the intended learning outcomes of the programme indeed provide a solid academic foundation at bachelor's level. In addition, the broad range of courses on offer and the opportunity to specialize in the third year of the programme offer possibilities for orientation and preparation for further specialization in the master's phase and a wide range of professional profiles. The panel also considers the connection with the educational master's programme and the possible future profession of English teacher in secondary education to be good. The intended learning outcomes, including the intended final level of language proficiency (C1/2), are in line with this.

Due to the financial challenges facing the faculty, the English Language and Culture programme may be asked to share more courses with other bachelor's programmes (e.g. Film & Literature Studies and Italian Language and Culture). The programme intends to proceed carefully in its selection of shared courses to ensure that the general curriculum and learning outcomes will not change. According to the panel, it should be possible to share some courses with the above-mentioned programme without compromising the intended learning outcomes of the programme. However, the panel agrees that this must be done carefully. The panel suggests actively involving students and alumni in considering the best way for the English Language and Culture programme to deal with this. The panel also recommends all Leiden programmes in the MTL2 cluster to communicate more clearly and visibly about the continued existence, importance and profile of these programmes. And, in doing so, to also look for ways to better highlight the uniqueness and relevance of the programmes on the faculty website, so that prospective students can get a better idea of this.

Considerations

The chosen profile of the programme is convincing and coherent. The broad and in-depth focus on philology is unique and internationally distinctive. Other laudable aspects include the elective sub-paths offered to students, the stress on societal challenges, and the broad canvas of courses on offer. The intended learning outcomes are clearly described and adequately chosen. The intended learning outcomes fit well with the entry requirements of relevant master's programmes, including the educational master. The intended final level in language proficiency (C1/C2) is also appropriate. The panel is convinced that the intended learning outcomes enable graduates to function in the labour market at academic bachelor level or to continue their study career with a master's degree.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

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

Findings

Faculty-wide features of the programmes

The curricula of the Leiden programmes in the cluster Modern Language and Literature 2 (MTL2) are structured according to a number of shared principles for bachelor's programmes of the Leiden Faculty of Humanities: bachelor's programmes have courses with a size of 5 or 10 EC, a bachelor thesis of at least 10 EC and a free minor of 30 EC in which students can take elective courses, an internship or a study abroad. In addition, the programmes apply a university-wide Binding Study Advice (BSA) of 45 EC for full-time students and 30 EC for part-time students. Bachelor students with above-average study results can participate in the Humanities Lab honours programme.

During the site visit, the minor came up several times. This minor is programmed as two separate blocks of 15 EC. From the academic year 2027-2028 onwards, most of the faculty's programmes will switch to programming the minor in one semester (30 EC), namely the first semester of the third year. Currently, many programmes are in a transition phase, with some programmes already allowing the minor to be taken in one semester and others not yet doing so. The English Language and Culture programme still follows the original programming for the minor with two separate blocks of 15 EC. The panel is positive about the decision to place the minor in one semester. This will make it easier for students to study abroad.

Another common denominator of programmes within the Faculty of Humanities is the core curriculum. This consists of the Philosophy of Science course and at least one other course from the faculty's core curriculum offerings. Courses in the MTL2-cluster typically choose the core curriculum courses Introduction to Literature and/or Introduction to Linguistics. The panel learned that the faculty is currently working on revising the core curriculum to place more emphasis on current topics such as Digital Humanities. Both in the student chapters and during the interviews, students of the Leiden bachelor's programmes in the MTL2-cluster indicated that they do not always find the core curriculum courses of interest, that these courses are not always aligned with the rest of their programme, and that they sometimes are not well-situated either, making the content of the courses slightly redundant. Students also mentioned the structure with lectures of these courses as a point for improvement and expressed regret that they are not involved in the working

group that is designing the new core curriculum course Humanities in a Digital World. The panel therefore recommends that the Leiden MTL2 bachelor's programmes rethink the embedding and integration of core curriculum courses within the programmes, so that they are not Fremdkörper, but make their own contribution to the curricula and learning outcomes of the programmes. The panel also recommends that students be actively involved in efforts to improve the constructive alignment between these courses and the rest of the programme. The panel learned that the faculty intends and tries to develop new, shared core curriculum courses (such as Digital Humanities) "bottom up" as much as possible. The panel recommends sticking to this "bottom up approach" so that the learning outcomes and curricula of the individual programmes are secured.

The Leiden MTL2 bachelor's programmes make different choices with regard to study abroad. Study abroad is compulsory for the German Language and Culture programme, but not for the other bachelor's programmes in this cluster. During the site visit, the panel discussed the choice whether or not to make study abroad compulsory with students and lecturers. Both groups made it clear that the decision not to make study abroad compulsory is usually made for good reasons. Many students in the bachelor's programme English Language and Culture already find the learning environment in Leiden enriching, because students and lecturers communicate in English at a high level and around 20% of the student body consists of international students. Students confirmed that, if they choose to study abroad, they can make use of the programme's contacts with a wide range of partner institutions in English-speaking countries. However, students also mentioned that the current planning of the minor limits their opportunities to study abroad and that they are positive about the planned switch to a block minor in 2027.

The panel sees considerable added value in a stay abroad for students of all language and culture programmes. Therefore, the panel sees room to further increase the current number of students in the English Language and Culture programme going abroad (approximately thirty students in the last six years). The panel advises the English Language and Culture programme to actively monitor the expected positive impact of the introduction of the block minor in 2027-2028 on the number of students studying abroad and to continue encouraging students to spend a semester in an English-speaking country.

Curriculum English Language and Culture

The bachelor's programme in English Language and Culture (180 EC) offers a full-time and a part-time variant. The part-time variant does not involve separate courses or programming. Part-time students draw up a personal study plan in consultation with the study advisor (see: Study advice and studying with a disability). The programme sets one additional requirement for the Binding Study Advice (BSA), namely that students must have successfully completed the course Language Acquisition 1. The fact that a high average (85.6%) of students obtained a positive Binding Study Advice (BSA) between 2019 and 2023 confirms to the panel that a significant majority of students are able to meet this and other requirements to continue in the programme.

The first four semesters of the programme consist of the core curriculum courses Introduction to Linguistics and Philosophy of Science (10 EC), a course on English Popular Culture (5EC) and courses in the learning pathways Language Acquisition (20 EC), Linguistics and Literature (30 EC each) and Philology (25 EC). In the third year of the programme, students follow another 10 EC in Language Acquisition and 10 EC in their specialization (Philology, Literature or Linguistics). They also have 30 EC minor space and write their bachelor's thesis (10 EC). See appendix 2 for an overview.

The panel studied the curriculum and found that it has a logical structure offering students clear choices and interesting specialization courses and minors. The first and second year of the programme lay a broad

foundation and offer a clear picture of specialization options. In the second and third year, the programme contains a clear progression in independence and freedom to tailor the programme to one's own areas of interest. The language proficiency line is carefully designed and sufficiently enables students to reach the intended final level (C1/C2). The panel also found that the advanced language acquisition courses in the third year are relevant to the academic and professional contexts of graduates, covering theories and research methods in applied linguistics and language learning and teaching. In the student chapter and during the site visit, students confirmed that the programme is cohesive and that courses build upon each other. The only exception to this are the core curriculum courses Introduction to Linguistics and Philosophy of Science which are partly redundant due to their placement in the programme and overlap with other courses (see: faculty-wide features of the programme). From the course manuals and the assessment plan, the panel concludes that the teaching methods used are sufficiently diverse. Teaching methods include interactive lectures, presentations, group and partner assignments, and various reading, writing and practice assignments.

Research skills and academic skills are integrated in the programme's courses. Based on the course content and the final level achieved in the theses (see Standard 4), the panel concludes that they are adequately addressed. The programme makes an effort to make the learning of these skills transparent for students by actively naming the relevance of research and academic skills in lectures and referring to the faculty-wide digital programme Asset-H, which gives students insight into skills acquired that are relevant for the labour market. An additional suggestion from the panel is to include academic skills (including Digital Humanities) as a learning line in the (curriculum) assessment plan and thus to link it more visibly to the other programme components (see Standard 3). In the third academic year, students take their minor (30 EC). During the site visit, students confirmed that the study coordinator, lecturers and Board of Examiners are accommodating in planning and organizing a study abroad or an internship. Orientation on future careers takes place through activities organised by the programme and study association Albion. An example of this is the annual Career Day where students receive information about extracurriculars, minor space options, internships and study abroad, and post-graduate options.

The programme concludes with a bachelor's thesis in English (10 EC) on which students work during the third year. The final paper is a minimum of 7.500 and a maximum of 10.000 words and deals with a subject of the student's own choice within the study domain. Students are assigned an individual thesis supervisor with expertise in the chosen topic. In addition, students follow a thesis seminar that consists of a series of meetings where students are guided through the research and writing process. The panel concludes that thesis supervision is well organized. Based on study progress results, the student chapter and interviews with students, the panel concludes that the programme is feasible.

Language of instruction

The English Language and Culture programme is fully English-taught and has an English name. The panel agrees with this choice because English is itself the main object of study in the programme. It established that the English language expertise of the teachers is in line with this choice. All teachers speak English at a native-like level (see: Teaching Team).

Admissions and intake

Students are admitted to the programme with an equivalent of a Dutch pre-university education (vwo) diploma, including proof of English proficiency (C1 for listening and reading and B2 for oral production and writing). The panel concludes that admission requirements are suitable.

Over the past six years, about 90 students per year enrolled as first year students, about 10 to 14 students from EER countries and 4 to 7 from non EER countries. Per year, ca. 5 students enrolled in the part-time programme. During the site visit, the panel discussed with teachers and students how the programme deals with differences in entry-level English. It established that neither group experiences difficulties with this. If there are differences in starting levels, these are generally not so significant that they constitute an obstacle for fellow students or require extra attention.

Study advice and studying with a disability

The English Language and Culture programme has its own study advisers. These advisers help students plan their studies, choose elective credits, give advice on internships and guide students when a negative BSA advice is imminent. The study adviser also monitors study progress. If necessary, they contact students who are in danger of being delayed. It is also possible to refer students to the student psychologist or the faculty writing lab. In addition to the study adviser, first year students are assigned to a student mentor and a lecturer as tutor to help them find their way around Leiden and the programme. In the student chapter and during the site visit, students described the general atmosphere in the programme as positive. They also indicated that they appreciate the study advisers and the approachability of tutors. For students with a disability, customization is offered as much as possible. If necessary, the faculty's Student Counsellor of Leiden's Disability Centre is called in, whose task is to assist students with a disability to continue and/or complete their studies and to help design a learning environment that is as inclusive as possible.

The panel concludes that the programme offers a warm and welcoming environment to students and has a good system of study advice and tutoring in place, which is appropriately supported at the university and faculty levels with officers for special circumstances, such as student psychologists and Student Counselor Disability. Study progress is actively monitored and appropriate action is taken when needed.

Method of employing teachers

At Leiden University, academic staff are employed by research institutes. Lecturers in the Leiden MTL2 programmes are employed either by the Leiden University Centre for Linguistics (LUCL) or the Leiden University Centre for the Arts in Society (LUCAS). These institutes assign lecturers to courses of the programmes. As a result, many lecturers teach in more than one programme. In addition to teaching time, academic staff have research time and time for administrative tasks. The exact amount of time for the various tasks differs between the institutes. At LUCL, lecturers spend 65% of their time on teaching, 30% on research and 5% on organization and development. At LUCAS, this was 65%, 25% and 10% respectively in the past two academic years. The faculty's goal is to reach a ratio of 65%, 30% and 5% in its institutes. The panel endorses the plans to arrive at uniform standards that apply to all academic staff and understands the practical challenges that such a unification effort now bring.

During the site visit, the panel reflected in several conversations on the practice of bestowal within the MTL2 programmes. The panel concludes that in practice, the deployment of lecturers in a programme usually takes place in good collaboration between the research institutes and the programme chair, who is responsible for the content, organization, coordination and quality assurance of the programme. At the same time, the panel notes that bottlenecks sometimes arise, which can have a negative impact on individual lecturers. For example, it may happen that a lecturer is called upon from different programmes. As a complicating factor, the programme chairs have formal responsibility for the quality of their programme but have no formal say in the deployment of lecturers. For individual staff members, the current method of assigning teachers to courses sometimes leads to difficult situations. For example, when courses that they are required to teach change very often, or when courses do not fully match their area of expertise without being granted additional development hours. Moreover, lecturers with specific expertise sometimes

experience that there is little time for deployment on another, new course that they would like to teach. The workload experienced by lecturers – as revealed by the panel's discussions with teachers – has various causes, but is sometimes also linked to the way in which they are deployed and the questions and uncertainties lecturers have about this. The panel therefore recommends that the MTL2 programmes actively consider optimizing the matching of lecturers with curriculum components, and that they enter into continuous dialogue with research institutes on this matter. This is to ensure timely and well-coordinated deployment within programmes, and also to promote the well-being of lecturers who are the bearers of the programmes.

During the site visit, interviews revealed that the combination of the need for budget cuts and the relatively loose consultation and cooperation structures within the programme (e.g. between learning lines) lead to concerns about the future quality of the programme. Therefore, the panel encourages the programme to invest in good communication and collaboration within the programme and between faculty administration, programme management, lecturers and institutes. As a suggestion, the panel also advises the Programme Committee and the Board of Examiners to invest in this. Although these bodies have different tasks and responsibilities, making lines of communication between them more direct could also be beneficial in discussions about ways to cut costs.

Teaching staff English Language and Culture

The panel studied an overview of the teaching staff. The programme has a core team of approximately 20.9 FTE. The staff is employed by both the research institute Leiden University Centre for Linguistics (LUCL) and the Leiden University Centre for the Arts in Society (LUCAS). The panel found that the staff members are sufficiently qualified in core areas of the programme and that the expertise within the team is sufficiently varied to deliver the programme. All course instructors have a Basic Teaching Qualification (BKO) or Senior Teaching Qualification (SKO). Staff members come from English-speaking as well as other countries and all speak English at a native-like level. Teachers are active in research and have carried out a significant number of teaching innovation projects in recent years. The student chapter and conversations during the site visit show that students are very satisfied with the availability and expertise of their teachers.

Programme-specific facilities

Students in the programme use various Leiden University facilities, including the library and the online learning environment Brightspace. The panel found that the library houses many interesting and unique medieval manuscripts and English-language correspondence. The programme has its own student association, the Albion Association, which, together with lecturers, regularly organizes social and as well as programme-related activities for students. During the interviews, students expressed satisfaction with the programme-specific facilities and the provision of information.

Considerations

The programme has a logical structure, offering students clear choices and interesting specialization courses and minors. Teaching methods are sufficiently diverse. The Language Acquisition learning line is carefully designed and sufficiently enables students to reach the intended final level (C1/C2). Research skills and academic skills are integrated in the courses of the programme. Based on the course content and the final level achieved in the theses, the panel concludes that they are adequately addressed. The programme concludes with a bachelor's thesis of 10 EC. The panel judges that supervision during the thesis phase is well organized.

The curriculum includes two faculty-wide core curriculum courses. According to students in this and other Leiden MTL2 bachelor's programmes, these courses do not connect optimally with the rest of the curriculum.

The panel therefore recommends that these programmes rethink the embedding and integration of core curriculum courses, so that they are not Fremdkörper, but make their own contribution to the curricula and learning outcomes of the programmes. The panel also recommends that students be actively involved in efforts to improve the constructive alignment between these courses and the rest of the programme.

Studying abroad is an optional part of the English Language and Culture programme that can be taken during the minor. The faculty is considering making a stay abroad compulsory for the MTL2 bachelor's programmes, also as a way to slim down curricula and cut back. With regard to the (possible) compulsory stay abroad, the panel advises that the interests of different student groups be taken into account and that sufficient flexibility be built into study programmes to accommodate students who have valid reasons for not being able to study abroad. The panel sees room to further increase the current number of students going abroad in the English Language and Culture programme. If a stay abroad is not made compulsory in the near future, the panel recommends that the English Language and Culture programme actively monitor the expected positive impact of the introduction of the block minor in 2027-2028 on the number of students studying abroad and to continue encouraging students to spend a semester in an English-speaking country.

The English Language and Culture programme is fully English taught. The panel agrees with this choice because English is itself the main object of study in the programme. The English language expertise of the teachers is in line with this. The panel found that the staff members are sufficiently qualified in core areas of the programme and that the expertise within the team is sufficiently varied to deliver the programme. At Leiden University, academic staff are employed by research institutes. The deployment of lecturers in courses usually takes place in good consultation between the research institutes and the programme chair although sometimes bottlenecks occur for individual lecturers. The panel therefore recommends that the MTL2 programmes actively consider optimising the matching of lecturers with curriculum components, and that they enter into continuous dialogue with research institutes on this matter. This is to ensure timely and well-coordinated deployment within programmes, and to promote the well-being of lecturers who are the bearers of the programmes. The panel also encourages the programme to invest in good communication and collaboration within the programme and between faculty administration, programme management, lecturers and institutes regarding faculty deployment and the financial challenges that call for reduction in programmes. The panel concludes that study advice and counselling are well organized, also for part-time students and students with a disability. Programme-specific facilities and information provision are also in order.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Assessment policy and methods of assessment

Assessment policy is developed at programme level. This is based on faculty agreements and instructions. For example, each programme within the Faculty of Humanities must develop an assessment plan in which the relationship between final qualifications and courses, and between courses and testing is described. The programmes also apply the four-eye principle when developing assessments, and faculty-wide tips are available for the design, composition, administration and evaluation of assessment.

The assessment of the English Language and Culture programme is described in the English Language and Culture Assessment Plan 2024-2025. The panel studied this plan. It concludes that the plan has a clear structure and the relationship between courses and final qualifications is clear. However, the panel also sees room to improve the plan to make it more useful for the quality assurance process of the Board of Examiners (BoE), but also for future development of programme. More guidance on, and insight into, assessments at the curriculum level can, according to the panel, contribute to greater clarity on what can and cannot be changed within the programme in the current situation where curriculum components and assessments might be reconsidered out of financial necessity. The panel therefore recommends that assessment plans be improved in a number of ways, namely: 1. Use a format that provides greater insight into key curriculum and assessment choices and when the final level for a particular final qualification is achieved (not everything needs to be tested everywhere); 2. Make the constructive alignment and gradual build up to the intended final level in the curricula more transparent, include academic skills, including Digital Humanities, as a learning line so that its integration into other curriculum components becomes more visible; 3. Ensure alignment and consistency between the assessment plans of the programmes on generic components, such as core curriculum subjects and the thesis; 4. Show what is (already) being done in terms of new and creative forms of assessment, so that teachers and programmes can learn from each other.

The panel studied the assessment plan and a sample of assessments. It found that the programme's assessment system is coherent. The programme effectively utilizes a wide array of assessment methods tailored to the specific learning pathways. Many courses have midterm exams. Forms of assessment include: written and oral exams, presentations, translation assignments and essays. During the site visit, students expressed that they are satisfied with assessment in the programme.

The panel met with faculty and management during the site visit to discuss the implications of the emergence of GenAI for teaching and assessment. The panel concludes that at the university and faculty level, uniform policies are being developed regarding the opportunities and risks of GenAI. The premise here is that students may use GenAI in teaching as a tool, but that it is not allowed in graded assignments where it is classified as fraud. The panel recommends that this premise be more clearly communicated, as lecturers expressed a need for more clarity during the site visit. The panel also discussed GenAI with the Board of Examiners. The Board of Examiners (BoE) is well aware of the risks of GenAI, proactive and conscious that in the future it will become increasingly difficult to detect the use of GenAI. The BoE emphasizes to management the importance of clarity in course manuals about whether or not students should be allowed to use GenAI. In addition, the BoE stresses the importance of an oral defence and a good link between the thesis topic and the expertise of the thesis supervisor.

Review and assessment of the thesis

The thesis grading process is defined in a faculty-wide manual. Theses are graded by two readers, one of whom is the thesis supervisor. Both reviewers complete the grading form independently. They use a faculty-wide online grading form with grading criteria that follow the Dublin descriptors. After assessment, both forms are merged, and the grade is determined by the first assessor and sent to the second assessor for signature. In principle, the final grade is the average of the two grades given. In some cases, a third evaluator is assigned, for example, if the thesis is assessed as unsatisfactory, the final grade is assigned 6.0, or the difference between the grades of the first and second evaluator is 2 or more points. Students receive all completed assessment forms. The panel concludes that the thesis assessment procedure is carefully designed and clearly described.

The panel reviewed a selection of theses with accompanying assessment forms. On this basis, the panel concludes that the thesis assessment procedure is followed and works, even when there is reason to involve a third assessor. In addition, the panel concludes that the programme has taken seriously the advice of the previous review panel to improve the clarity of the generation of the grade. Assessment forms are generally completed accurately (by all Leiden programmes in the Modern Language and Literature 2 cluster). Grades given are clearly substantiated with clear and nuanced comments. In addition, the forms contain extensive feedback for the student. Notable here is the consistency in the good quality of feedback between different assessors.

Board of Examiners

The English Language and Culture programme has its own Board of Examiners (BoE). The BoE follows the faculty manual for Boards of Examiners, which describes tasks, responsibilities and roles. Among other things, the BoE deals with appointing examiners, granting exemptions, converting grades obtained abroad, the Binding Study Advice (BSA), special circumstances and deviating programs, requests for final papers, assessing fraud and plagiarism and ensuring the quality of exams and final papers. The BoE reports annually on its work. The panel concludes that the work of the BoE is clearly described and appropriate to the legal duties and responsibilities of Board of Examiners. Annual reports show that the BoE of the English Language and Culture programme performs these duties and responsibilities properly.

The panel met with members of the BoE during the site visit and found that the BoE is adequately equipped to perform its duties through professionalization, workshops and calibration sessions. For example, new members attend a two-day course for Board of Examiners members and Board of Examiners and official secretaries meet regularly in a university context to discuss new developments such as GenAI (see above). Quality assurance of assessments and final papers is done systematically. Each year, the BoE checks the quality of assessment of a selected academic year. In addition, the BoE annually selects final papers to check them for quality of assessment and the required final level achieved. This process is guided by the external member of the BoE. Findings are communicated to the programme board and included in the annual report of the BoE.

Considerations

The assessment system of the programme is well-designed. Assessment methods are varied and tailored to the specific learning pathways. The assessment plan has a clear structure and the relationship between courses and final qualifications is evident. The panel also sees room to further improve the current assessment plan and make it more useful. According to the panel, more control on, and insight in, assessment at curriculum level can contribute to greater clarity on what can and cannot be changed within the programme in the current situation where curriculum components and assessment might need reconsideration out of financial necessity. The panel therefore recommends that assessment plans in this assessment cluster be improved in a number of respects, by: using a format that provides more insight into the main curriculum and assessment choices and when the final level for a particular final qualification is achieved; making constructive alignment and gradual build-up to the intended final level in the curricula more transparent; including academic skills as a curricular line; and by aligning generic components in the assessment plans of the different MTL2 bachelor's programmes.

The panel concludes that the programme has taken seriously the recommendation of the previous review panel to improve the clarity of the thesis grading process. The faculty procedures for thesis assessments are clearly described. The prescribed grading procedure is followed carefully (by all Leiden programs in the cluster Modern Language and Literature 2). Grades given are clearly substantiated with nuanced comments. In addition, the forms contain extensive feedback for the student. Notable here is the consistency in the good

quality of feedback between different assessors. The BoE is adequately equipped to carry out its duties and functions satisfactorily.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel studied 15 theses from the bachelor's programme English Language and Culture. Based on this sample, the panel concludes that intended learning outcomes are achieved. Theses with higher grades clearly go above and beyond the intended learning outcomes, yet even those with lower passing grades produced suitable work, which would prepare them well for a relevant master's programme or a job where undergraduate-level academic knowledge and skills in the field of English language and culture are required.

Based on alumni information and interviews, the panel concludes that graduates of the programme generally fare well. A significant percentage (63%) of alumni pursue master's degrees before entering the workforce. In Leiden, students mainly choose the English Literature and Culture track of the Literary Studies master's programme, the Modern Languages track of the Linguistics master's programme and the educational master's programme. Subsequently, many graduates find jobs as teachers in education, communication and marketing. Students are also successful within academic career trajectories; in the past six years a considerable number of alumni succeeded in acquiring highly competitive PhD positions.

Considerations

The panel concludes that students achieve the intended learning outcomes of the programme. Theses with higher grades clearly go above and beyond the intended learning outcomes, yet even those with lesser grades achieve the intended final qualifications, including the intended C1/C2 level in English. Most graduates continue their academic career with a master's degree. Graduates generally enter well into a diversity of professional fields.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the bachelor's programme English Language and Culture is positive.

Recommendations

All Modern Language and Literature 2 (MTL2) programmes in Leiden:

- Communicate more clearly and visibly about the continued existence, importance and profile of the Leiden programmes in the MTL2 cluster. In doing so, also look for ways to better highlight the uniqueness and relevance of the programmes on the faculty website, so that prospective students can get a better idea of this.
- Think of ways to optimize the matching of lecturers with curriculum components and actively engage in continuous dialogue with the research institutes about this. This will ensure timely and well-coordinated

deployment within programmes, and promote the well-being of lecturers who are the bearers of the programmes.

- Continue to invest in good communication and collaboration within the programme and between faculty administration, programme management, lecturers and institutes regarding faculty deployment and the financial challenges that call for reduction in programs.
- Improve assessment plans to make them more useful. More guidance on, and insight into, assessments at the curriculum level can contribute to greater clarity on what can and cannot be changed within the programme in the current situation where curriculum components and assessments might be reconsidered out of financial necessity.

Bachelor's programme English Language and Culture:

- Actively monitor the expected positive impact of the introduction of the block minor in 2027-2028 on the number of students studying abroad and continue encouraging students to spend a semester in an English-speaking country.

The panel also included some (non-binding) advises and suggestions in the report, which, in the panel's opinion, do not need to be taken into account during the next programme assessment.

Appendix 1. Intended learning outcomes

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

I. (Knowledge and understanding) The graduate has:

- a. Philology: (a) knowledge of the systematic and historical development of the English language and of literature, from the earliest stages of the English language (Old English, Middle English, Early and Late Modern English) and (b) understanding of the development of the older English language and literature in a historical-cultural and socio-historical linguistic perspective, characteristic of the multidisciplinary aspect that is specific for this discipline.
- b. Literature: knowledge and understanding of a representative corpus of primary texts, and their social, political and cultural contexts, from the 16th to the 21st centuries, as well as the ability to define relevant basic literary concepts, and to apply these in the analyses of these texts.
- c. Linguistics: (a) knowledge of the basic concepts of English phonetics, phonology, morphology, syntax, and historical linguistics, and (b) understanding of the way in which these basic concepts are used in linguistic analyses of varieties of English.
- d. Language acquisition: (a) knowledge of basic concepts of rhetoric and stylistics, and understanding of the way in which these basic concepts are used in linguistic analyses of present-day English and (b) knowledge and understanding of active (writing, speaking) and passive (reading, listening) proficiency in English to meet the requirements set in the Common European Framework of Reference (CEFR):

	First year	Bachelor
Listening	C1	C2
Reading	C1	C2
Spoken interaction	B2	C1
Spoken production	B2	C1
Writing	B2	C1

II. (Applying knowledge and understanding) The graduate is able to:

- a. Philology: approach historical linguistic and literary questions in an expert manner in the context of a potential professional practice. The graduate has the skill to read texts from older English periods in their original form, and to understand and evaluate the general line of argumentation in relevant historical linguistic and historical literary secondary literature.
- b. Literature: approach questions on literature in an expert manner in the context of a potential professional practice. The graduate has the competence to carry out research assignments independently based on relevant secondary literature.
- c. Linguistics: approach questions on linguistics in an expert manner in the context of a potential professional practice. The graduate is able to understand and evaluate the general line of argumentation in linguistic specialist literature.
- d. Language acquisition: approach questions on English language acquisition in an expert manner in the context of a potential professional practice. Graduates are able to give an accurate, substantiated and critical account of the current situation concerning such questions both orally and in writing.

III. (Making judgements) The graduate is able to:

a. Philology: translate primary linguistic and literary texts from the oldest stages of the English language (Old English, Middle English, Early and Late Modern English) at an elementary scholarly level and to analyse their historical and cultural context in a multidisciplinary way. Graduates are able to carry out research assignments based on historical linguistic and literary specialist literature.

b. Literature: read, analyse and understand primary literary texts at an elementary scholarly level in their national and international literary, cultural and historical contexts. Graduates are able to understand, evaluate and convey the general line of argumentation in specialist literary scholarship to an audience consisting of specialists and non-specialists.

c. Linguistics: recognize and analyse historical, geographical and social language varieties of English and processes of language change based on relevant linguistic data. Graduates are able to carry out research assignments based on linguistic specialist literature and to clearly and unambiguously communicate their findings in English.

d. Language acquisition: to present a critical and coherent account, both orally and in writing, on a subject of their own choice, based on selected data and on a reading of relevant background literature. Graduates are able to present this account in a standard academic form to an audience consisting of specialists and non-specialists.

IV. (Communication) Graduates are able to:

clearly and unambiguously communicate their findings in English to an audience consisting of specialists and non-specialists in the field. Furthermore, each humanities programme at Leiden University trains its students in the general academic skills formulated by the Faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills.

Appendix 2. Programme curriculum

Course	Level	EC	Course	Level	EC
SEMESTER 1			SEMESTER 2		
Language Acquisition 1: From Scratch to Print	100	5	Language Acquisition 2: The Spoken Word	200	5
Linguistics 1: Analyzing English Sounds and Words	100	5	Linguistics 2A: The Phonetics of English	200	5
Literature 1A: Introduction to Literary Studies in English	100	10	Linguistics 2B: The Syntax of English	200	5
Literature 1B: The Classical and Christian Legacies in Literatures in English	100	5	Literature 2: English Literature, ca. 1550-1700	200	5
Philology 1: Introduction to Middle English Language and Literature	100	5	Philology 2: Introduction to Old English Language and Literature	200	10
SEMESTER 3			SEMESTER 4		
Core Curriculum: Introduction to Linguistics	100	5	Core Curriculum: Philosophy of Science	200	5
Language Acquisition 3: Functional Grammar	300	5	English-Language Popular Culture	300	5
Linguistics 3A: The Syntax of English	300	5	Language Acquisition 4: Dimensions of Written Text Composition and Generation	300	5
Linguistics 3B: The Phonology of English	300	5	Linguistics 4: English Phonology and Syntax	300	5
Philology 3: History of the English Language	300	5	Specialisation Philology 4 (choose one out of 2)		
Specialisation Literature 3 (choose one out of 2)			Philology 4A: Highlights of Medieval English Literature	300	5
Literature 3A: American Literature, Beginnings to 1865	300	5	Philology 4B: Early Modern Everyday English	300	5
Literature 3B: British Literature in the Long Eighteenth Century	300	5	Specialisation Literature 4 (choose one out of 2)		
			Literature 4A: American Literature, 1865-1917: The Age of Realism	300	5
			Literature 4B: British Literature in the Long Nineteenth Century	300	5

SEMESTER 5			SEMESTER 6		
Language Acquisition 5: Theories and Research Methods in Applied Linguistics	400	5	Language Acquisition 6: Language Learning and Teaching	400	5
Minor or Electives	-	15	BA Thesis English Language and Culture	400	10
Specialisation (choose one 10 EC course)			Minor or Electives	-	15
Philology 5A: Old English Literature and Culture	400	10	Specialisation (choose one 10 EC course)		
Philology 5B: Late Modern English	400	10	Philology 6: Middle English Literature and Culture	400	10
Literature 5A: American Literature, 1917 to the present	400	10	Literature 6: Shakespeare and Memory	400	10
Literature 5B: Modern(ist) and Contemporary Literatures in English	400	10	Linguistics 6A: Language Change	400	10
Literature 5D: Introduction to American Film	400	10			
Linguistics 5A: English Sounds and Words in the Mental Lexicon	400	10	Legend		
			Language Acquisition		
			Linguistics		
			Literature		
			Philology		

Appendix 3. Programme of the site visit

Day 1: May 7, 2025

11.00	11.15	Welcome
11.15	11.45	Internal panel session
11.45	12.30	Interview faculty management <ul style="list-style-type: none"> - Vice Dean BA - Vice Dean MA
12.30	13.30	Lunch
13.30	14.00	Interview management B English Language and Culture <ul style="list-style-type: none"> - President - Staff Member - Student member management - Education Coordinator - Student Advisor
14.00	14.15	Break
14.15	14.45	Interview exam board English <ul style="list-style-type: none"> - President - 2 internal members - External member - Official Secretary
14.45	15.30	Interview students & alumni B English <ul style="list-style-type: none"> - Student Year 1 - Student year 2 and OLC member - Student Year 2 - Student Year 2 - 2 alumni
15.30	16.00	Break
16.00	16.45	Interview teachers B English <ul style="list-style-type: none"> - Teacher of Early Modern English - Teacher of Old English and Middle English) - Teacher of Literary Studies - 2 Linguistics teachers
16.45	17.45	Internal session panel / drafting findings
17.15	17.45	Possibility additional questions training management English

Day 2: May 8, 2025

09.00	10.00	Interview management B French Language and Culture, B German Language and Culture and B Italian Language and Culture <ul style="list-style-type: none">- Programme Chair German Language and Culture- Student member training management German Language and Culture- Programme Chair of French Language and Culture- Student member programme management French Language and Culture- Programme Chair Italian Language and Culture- Student member training management Italian Language and Culture- Study Advisor German Language and Culture- Student advisor French Language and Culture and Italian Language and Culture
10.00	10.30	Break
10.30	11.15	Interview students & alumni French <ul style="list-style-type: none">- Student Year 1- Student year 2 and OLC member- Student year 3 and OLC member- Student Year 3- 2 alumni
11.15	12.00	Interview teachers of French <ul style="list-style-type: none">- 4 teachers, including 1 OLC chairman and 1 OLC member
12.00	12.30	Conversation exam board German, French, Italian <ul style="list-style-type: none">- Chairman of Board of Examiners- 2 members of Board of Examiners- Official Secretary
12.30	13.30	Lunch
13.30	14.15	Interview students & alumni Italian <ul style="list-style-type: none">- 4 students from different years, including 1 OLC member- 3 alumni
14.15	15.00	Conversation teachers of Italian <ul style="list-style-type: none">- 5 teachers, including 1 chairman OLC
15.00	15.30	Break
15.30	16.15	Interview students & alumni B German <ul style="list-style-type: none">- Student Year 1- Student Year 2- Student Year 3- 2 alumni
16.15	17.00	Interview teachers B German <ul style="list-style-type: none">- 3 teachers, 1 of whom is OLC chairperson
17.00	18.00	Internal session panel / drafting findings
17.30	18.00	Possibility of additional questions training management French, Italian and German

Day 3: May 9, 2025

09.00	09.30	Interview programme management M Literary Studies <ul style="list-style-type: none">- Training Chair- Student member training board- Education Coordinator- Student Advisor
09.30	10.00	Internal session panel
10.00	10.45	Interview students & alumni M Literary Studies <ul style="list-style-type: none">- 3 students- 2 alumni
10.45	11.30	Interview teachers M Literary Studies <ul style="list-style-type: none">- 2 teachers track English Literature- Teacher of Italian Literature, OLC member- Lecturer in Literature in Society, OLC member- Teacher of German Literature- Teacher of French Literature, chair of OLC
11.30	11.45	Break
11.45	12.15	Interview Board of Examiners on Literature (Arts, Literature and North American Studies). <ul style="list-style-type: none">- President- Member- 2 official secretaries
12.15	13.15	Lunch
13.15	15.00	Internal session panel / drafting findings
14.30	15.00	Possibility of additional questions training management M Literature
15.00	15.45	Final interview management all courses <ul style="list-style-type: none">- Vice dean BA- Vice Dean MA- Training Chairs
15.45	16.15	Internal session panel
16.15	17.15	Development dialogue (parallel) <ol style="list-style-type: none">1. English Language and Culture and Literary Studies2. German, French and Italian Language and Culture
17.15	17.30	Oral feedback moment

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the bachelor's programme English Language and Culture. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

All programmes:

- Note for the review panel Modern Language and Literature on the sector plan SSH University of Amsterdam, Leiden University, Radboud University, Utrecht University November 2024
- Description Faculty of Humanities, Leiden University
- Educational vision Faculty of Humanities, Leiden University
- Overview of appointments of teachers in Modern Language and Literature programs 2
- Teaching and Examination Regulations Bachelor's Programmes Faculty of Humanities Leiden University valid from 1 September 2024
- Thesis assessment in the Faculty of Humanities, Leiden University
- Handbook Board of Examiners Faculty of Humanities, Leiden University (Last revised version: August 2024)
- Faculty rules and guidelines of Board of Examiners of BA programs Faculty of Humanities, Leiden University
- Tips on Testing, Faculty of Humanities, Leiden University
- Guide to Teaching Quality Assurance Faculty of Humanities (Jan. 2025)
- Handbook of Programme Committees Faculty of Humanities, Leiden University (Last revised August 2024)
- Education Dashboard Faculty of Humanities, Leiden University (intake, throughput, outflow, NSE etcetera)
- Programme websites

Bachelor's programme English Language and Culture:

- Self-Evaluation Report English Language and Culture 2025
- Prospectus English Language and Culture 2024-2025 (full-time)
- Prospectus English Language and Culture 2024-2025 (part-time)
- Course and Examination Regulations valid from 1 September 2024, Programme-specific part: Bachelor's programme: English Language and Culture
- Staff overview English Language and Culture 2025
- Assessment plan BA English language & culture 2024-2025
- 15 final works selected by the panel including completed assessment forms
- Selected courses in Brightspace
- Annual reports bachelor programme English Language and Culture 2021-2022 and 2022-2023
- Annual reports Board of Examiners English Language and Culture 2022-2023 and 2023-2024