



**B European Languages and Cultures
University of Groningen**

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Project code P2404

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Summary

Standard 1. Intended learning outcomes

The panel concludes that the bachelor's programme European Languages and Cultures has a clear and unique, interdisciplinary profile, aiming to equip students with advanced linguistic skills and interdisciplinary knowledge to critically engage with the phenomenon of Europe in its cultural, political, and linguistic dimensions. It considers the combination of language study (one of eight European languages) with an exploration of Europe's cultural and political contexts with the opportunity to select from three disciplinary profiles and two tracks (Dutch and English) as particularly valuable. The programme's broad scope and the opportunities for specialization are also valued by students. The panel encourages the programme to continue to strengthen its focus on Eastern Europe, building on its innovative initiatives in this area.

The ILOs of the programme match the Dublin descriptors for bachelor's programmes, are (inter)nationally comparable and clearly reflect the focus on European culture and politics. Students are adequately prepared for both advanced studies and professional careers in diverse fields. Furthermore, the panel finds the programme to be highly responsive to developments in the professional and academic fields. The panel endorses the possible renaming of the programme, as incorporating 'politics' into the title would better capture its distinctiveness and interdisciplinary nature. The name change could also enhance students' post-graduation prospects and provide a competitive marketing advantage. Simultaneously, the panel suggests taking into account the target student population for the programme, as introducing a new name could potentially discourage some students from selecting it, especially students who are interested in traditional Languages and Culture programmes where the emphasis is on language proficiency, literature, linguistics and philology.

Standard 2. Teaching-learning environment

The panel has a positive impression of the bachelor's programme European Languages and Cultures that aims to foster an intercultural and interdisciplinary dialogue on the phenomenon of Europe. It appreciates the well-structured, progressive curriculum design that balances language skills with disciplinary content, combining a general introduction, three disciplinary profiles and a language-specific part. The engaging, socially relevant education promotes autonomy, interdisciplinary competence, and an understanding of Europe's linguistic and cultural diversity. In the second and third years, the programme design and new electives enable a student-led learning experience with ample opportunities to follow individual interests. The 2022/23 curriculum reform, including new courses and flexible elective choices, reflects a commitment to ongoing improvement and student-centred learning. Emphasizing regional expertise and research-based teaching, the programme's strong focus on foreign languages and substantive courses in those languages is seen as highly valuable, enabling students to attain professional proficiency. Opportunities for studying abroad and pursuing minors further enhance students' linguistic and cultural competencies, making them well-prepared for both academic and professional success.

The programme's student-centred and research-driven teaching promotes active learning, encouraging students to take ownership of their own learning process. The panel values the varied, innovative teaching methods, the small-scale seminars and the international classroom as well as the active learning community, enabling students with different backgrounds to perform optimally. It also views the incorporation of AI tools in education as a positive development. The programme's international orientation is reflected in the international community of students and staff. According to the panel, the choice for an

English name and language of instruction in the English track is well substantiated and in alignment with the international nature of the professional and academic field.

The panel determines that students are well-supported throughout the programme and considers the programme to be feasible. It particularly values the role of the study advisor as well as the mentoring programme for first-year students, assisting students in navigating the programme and fostering a sense of community. Students are able to make well-informed decisions about their profile, and appreciate the delayed decision in this regard. Furthermore, the admission criteria, the information provided to students, and the facilities available for students with disabilities are all satisfactory. The panel praises the Programme Committee for their efforts in improving the quality of the programme. The panel encourages the programme to clearly inform students about the requirements and potential delays associated with language courses to help set appropriate expectations.

The panel is impressed with the quality, adaptability and commitment of the international teaching staff, who are experts in their diverse fields, covering the academic scope of the programme. The majority of the staff members actively engage in research, thus providing a research-intensive environment. In addition, the panel values the lecturers' dedication and responsiveness to students. The panel recommends that the programme remain attentive to safeguarding staff research time and monitor workload levels carefully, especially concerning the extensive responsibilities of the study advisor.

Standard 3. Student assessment

The panel concludes that the assessment system of the programme is transparent and well designed, and is continuously updated in an innovative way. Adequate procedures, such as the four-eyes principle and clear rubrics, are in place to ensure and enhance the quality of assessment. Amongst others, the panel values the implementation of a standardized thesis assessment form, a thesis support group and clearer guidelines, in line with the previous panel's recommendations. These measures enhance the transparency of thesis evaluations and support more consistent calibration, while still allowing for profile-specific differentiation.

According to the panel, the varied and innovative forms of assessment throughout the programme, as well as the emphasis on feedback and reflection, support student learning across different stages. In addition to monitoring students' progress, they promote independence, self-reflection, and the development of effective time management skills. The panel suggests that the workload for staff and students could be alleviated by decreasing the number of ILOs assigned to each course.

The proactive Board of Examiners adequately safeguards the quality of assessments within the programme. The panel praises the well-designed system that has been established, supporting the continuous enhancement of the programme. Recognizing the 20% increase in workload experienced by the Board of Examiners, the panel believes that providing the Board of Examiners with additional time for development would be beneficial. Furthermore, it recommends that the Faculty Board explore strategies to lessen the Board's workload, such as introducing administrative limits where possible.

Standard 4. Achieved learning outcomes

The panel concludes that the level of the theses is appropriate for an academic bachelor's programme and that students achieve the intended learning outcomes. Most graduates proceed to suitable master's programmes. Alumni are generally content with the programme and are well prepared to perform successfully in the academic and professional field in the Netherlands and abroad.

Score table

The panel assesses the programme as follows:

Bachelor's programme European Languages and Cultures

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. Liedeke Plate, panel chair

Carlijn Braam MA, panel secretary

Date: 16 July 2025

Introduction

Procedure

Assessment

On 9 and 10 April 2025, the bachelor's programme European Languages and Cultures of the University of Groningen 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. Drs. Jessica van Rossum acted as coordinator and Carlijn Braam acted as panel secretary in the assessment of the programmes of the University of Groningen. 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 her role in the site visit according to the Panel chair profile (NVAO 2016).

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3) and 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 years 2022-2023 and 2023-2024. In consultation with the coordinator, the panel chair selected 15 theses of the programme. They took into account the diversity of final grades and examiners, as well as the various profiles and the subject (country/language) of the theses. From the profile European Culture and Literature 4 theses were selected (2 for English, 1 for Swedish and 1 for Spanish), from the profile European Politics and Society 7 theses were selected (1 each for English, Dutch, Swedish, Spanish, Italian, Russian and German), and from the profile European Language and Society 4 theses were selected (2 for French, 1 for English and 1 for Spanish). This selection reflected the number of graduates in each particular variant proportionally. 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 programme 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 Arts and the University of Groningen.

Panel

The panel assessing the bachelor's programme European Languages and Cultures at the University of Groningen consisted of the following members:

- Prof. dr. L. (Liedeke) Plate, professor in Culture and Inclusivity at the Faculty of Arts of the Radboud University [panel chair];
- Prof. dr. J. (Janet) Grijzenhout, professor in English Linguistics at the Faculty of Humanities of Leiden University;
- Dr. C. (Corey) Gibson, lecturer in Twentieth-Century Scottish Literature at the School of Critical Studies of the University of Glasgow (United Kingdom);
- Prof. dr. T. (Theresa) Kuhn, professor in Modern European History and Politics at the Department of European Studies and the Faculty of Humanities of the University of Amsterdam;
- Dr. D.V.L. (Désirée) Schyns, senior lecturer (emerita) in Translating French-Dutch and Translation science at the Faculty of Arts and Philosophy of Ghent University (Belgium);
- M.E (Marieke) Rotman BA, alumna of the bachelor's programme Celtic Languages and Culture, now research master student Ancient, Medieval and Renaissance Studies at Utrecht University [student member].

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

Information on the programme

Name of the institution:	University of Groningen
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	B European Languages and Cultures
CROHO number:	56124
Level:	Bachelor (NLQF 6)
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	English, Dutch
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	Dutch, English, French, German, Italian, Russian, Spanish, Swedish
Educational minor:	Applicable
Awarded degree:	BA
Submission date NVAO:	1 November 2025

Description of the assessment

Organization

The Faculty of Arts of the University of Groningen offers 16 bachelor's programmes and over 50 master's tracks. It has more than 5000 students and 700 staff members. Research covers the fields of Archaeology, Cultural Studies, History, International Relations, Journalism, Language and Literary Studies, and Linguistics. The bachelor's programme in European Languages and Cultures is organizationally embedded in the Faculty of Arts as part of the cluster CLLiP: Culture, Language, Literature and Politics. This cluster also comprises the bachelor in English Language and Culture, the master Literary Studies, and the Erasmus Mundus programme in Euroculture. The formal responsibility for the programme lies with the Faculty Board and the Director of Education. The programme is led by the chairs in the three disciplines of the programme: Culture and Literature (C&L), Politics and Society (P&S), and Language and Society (L&S). The three programme coordinators are responsible for the administration of the programme.

The programme has its own Programme Committee consisting of four staff members and four students. The faculty's central Board of Examiners consists of seven members, including a chair and a secretary, and features one external member. The other six members are all chair of an Expertise Team: one for every cluster in the faculty and one for all Research Master programmes. The Expertise Teams are responsible for handling all tasks that require knowledge of the content of programmes, including safeguarding the quality of assessment within the cluster. Assessment in the programme is supervised by the Expertise Team of Cluster 2, which consists of five staff members.

Vision Faculty of Arts

By 2026, the Faculty of Arts aims to be a leading, innovative research faculty engaged in diverse disciplines that foster collaboration between academia and societal partners at local, national, and international levels. It seeks to develop innovative solutions to pressing academic and societal challenges through joint efforts. The faculty aspires to offer inspiring, research-based teaching that trains students as critical thinkers and professionals equipped to address social and academic issues, through broad-based bachelor's programmes and thematically focused master's programmes. It aims to be an international, bilingual, open, and inclusive community that values social safety, integrity, job satisfaction, and talent development. The faculty intends to integrate research and teaching to generate meaningful academic and societal impact. Through regional ties, it will connect disciplines, faculties, and society, supported by the new Harmonie Complex building featuring 'State of the Art(s)' facilities, laboratories, and active learning classrooms that promote collaboration.

Recommendations previous panel

The last formal external assessment of the bachelor's programme in European Languages and Cultures of the University of Groningen took place in May 2019. In the self-evaluation report of the current assessment, the programme described the actions undertaken in response to the recommendations of the previous panel. Following the recommendations regarding thesis assessment (developing a standardized form and ensuring that the second reader has a recognizable voice on this form), a set of documents including guidelines in the form of a syllabus and a staff 'playbook' were developed in 2020, with a strict timeline procedure. From January 2022, coinciding with the Faculty's initiative to harmonize the assessment procedures for theses, all students must meet a common final thesis deadline. Assessment criteria were revised to create a harmonized evaluation form, adaptable to various methods and approaches. New rules ensure independent assessments by different assessors, who fill out separate forms and then discuss to agree on a joint mark. Additional efforts include information sessions at the start of the process, a thesis

support group organized by the study advisor, a standard cover page, centralized document access via Brightspace, and clearer guidelines for ethics approval for theses involving human participants. Additionally, the choice of the profile and electives is deferred until the end of year 1, and an Academic Skills course has been implemented, which creates space in other courses for content-based learning and training of more advanced research skills. The panel concludes that the recommendations have been seriously acted upon by the programme and is generally satisfied with the improvement measures taken.

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

The bachelor's programme in European Languages and Cultures (ELC) combines the study of the phenomenon of Europe in its linguistic, cultural and political dimensions with the study of a European language. The programme includes three disciplinary profiles, represented by individual chair groups: Culture and Literature (C&L), Politics and Society (P&S), and Language and Society (L&S). All ELC students specialize in one or two of the disciplinary profiles. In addition to the three profiles, language proficiency is a core part of the programme, sustained by a fourth chair group, Language Learning (LL). Students achieve an advanced level of proficiency in at least one of eight European languages: English, German, French, Spanish, Italian, Swedish, Russian, or Dutch as a second language. All students choose their major language at the very start of their studies. Students from the L&S profile can also minor in a second language. The panel appreciates that apart from the language-specific courses, the programme is offered in an English and a Dutch track, where the language of instruction and the language of the material are English and Dutch, respectively. Students choose one of these tracks upon enrolment.

The panel recognizes a clear and ambitious vision, with an innovative approach to undergraduate education. These are grounded in three guiding assumptions: firstly, the importance of mastering foreign languages; secondly, the character of Europe as a transnational, intercultural, and multilingual entity, necessitating students to receive both a solid disciplinary training and an interdisciplinary perspective; and thirdly, the academic study of Europe needing to be grounded in research. These core assumptions are reflected within the curriculum (see Standard 2).

The programme distinguishes itself from comparable programmes in the Netherlands through its multidisciplinary mix of linguistic, literary, cultural and political studies combined with a focus on key societal issues. Its significant emphasis on developing proficiency in the major language sets the ELC programme apart from other programmes centred on European studies. The panel acknowledges the unique nature of the programme's profile, viewing the integration of language study and language-specific academic modules with an exploration of Europe's cultural and political contexts as particularly valuable. Language learning is not treated as ancillary, but as a core academic pursuit, tightly interwoven with thematic content and regional expertise. The panel also values the opportunity to select from three disciplinary profiles and examine disciplinary connections both within and across these profiles. The students indicated to the panel that they appreciate the programme's broad scope and the opportunities for specialization.

During the site visit, the panel inquired about potential plans to expand the range of languages offered to include more Eastern European languages and cultures, as currently Russian is the sole language available in this respect. It learnt that, within budget constraints, the programme endeavours to maximize opportunities creatively, such as partnering with additional universities in Eastern Europe for the minor abroad, facilitating virtual exchanges across all regular language courses where students collaborate online, and incorporating topics related to diversity, interculturality etc. into several courses with a broad, inclusive approach beyond Europe. Some students shared their desire for the programme to place greater emphasis on Eastern European themes. The panel commends the programme's innovative efforts and encourages it to further enhance its focus on Eastern Europe, particularly through literature, examples, and thesis topics.

The programme management conveyed to the panel that they consider the faculty-wide changes as an opportunity to further enhance the already interdisciplinary programme, and feel they are well positioned to transition to the faculty-wide model. They aim to do this by emphasizing broader, global issues, which will, in turn, improve students' employability. The key challenge is to find a new balance between the programme's distinctive disciplinaryity through languages, its hallmark, and the interdisciplinary faculty-wide courses. The panel appreciates this approach.

Together with the bachelor's programme in English Language and Culture and the master's programme in Literary Studies, the programme falls under the remit of the Advisory Board for Languages and Cultures. This Board consists of staff, students, alumni, and representatives from the professional field, but seems to be inactive at the moment. The faculty is currently investing in an advisory council at faculty level, with advisory groups per cluster of programmes, based on their work field orientation. In addition, there are contacts with the professional field through the faculty mobility office (for internships and job opportunities) and the faculty science shop, which acts as an intermediary between students and (public) organizations and entrepreneurs in the region. As part of the faculty's impact policy, this should stimulate a quality impulse for the programmes.

On a more incidental basis, the programme has its own ties with the professional field. For example, there is contact through guest lectures and internships, the alumni association, as well as with WIJS, an initiative of the municipality of Groningen, together with mbo and hbo institutions, where students conduct research, provide advice from their field of expertise and organize activities for and with residents. The panel commends the programme's engagement with local, national, and international external partners and encourages further investment in the work of the advisory board or council. It suggests ensuring that the core staff of the programme are adequately represented on this board or council.

According to the panel, the programme's distinct profile and well-defined aims are highly commendable, not only for their academic rigor but also for their societal relevance and responsiveness to contemporary challenges in higher education. The panel notes with appreciation that courses are continuously being modified to reflect current research of the staff as well as societal needs on local, national and international levels. In addition, it is impressed with the proactive responses to AI in recent years, demonstrating the staff's positive attitude toward new developments.

As the programme is contemplating a name change, a potential new title was discussed, highlighting that incorporating 'politics' into the title – given it is the largest profile – would better reflect the programme's content. This addition could also benefit students by expanding their opportunities after graduation and serve as a marketing advantage, increasing the programme's visibility. The panel agrees that this would better reflect the programme's profile and interdisciplinary nature. It advises including 'politics' as the last

element, resulting in European Languages, Cultures, and Politics. An alternative suggestion is to incorporate the profile choice into the degree awarded to students.

Intended learning outcomes

The intended learning outcomes (ILOs) reflect the profile of the programme, building towards language- and discipline-specific knowledge and competencies. They are tailored for each disciplinary profile and chosen language. The final level in language acquisition is defined on the basis of the Common European Framework of Reference (CEFR). The programme is designed to ensure that graduates become proficient at B2/C1/C2 level in at least one of the eight major languages on offer, depending on the language (English, French, German: C2; Italian, Spanish Plus and Swedish: C1; Spanish Basic: B2; Russian: B1). The shared general introductory courses taught in year 1 aim to achieve that graduates have knowledge 1) of European linguistics in a broad sense (ILO 1.1); 2) of a wide range of European literary texts as well as literary history and theory (ILO 1.2); and of the political and sociocultural context of Europe in diachronic and synchronic perspectives (ILO 1.3). They lay an essential foundation for subsequent shared interdisciplinary content. The discipline- and language-specific expertise acquired in the profiles and language-specific areas is geared towards educating Europe experts with distinctive specializations.

The panel is of the opinion that the vision and profile of the programme have been translated well into the ILOs, which in turn are aligned with expectations from the international academic and professional fields. It considers the ILOs of the programme to be well-defined and appropriate for the academic bachelor's level. They are formulated in accordance with the Dublin descriptors and thereby match level 6 of the Dutch qualification framework NLQF and cover all relevant aspects of the bachelor's programme, as well as demonstrate a gradual progression towards more complex knowledge and skills. The panel appreciates the prospective career pathways integrated into the programme's design and ILOs, with an impressive range of potential career directions outlined.

Considerations

The panel concludes that the bachelor's programme European Languages and Cultures has a clear and unique, interdisciplinary profile, aiming to equip students with advanced linguistic skills and interdisciplinary knowledge to critically engage with the phenomenon of Europe in its cultural, political, and linguistic dimensions. It considers the combination of language study (one of eight European languages) with an exploration of Europe's cultural and political contexts with the opportunity to select from three disciplinary profiles and two tracks (Dutch and English) as particularly valuable. The programme's broad scope and the opportunities for specialization are also valued by students. The panel encourages the programme to continue to strengthen its focus on Eastern Europe, building on its innovative initiatives in this area.

The ILOs of the programme match the Dublin descriptors for bachelor's programmes, are (inter)nationally comparable and clearly reflect the focus on European culture and politics. Students are adequately prepared for both advanced studies and professional careers in diverse fields. Furthermore, the panel finds the programme to be highly responsive to developments in the professional and academic fields. The panel endorses the possible renaming of the programme, as incorporating 'politics' into the title would better capture its distinctiveness and interdisciplinary nature. The name change could also enhance students' post-graduation prospects and provide a competitive marketing advantage. Simultaneously, the panel suggests taking into account the target student population for the programme, as introducing a new name could potentially discourage some students from selecting it, especially students who are interested in traditional Languages and Culture programmes where the emphasis is on language proficiency, literature, linguistics and philology.

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

Language of instruction and communication

The programme has an English name and is offered in an English and a Dutch track. The panel views this as a logical and appropriate choice, considering that the programme's focus is on the languages and cultures of Europe. The use of the English language is crucial to preparing students for further education and careers in an international and English-speaking environment. The panel commends the linguistic and cultural diversity of the student population given the transnational orientation of the programme. This mix contributes to achieving the ILOs by creating an international and inclusive English-language learning environment for the students. Of the Dutch students, approximately half opt for the English track, while the Dutch track also attracts international students who wish to improve their Dutch proficiency.

Admission and characteristics of incoming students

To be eligible for enrolment, students need to have a Dutch vwo secondary education diploma or an equivalent thereof. Students may also be admitted if they possess a propaedeutic diploma from a higher professional education programme, have completed the first year of another academic bachelor's programme, or hold an equivalent qualification from abroad. Additionally, some major languages have their own specific requirements. The specific language requirements include having a vwo diploma with sufficient grades in French, German, Spanish, or English, or passing equivalent language tests, or specified scores on TOEFL, IELTS, or Cambridge exams, demonstrating the required proficiency level (A2, B1 or C1, depending on the language variant). No prior knowledge is needed for Dutch as a second language, Italian, Russian and Swedish. Over the last five years, there has been a stable intake of students with an annual average of 110-130 students, with a slight decrease in the past two years. The programme draws a diverse student population; the number of international students, mainly from EU countries, has been growing to around 40% of the general intake in 2024. To accommodate this diverse intake, the programme carefully fosters collaboration between all students and staff, as well as between tracks and profiles. The programme is actively exploring possibilities of adapting to the challenges regarding the government's policy on internationalization and the general decrease of population in the north of the Netherlands to become more visible to prospective students from different regions of the Netherlands and abroad. The panel supports these efforts and considers that the programme has clear and reasonable entry requirements.

Curriculum

The curriculum of the fulltime three-year programme is organized according to discipline-specific learning pathways. During the first year, students acquire foundational theoretical and methodological knowledge in the three profiles, and are introduced to key concepts and approaches. This provides them with a broad understanding of European studies before they focus on their chosen profile(s) in subsequent years, where they receive more specialized and advanced training to deepen their knowledge and competences in so-called 'profile' courses in years 2 and 3. Additionally, they develop advanced proficiency in their selected major language. A series of language-specific modules, which are offered in years 2 and 3, provide academic

content in linguistics, cultural studies and political sciences, combining language and profile, and are taught entirely in the major language. During the first semester of year 3, students can opt for a semester abroad at a partner university, a choice made by approximately 35-40% of students. Alternatively, they may choose a (pre-master) university or faculty minor, or do an internship. In their third year, students refine their theoretical and methodological skills through the modules 'Thesis Lab' and 'Thinking Culture'. The programme concludes with a bachelor's thesis (10 EC). In accordance with the faculty model, teaching occurs in course units of 5 EC, which are taught and assessed over a period of 9 or 10 weeks, except for the 10 EC language-specific course and the bachelor's thesis in the third year.

In sum, the programme includes (see Appendix 2 for an overview):

- 40 EC of introductory content in year 1: 10 EC per disciplinary profile, plus an interdisciplinary introduction course 'Studying Europe', and a course on academic skills, of 5 EC each;
- 30 EC of language learning, consisting of six 5 EC modules (20 EC in year 1, 10 EC in year 2), each offered for all eight European languages;
- 25 EC of language-specific content: courses that are taught in the chosen language, while the content differs for each language;
- 25 EC of profile-specific content: five 5 EC courses per disciplinary profile (Language and Society, Culture and Literature, and Politics and Society);
- 20 EC of electives in year 2, 30 EC of minor/study abroad/internship in year 3, and 10 EC for the final thesis project.

In response to the recommendations of the previous panel and to students' feedback, which highlighted concerns such as limited elective options and courses focusing on educational topics, and the absence of academic skills courses, the programme was revised for the 2022/2023 academic year:

- an Academic Skills course was introduced as a mandatory first-year module, creating space in other courses for content-based learning and training of more advanced research skills;
- the choice of the profile and electives is postponed until the end of year 1;
- most disciplinary electives have been discontinued. The option to study a second language remains only open to students majoring in L&S;
- new elective options (each 20 EC) have been added: 1) An educational elective Language Learning and Teaching focusing on issues relevant to teacher education; 2) A 'profile-plus' option, offering additional modules that deepen students' profile knowledge and 3) A second-profile option, which broadens students' disciplinary knowledge on Europe, which is available for all students.

The new elective options are expected to enhance students' (inter)disciplinary training and facilitate the transition to masters' programmes. The introduction of these changes for first-year students was evaluated as positive by the Programme Committee. During the site visit, it was clear that students value the programme's diversity, its international focus and flexible design, which allow them to explore various disciplines, engage with languages in different ways, and tailor their degree to suit their personal interests. The panel also noted that the content of several discontinued electives has been integrated in other (introductory, language- and profile-specific) courses.

The panel considers the curriculum to be well-aligned with the ILOs, with a coherent, progressive learning trajectory, maintaining a thoughtful balance between language acquisition and disciplinary content, as well as between historical theory and contemporary contexts. It provides an intellectually engaging and socially relevant education that fosters autonomy, interdisciplinary competence, and a profound understanding of Europe's linguistic and cultural diversity. The panel appreciates the emphasis on regional expertise and research-oriented teaching. It views the strong focus on foreign languages and the ambition to teach

substantive courses in foreign languages as a significant added value of the programme, as it will enable students to achieve complete professional proficiency in their chosen languages. The 2022/23 curriculum reform, with the added Academic Skills course and improved elective structure, demonstrates a commitment to continuous improvement and student-centred learning. The inclusion of new electives, the postponement of key decisions until the end of year 1, and the focus on disciplinary coherence all speak to a thoughtful and adaptive educational design. According to the panel, the opportunity to study abroad or engage in faculty/university minors further enhances the students' linguistic and cultural competence, making them highly competitive in both academic and professional arenas.

Teaching methods

The programme is based on the Faculty of Arts' educational vision, using active learning and research-oriented methods in its teaching. The programme aims to foster an intercultural and interdisciplinary dialogue on the phenomenon of Europe with an inclusive approach to the various backgrounds and experiences of both students and staff, creating a distinct community. English and Dutch serve as the common languages of communication.

To facilitate the learning trajectory of students, the programme combines lectures, interactive seminars and self-directed learning. Each profile is organized according to a learning pathway ensuring a cumulative development of knowledge and competences. In the language proficiency courses, students are immersed in the language through multimodal exposure, including relevant cultural products. The students appreciate the variety of instruction methods offered, including guest lectures, flipped classroom presentations and media analysis, all of which foster positive learning experiences. Moreover, they find the feedback they receive to be very elaborate and helpful, and stress the effectiveness and advantages of studying in an international context.

ELC strives to create an environment in which synergies between research and teaching are enabled. Throughout the programme, students develop their research skills. In the second year, students engage in feedback-intensive profile courses that prepare them for their bachelor's thesis in the final year. Many of the lecturers are active researchers, who incorporate aspects of their research into their teaching. ELC staff also supervise research internships and involve students in research projects (through research assistantships and internships) that entail collaboration with societal partners. According to the panel, the programme ensures that students acquire the appropriate research skills.

During the site visit, the panel observed that the programme is committed to ongoing efforts to integrate AI into its teaching and assessment practices through active dialogue with students, emphasizing academic integrity and the development of critical thinking skills. It also encourages staff to share best practices. Additionally, guidelines regarding AI usage have been included in the course catalogue.

The panel appreciates the diverse, multi-dimensional, and innovative strategies employed in teaching, as well as the integrated focus on research methods throughout the courses. Furthermore, it regards the incorporation of the AI component into the curriculum as a positive development. The programme's dedication to inclusivity, internationalization, and teaching innovation further strengthens its appeal. The programme-specific facilities include active learning classrooms and support the learning process.

Feasibility and guidance

The panel views the guidance provided to students during the programme and the accessibility of programme-specific services and facilities positively, providing ample opportunities for the development of an academic community. These include a mentoring system for first-year students. Upon the start of the

semester students are assigned to a mentor group, which will also be their seminar group for first-year profile courses. Each group has a dedicated staff mentor and a student mentor, typically a second- or third-year student, who organizes group mentor meetings. According to the panel, this is an excellent and very personalized way to assist students in navigating the programme, while also strengthening the group cohesion among different cohorts and ensuring a high level of student engagement. The panel is aware that, given its time-consuming nature, the mentoring programme's long-term sustainability remains to be seen in light of potential future budget reductions. The lecturer mentors work closely with the study advisor, who proactively monitors the development and progress of students' individual trajectories, is easily accessible for students and can refer them to the right resources if needed. Students studying abroad for a semester receive support via an online advanced-proficiency language module, designed to help them stay connected. Students confirmed that they feel well supported throughout the programme. They value the guidance provided by the teachers, whom they describe as enthusiastic, dedicated, and very approachable. They also consider the information sessions on electives and minors, hosted by the study advisor, to be helpful, as well as the profile carousel organized by the study advisor in collaboration with the study association. They are able to make well-informed decisions about their profile and appreciate the delayed decision in this regard. Moreover, most courses are evaluated annually through the Faculty's online evaluation system.

Following student feedback, the faculty has developed a policy plan for studying with an impairment. Facilities to accommodate students with functional impairments or other special needs are available. These include provisions such as alternative (oral) exams with the consent of the Board of Examiners, extra time for exams or separate exam settings. The panel finds that the programme pays sufficient attention to studying with a disability, making the programme more accessible and inclusive.

The panel notes that the programme has sustained high student retention and graduation rates over the past five years. The vast majority (78%) of ELC students of all profiles graduate within 3 years. An additional 14% graduate within 4 years. The drop-out rates range between 10 and 24% across the past years. Around 8% of first-year students receive a negative Binding Study Advice (BSA). In general, the students find the workload to be appropriate and manageable, and the programme to be feasible. Potential study delays are influenced by the language courses, which require significant time and dedication and tend to cause the most pressure among students. Since the language courses build upon each other, failing a course may force students to postpone their studies to the following semester, with some opting to switch to a different language instead. Others intentionally delay their main programme to explore different routes.

The panel concludes that the study guidance is well-organized and that the programme is generally feasible. In particular, the proactive role of the study advisor is appreciated. The panel commends the Programme Committee for their active involvement in improving the programme. Furthermore, the panel acknowledges that the programme effectively provides information to students through the digital learning environment Brightspace in an accessible and timely manner. The platform is used to offer information about study planning, exam regulations, study support, events, job opportunities etc. The panel advises the programme to clearly inform students about the requirements and potential delays associated with language courses to help set appropriate expectations.

Teaching staff

The programme is delivered by a diverse team of internationally renowned experts, who are able to bring their research insights and a broad range of expertise to the classroom. Out of a total of 59 staff members (47.3 fte), 50 have tenured positions. The student/staff ratio is 6:1. Most tenured staff hold a University Teaching Qualification (BKO), and several hold a Senior Teaching Qualification (SKO). The profiles and language-learning are chaired by a full professor. In the profiles, all permanent faculty hold a PhD and have a

minimum of 40% research time. All lectures and most seminars are taught by faculty with PhDs. The courses involving major-language components are taught by staff who are either native speakers or have completed an MA or PhD degree in the language in question. The tenured assistant, associate and full professors are active members of the local research institutes ICOG (Groningen Institute for the Study of Culture) and CLCG (Centre for Language and Cognition) and are involved in numerous international research networks.

All permanent teaching staff are involved in curriculum development, course design and coordination. Consistency among courses and lecturers is ensured through course coordinators. Peer review is conducted through chair meetings, seminars, co-teaching activities, and the review of syllabi and examination materials. Teachers feel there is sufficient opportunity for professional development.

Based on the documentation, a concern of the panel was the workload of the teaching staff, also in view of the budgetary measures and the planned restructuring at faculty level (e.g. faculty-wide courses of 10 EC). During the site visit, the teaching staff informed the panel that, in general, the combination of research and teaching close to their research interests works well. The need to strike a balance to reduce work pressure has been discussed frequently, in some cases leading to a (temporary) reduction of the teaching load. In addition, the course preparation and coordination workload can be reduced when working with co-teachers.

The panel has established that the staff have the expertise needed for this programme and is impressed by their collegiality and adaptability. The diversity of the team, both in terms of cultural backgrounds and academic specializations, enriches the programme and matches well with its international and multilingual focus. The highly qualified and committed teaching staff seem very much focussed on continual improvement of the programme and being attentive to students' needs. Teaching generally receives positive feedback in student course evaluations. Students appreciate the teachers' approachability and recognize their passion and diverse expertise. The panel recommends that the programme remain attentive to safeguarding staff research time and monitor workload levels carefully, especially concerning the extensive responsibilities of the study advisor.

Considerations

The panel has a positive impression of the bachelor's programme European Languages and Cultures that aims to foster an intercultural and interdisciplinary dialogue on the phenomenon of Europe. It appreciates the well-structured, progressive curriculum design that balances language skills with disciplinary content, combining a general introduction, three disciplinary profiles and a language-specific part. The engaging, socially relevant education promotes autonomy, interdisciplinary competence, and an understanding of Europe's linguistic and cultural diversity. In the second and third years, the programme design and new electives enable a student-led learning experience with ample opportunities to follow individual interests. The 2022/23 curriculum reform, including new courses and flexible elective choices, reflects a commitment to ongoing improvement and student-centred learning. Emphasizing regional expertise and research-based teaching, the programme's strong focus on foreign languages and substantive courses in those languages is seen as highly valuable, enabling students to attain professional proficiency. Opportunities for studying abroad and pursuing minors further enhance students' linguistic and cultural competencies, making them well-prepared for both academic and professional success.

The programme's student-centred and research-driven teaching promotes active learning, encouraging students to take ownership of their own learning process. The panel values the varied, innovative teaching methods, the small-scale seminars and the international classroom as well as the active learning community, enabling students with different backgrounds to perform optimally. It also views the incorporation of AI tools in education as a positive development. The programme's international orientation

is reflected in the international community of students and staff. According to the panel, the choice for an English name and language of instruction in the English track is well substantiated and in alignment with the international nature of the professional and academic field.

The panel determines that students are well-supported throughout the programme and considers the programme to be feasible. It particularly values the role of the study advisor as well as the mentoring programme for first-year students, assisting students in navigating the programme and fostering a sense of community. Students are able to make well-informed decisions about their profile, and appreciate the delayed decision in this regard. Furthermore, the admission criteria, the information provided to students, and the facilities available for students with disabilities are all satisfactory. The panel praises the Programme Committee for their efforts in improving the quality of the programme. The panel encourages the programme to clearly inform students about the requirements and potential delays associated with language courses to help set appropriate expectations.

The panel is impressed with the quality, adaptability and commitment of the international teaching staff, who are experts in their diverse fields, covering the academic scope of the programme. The majority of the staff members actively engage in research, thus providing a research-intensive environment. In addition, the panel values the lecturers' dedication and responsiveness to students. The panel recommends that the programme remain attentive to safeguarding staff research time and monitor workload levels carefully. The latter also applies to the study advisor's extensive responsibilities.

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

System of assessment

The programme's assessment system is based on the Teaching and Examination Regulations, the programme-level learning outcomes, and the assessment plan. The panel has reviewed these documents and notes that the assessment plan, which outlines the forms of assessment for each course unit, aligns with the university's comprehensive assessment policy. Details of the assessment are specified in the course outlines (study guides) for each individual course. These include information on the course-level learning outcomes, assessment methods and criteria, workload, and the relative weights of the various assessment items within a course unit. The panel observes that all assessments are aligned with the ILOs of the programme.

The programme uses a combination of formative and summative assessments and a variety of assessment methods, including multiple-choice tests, presentations, essays, group projects and peer feedback. Many courses employ continuous assessment, for instance, through weekly reaction papers or essay questions. Students appreciate this variety, and the increased use of digital testing, such as vlogs, research journals (reflective journals or learning logs), peer discussion and peer-review assignments. Most of the courses within the programme use one or more forms of testing facilitated by digital tools such as Perusall, Google forms and Feedback Fruits, which are integrated into the Brightspace environment. In the language learning modules, assessment follows the CEFR framework (Common European Framework of Reference for

Languages) and assesses students' proficiency level by means of written and oral exams. The assignments within the profile modules are structured to equip students with the skills necessary for their independent thesis project, including developing a research proposal and establishing a research design. To better prepare students for the job market, the plan to strengthen digital skills and critical reflection on developments in the field of AI and make these competencies visible to prospective students seems essential to the panel, as would developing more alternative assessment methods that involve skills-oriented feedback instead of numerical grading.

The panel notes with satisfaction that the quality of assessment is maintained through a peer review process; all exams are compiled by qualified teachers within each profile (chair group), and subsequently assessed by colleagues. Additionally, assessment dossiers, which include the course outline, assignment instructions, exam questions, marking guidelines, and model answers compiled by the course instructors, are periodically reviewed by the Board of Examiners.

The panel appreciates the varied and innovative forms of assessment throughout the programme, as well as the emphasis on feedback and reflection. These support student learning across different stages, as they encourage autonomy, reflection and the application of ideas, theories and concepts to concrete, real-life cases. The assessment methods not only monitor students' progress but also help students to develop their time management skills. Additionally, the panel is positive about the balance in standardized assessment procedures for the programme as a whole and per profile. It notes that standardized rubrics for essay and presentation grading are implemented per profile, and that staff members regularly share best practices. The panel suggests that the workload for staff and students could be alleviated by decreasing the number of ILOs assigned to each course.

Final assessment

The programme concludes with a bachelor's thesis (10 EC) in the second semester of the third year of study; an independent research project which results in an individual research paper, written in the student's major language, English or Dutch. Students choose their own thesis topic and develop a research proposal. They are guided in this process during thesis preparation modules, in a thesis support group organized by the study advisor, and by their individual thesis supervisor, who is a senior staff member. Students are positive about the thesis guidance they receive. The thesis grade is composed of several components: 30% research design; 30% execution of the research project; 30% language proficiency, assessed by one or both assessors based on their expertise; and 10% research attitude, assessed by the supervisor. The final grade is a weighted average of these components, with each requiring at least a 5.5 to pass.

During the previous accreditation, the panel stressed the importance of uniformity in the procedure of thesis evaluation and argued for, amongst others, a standardized form for all theses, and the first supervisor and second reader to work independently. The recommendations of the previous panel have led to a harmonized evaluation form, adaptable to various methods and approaches, and standardized materials, such as cover pages. Different assessors fill out separate forms and then discuss to agree on a joint mark, ensuring independent assessments. The second assessor is not involved in the supervision of the thesis in its design or execution, maintaining independence in content evaluation. Additional efforts include information sessions at the start of the process, a thesis support group organized by the study advisor, centralized document access via Brightspace, and clearer guidelines for ethics approval for theses involving human participants. A thesis deadline policy was introduced in 2022 to regulate submission dates, with extensions only granted by the Board of Examiners. These measures have reduced delays and re-enrolments. The panel approves of these revisions, which make the assessment of theses more transparent and lead to systematic calibration. It appreciates that the standardized evaluation form allows for the inclusion of profile-specific elements.

Accompanied by rubrics, it ensures fair and uniform assessment. The panel reviewed a selection of 15 theses, including the corresponding assessment forms. It generally agrees with the grades awarded to the theses and found the grades to be well substantiated.

Board of Examiners

As of 2019, the programme falls under the responsibility of the central Board of Examiners of the Faculty of Arts. Each board member is chair of an Expertise Team (per cluster), which is responsible for handling all tasks that require knowledge of the content of programmes. Many daily tasks are mandated to the Expertise Teams, such as handling exemption requests, addressing fraud cases, providing guidance on Teaching and Examination Regulations, safeguarding the quality of examinations, and conducting quality checks on theses on the basis of a standardized list at faculty level. As such, there is no separate assessment committee. The assessment records are stored in a central archive and can be consulted by the Board of Examiners and Expertise Teams. Each year, the Expertise Teams review a sample of course units from all the programmes under its remit. Moreover, they annually review a specific type of course, such as the Academic Skills course (reviewed in 2024), comparing outcomes between the clusters. The central Board of Examiners oversees the activities of the Expertise Teams and documents these in its annual report. According to the representatives, over the past years, the roles of the Board of Examiners and the Expertise Teams have been enhanced, with both taking a proactive and responsive role in the organization of quality control. Complaints and appeals are handled promptly and effectively. Whenever issues occur, e.g. a notable rise in appeals to grades, the relevant cluster board is informed.

According to the Board of Examiners, digital assessment forms contribute to the independent grading of theses (with further adjustments to be made following a faculty-level pilot) and, through automated archiving, improve administrative processes. At the faculty level, there are ongoing discussions about transitioning to more formative assessment methods. Additionally, programme-specific ILOs will need to be updated to align with the content of the new faculty-wide courses.

Based on the documentation and the interviews during the site visit, the panel concludes that the Board of Examiners adequately safeguards the quality of assessment in the programme. It proactively controls assessment quality in various ways, such as appointing examiners. In recent years, several challenges have been addressed in a constructive way, including the increasing (mis)use of generative AI and the implementation of corresponding sanctions. The panel commends the well-designed system that has been put in place, facilitating the constant improvement of the programme. Having learnt about the increased workload faced by the Board of Examiners – 20% more over the past five years, particularly impacting the secretariat – the panel concludes that the Board of Examiners would benefit from additional time to focus on development rather than solely on quality control. Therefore, it endorses the request made to faculty management for more support. Additionally, it recommends that the Faculty Board consider strategies to reduce the workload, such as implementing administrative limits where feasible. Examples include restricting appeal options or developing measures to better accommodate non-Dutch students, thereby minimizing escalation and appeals. The panel also emphasizes the importance of being mindful of intercultural differences in this context.

Considerations

The panel concludes that the assessment system of the programme is transparent and well designed, and is continuously updated in an innovative way. Adequate procedures, such as the four-eyes principle and clear rubrics, are in place to ensure and enhance the quality of assessment. Amongst others, the panel values the implementation of a standardized thesis assessment form, a thesis support group and clearer guidelines, in

line with the previous panel's recommendations. These measures enhance the transparency of thesis evaluations and support more consistent calibration, while still allowing for profile-specific differentiation.

According to the panel, the varied and innovative forms of assessment throughout the programme, as well as the emphasis on feedback and reflection, support student learning across different stages. In addition to monitoring students' progress, they promote independence, self-reflection, and the development of effective time management skills. The panel suggests that the workload for staff and students could be alleviated by decreasing the number of ILOs assigned to each course.

The proactive Board of Examiners adequately safeguards the quality of assessments within the programme. The panel praises the well-designed system that has been established, supporting the continuous enhancement of the programme. Recognizing the 20% increase in workload experienced by the Board of Examiners, the panel believes that providing the Board of Examiners with additional time for development would be beneficial. Furthermore, it recommends that the Faculty Board explore strategies to lessen the Board's workload, such as introducing administrative limits where possible.

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

Theses

The 10 EC bachelor's thesis, or research paper, is regarded as the programme's final work. The thesis demonstrates a student's ability to combine their disciplinary competency, language proficiency and area-specific knowledge. In preparation for the site visit, the panel examined 15 theses. In the selection, a proper distribution across grades, profiles and languages was ensured. In the opinion of the panel, the level of the examined theses is appropriate for an academic bachelor's programme. In general, the theses demonstrate the achievement of the ILOs and are of expected quality. The wide range of topics reflects the broad and varied nature of the programme. The evaluated theses demonstrate a strong level of expertise in the respective profiles and a high level of foreign language proficiency. Most theses employ a solid theoretical framework and methodological approach, suggesting that students have received adequate training in empirical research methods.

Alumni

The majority of recent graduates (78%) continue their education at a master's level, either at the University of Groningen (48%), at other Dutch universities, or at universities abroad (17%). Graduates who majored in C&L have direct access to the MA Literary Studies programme, those who majored in L&S to the MA Linguistics, and those who graduated with P&S as their main profile to the MA International Relations. Graduates who have continued their studies at the University of Groningen go to regular master's programmes (most notably, the MA International Relations (37%) and MA Linguistics (23%)), research master's programmes, for example Cultural Studies (8%), the Erasmus Mundus MA Euroculture (8%) and educational master's programmes (7%). The panel concurs with the programme's view that this range of specializations indicates that a variety of master's programmes consider the ELC learning outcomes compatible with their admission criteria.

The panel determines that the programme effectively prepares students for the European job market, as well as for postgraduate studies at the MSc level or research at the PhD level. Graduates find employment with a broad range of employers in the Netherlands or abroad, in the public or cultural sector, business development, education and publishing. They work, amongst others, as translators, editors, journalists, copywriters, creative directors, research analysts, policy advisors, or in academia as postgraduate researchers. They also fulfil a vital societal need by becoming teachers at secondary schools. The panel is positive about the fact that alumni find professional positions that match the programmes' content and level, demonstrating the societal need for these learning outcomes.

The panel welcomes the intended hiring of a dedicated alumni officer for all cluster 2 programmes, as well as the intention of the programme to strengthen its collaboration with alumni by hosting regular meetings involving their participation, and exploring internship opportunities at their workplaces. It encourages the programme to keep track of alumni and further invest in alumni activities, as alumni can serve as active advocates for the programme and provide ongoing insights into developments within the field.

Considerations

The panel concludes that the level of the theses is appropriate for an academic bachelor's programme and that students achieve the intended learning outcomes. Most graduates proceed to suitable master's programmes. Alumni are generally content with the programme and are well prepared to perform successfully in the academic and professional field in the Netherlands and abroad.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's assessment of the bachelor's programme European Languages and Cultures is positive.

Recommendations

1. Remain attentive to safeguarding staff research time and monitor workload levels carefully. The latter also applies to the study advisor's extensive responsibilities.
2. As Faculty Board, consider strategies to reduce the Board of Examiners' workload, such as implementing administrative limits where feasible.

Appendix 1. Intended learning outcomes

Description of the Bachelor's level in accordance with the Dublin descriptors	Learning outcomes of the specialization Bachelor's graduates:
<p>1. Knowledge and understanding: Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<ol style="list-style-type: none"> 1. Have knowledge of European linguistics in a broad sense 2. Have knowledge of a wide range of European literary texts as well as literary history and theory 3. Have knowledge of the political and sociocultural context of Europe in diachronic and synchronic perspectives
<p>2. Applying knowledge and understanding: Graduates are able to apply their knowledge and understanding in a manner that indicates a professional approach to their job or profession, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<ol style="list-style-type: none"> 1. Are able to adequately communicate in a second (foreign) language 2. Are able to develop innovative ideas 3. Are able to select, process and analyse information from a range of sources 4. Are able to identify, formulate and resolve problems 5. Are able to reason in the abstract and analytically and synthesize ideas
<p>3. Making judgements: Graduates have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, academic or ethical issues.</p>	<ol style="list-style-type: none"> 1. Are able to gather and interpret relevant data in order to form judgements about relevant social, academic or ethical issues 2. Are able to take critical distance
<p>4. Communication: Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<ol style="list-style-type: none"> 1. Are able to motivate and guide others 2. Are able to communicate essential information from their own discipline or field to both experts and non-experts 3. Are able to have constructive discussions with others while respecting diversity 4. Are able to express themselves correctly, carefully and at an academic level both orally and in writing, in Dutch or English and/or the second foreign language (Major language)
<p>5. Learning skills: Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy.</p>	<ol style="list-style-type: none"> 1. Are able to stay up-to-date with developments in their field 2. Are able to plan properly and keep to deadlines 3. Are able to function independently and in a team.

Appendix 2. Programme curriculum

The programme consists of:

- 40 EC of introductory content (blue blocks) in year 1
- 30 EC of language learning (yellow) in years 1 and 2
- 25 EC of profile-specific content (green)
- 25 EC of language-specific, i.e. a combination of language and profile content (orange)
- 20 EC of electives, 30 EC of minor/study abroad (gray)
- 10 EC for the final thesis project (green)

Year 1				
Sem 1	Block 1	Language 1a 5 EC	Studying Europe 5 EC	L&S A 5 EC
	Block 2	Language 1b 5 EC	C&L A 5 EC	P&S A 5 EC
Sem 2	Block 3	Language 2a 5 EC	Academic Skills 5 EC	L&S B 5 EC
	Block 4	Language 2b 5 EC	C&L B 5 EC	P&S B 5 EC
Year 2				
Sem 1	Block 1	Language 3a 5 EC	Profile 1 5 EC	Elective space 20 EC
	Block 2	Language 3b 5 EC	Profile 2 5 EC	
Sem 2	Block 3	Lang.-spec. P&S 5 EC	Profile 3 5 EC	
	Block 4	Lang.-spec. C&L 5 EC	Lang.-spec. L&S 5 EC	
Year 3				
Sem 1	Block 1	Minor 30 EC		
	Block 2			
Sem 2	Block 3	Lang.spec. 10 EC	Profile 4 5 EC	BA thesis
	Block 4		Profile 5 5 EC	

Appendix 3. Programme of the site visit

Wednesday 9 April 2025

09.00	09.15	Welcome panel
09.15	09.45	Interview Faculty Board
09.45	10.30	Panel meeting
10.30	11.00	Interview programme management European Languages and Cultures
11.00	11.15	Panel meeting
11.15	11.45	Interview programme management B English Language and Culture and M Literary Studies
11.45	12.30	Lunch and panel meeting
12.30	13.15	Interview students & alumni B English Language and Culture
13.30	14.15	Interview teaching staff B English Language and Culture
14.15	15.00	Break and panel meeting
15.00	15.45	Interview students & alumni B European Languages and Cultures
15.45	16.00	Panel meeting
16.00	16.45	Interview teaching staff B European Languages and Cultures
16.45	17.30	Panel meeting

Thursday 10 April 2025

09.00	09.45	Interview students & alumni M Literary Studies
09.45	10.00	Panel meeting
10.00	10.45	Interview teaching staff M Literary Studies
10.45	11.30	Break and panel meeting
11.30	12.15	Interview Exam Board
12.15	13.30	Lunch and panel meeting
13.30	14.15	Concluding interview management all programmes
14.15	15.15	Concluding panel session
15.15	16.00	Development dialogues
16.00	16.30	Oral report panel

Appendix 4. Materials

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

The panel also studied other materials, which included:

General information

- Strategic Plan RUG 2021-2026
- Strategic Plan Faculty of Arts 2021-2026
- RUG Education Quality
- RUG Policy AI in education
- Detecting AI in the Faculty of Arts
- RUG Student Wellbeing
- Policy plan about studying with a disability
- RUG Assessment policy 2021-2026
- Digital Course Catalogue
- Rules and Regulations faculty Board of Examiners
- Annual reports faculty Board of Examiners 2021-2022, 2022-2023 and 2023-2024

Self evaluation report

Self evaluation report B European Languages and Cultures 2024, including student chapter and reflection on previous accreditation

Appendices:

- Programme learning outcomes
- Thesis assessment form
- Teaching team
- Quantitative data of teaching-learning environment: student intake, study progress, National Student Survey (2024), study success, differentiation (Honours College, International Student Mobility), graduate profiles
- Teaching and Examination Regulations 2024–2025 (TER)
 - o Part A: general part for all bachelor's programmes within the Faculty of Arts
 - o Part B: BA European Languages and Cultures
- Assessment Plan Bachelor European Languages and Cultures (2024-2025)
- Memo on the harmonization of assessment procedures

Additional appendices:

- Thesis Documentation
- Annual reports Programme Committees 2022-2023 and 2023-2024
- Selected course materials
 - o L&A: General Introduction Linguistics - LEU056P05 (2024-2025)
 - o German 2b - LEU009X05 (2024-2025)
 - o Culture and Literature 1: French - LEU062B05 (2023-2024)
 - o P&S 6: Theorizing Politics 1 - LEU114B05 (2023-2024)