



**B English Language and Culture
University of Groningen**

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Contents

- Summary 4
 - Score table 6
- Introduction..... 7
 - Procedure..... 7
 - Panel 8
 - Information on the programme 9
- Description of the assessment..... 10
 - Organization 10
 - Vision Faculty of Arts..... 10
 - Recommendations previous panel 10
 - Standard 1. Intended learning outcomes 11
 - Standard 2. Teaching-learning environment..... 13
 - Standard 3. Student assessment 19
 - Standard 4. Achieved learning outcomes 22
 - General conclusion 23
 - Recommendations 23
- Appendix 1. Intended learning outcomes 24
- Appendix 2. Programme curriculum..... 25
- Appendix 3. Programme of the site visit..... 27
- Appendix 4. Materials 28

Summary

Standard 1. Intended learning outcomes

The panel concludes that the bachelor's programme English Language and Culture has a clear and distinctive profile, providing students with relevant knowledge and skills in the fields of English linguistics and medieval and modern English literature and culture. The panel appreciates the integrative approach to English language, linguistics, literature and culture, fostering a holistic understanding of English as a global language and cultural force. Students are adequately prepared for both advanced studies and professional careers in diverse fields. The panel finds the programme to be responsive to developments in the professional and academic fields.

The ILOs of the programme match the Dublin descriptors for bachelor's programmes, are (inter)nationally comparable and reflect the profile of the programme. The panel advises to avoid frequent revisions of the ILOs to prevent excessive workload and suggests reducing the number of ILOs per course to ease staff and student workload and maintain flexibility at the course level.

Standard 2. Teaching-learning environment

The panel has a positive impression of the bachelor's programme English Language and Culture and its holistic, integrative approach. It considers the curriculum to be well-structured and coherent, with a well-defined scope. Its comprehensive common core covers all ILOs and provides students with a thorough understanding of English language and literature. The panel values the variety of options offered and the creative efforts to maintain flexibility. It encourages the programme to maintain this realistic and feasible approach while continuing to seek innovative solutions.

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 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 is well substantiated and in alignment with the international nature of the professional and academic field.

According to the panel, the EAP pathway supports the three other learning pathways and ensures that students acquire the appropriate research skills, culminating in a bachelor's thesis tailored to their interests. The panel appreciates the intention of the programme to explore opportunities to incorporate a wider range of work field perspectives in EAP, emphasizing the development of broader professional skills. Hence, it advises to make its use for general professional purposes, also outside of academia, more visible. According to the panel, this broader emphasis on employability in EAP could enhance the programme's appeal.

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 regarding their specialization. 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 is impressed with the quality 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. Adequate procedures, such as the four-eyes principle and clear rubrics, are in place to ensure and enhance the quality of assessment. The assessment methods used are diverse and appropriate. The panel values the implementation of two standard thesis assessment forms and the use of different pairs of examiners, in line with the previous panel's recommendations. These measures enhance the transparency of thesis evaluations and support more consistent calibration. The panel also views the mandatory layman's summary of the thesis research favourably, and suggests giving this aspect greater emphasis in the assessment forms.

The programme aims to lessen student and staff workload by reducing the number of assessments and streamlining the assessment process, especially in anticipation of future budget cuts. The panel considers these initiatives prudent and essential, emphasizing careful implementation to maintain feasibility. Moreover, decreasing the number of ILOs per course and increasing the use of alternative (formative) assessments like peer-to-peer evaluations are seen as opportunities to further reduce assessment demands. Additionally, potential alternative forms for the thesis were discussed, as the programme is currently exploring these possibilities. The panel agrees that providing different options could be advantageous for students seeking to improve their employability beyond academia. However, it suggests not linking this option to a specific grade point average to ensure transparency and fairness, thereby allowing all students the opportunity to choose between completing a traditional thesis or selecting an alternative format.

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 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. 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 English Language and Culture 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 research areas. From the research area Linguistics 4 theses were selected. From the research area Older English Literature and Language 2 theses were selected, and from the research area Modern Literature 9 theses were selected. This selection reflected the number of graduates in each particular research area 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 English Language and Culture 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 English Language and Culture
CROHO number:	50290
Level:	Bachelor (NLQF 6)
Orientation:	Academic
Number of credits:	180 EC
Specializations or tracks:	-
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	English
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 English Language and Culture 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 European Languages and Cultures, 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 three chairs in the area of English studies: English Linguistics and English as a Second Language, Modern English Literature and Culture, and Medieval English Literature and Culture. The programme coordinator is responsible for the administration of the programme.

The programme has its own Programme Committee consisting of three staff members and three 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 English Language and Culture 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. The panel stressed the importance of uniformity in the procedure of thesis evaluation and argued for a standardized assessment form for all theses; the obligation to complete the thesis form in full; the first supervisor and second reader to work independently; the second reader to have a recognizable voice; and the need to avoid permanent pairs of examiners. These recommendations have led to the introduction of two forms: one for the individual examiners (separately designed for linguistics and for medieval and modern literature because of diverse methodologies), which is to be filled in by each examiner with the help of a rubric sheet, and a joint one on which the remarks of the two examiners (and a third examiner, if applicable) are recorded and a synthesis is provided with the final mark. All forms have to be submitted to

the secretariat for archiving. Permanent pairs of examiners are avoided as much as possible. In addition, the roles of the Board of Examiners and Expertise Team for Cluster 2 have been improved. Both take an active role in the organization of assessment quality control. 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 English Language and Culture offers a broad academic programme focusing on the language (through the study of linguistics), literature and culture of the English-speaking world. The programme aims to provide students with academic-level knowledge and skills in the three research areas – English linguistics, medieval English literature and culture, and modern English literature and culture – as well as to develop and optimize their academic language skills, and for graduates to have a solid foundation for further study or employment in a relevant field. It continues to prioritize the development of advanced language skills and a comprehensive curriculum centred on English language and literature and their significance in 21st-century society. According to the self-evaluation report, the focus of the programme is international: it not only includes the traditionally Anglophone areas, but also postcolonial settings and the English-speaking globalized world. The language of instruction and of assessment is English.¹

The panel recognizes the distinctive profile of the bachelor's programme English Language and Culture at the University of Groningen, with its strong medieval and international component and its significant compulsory literature and linguistics components. The panel is positive about the programme's research and teaching integration and its commitment to combining literary and linguistic approaches within a broader cultural and historical context. This not only allows students to develop expertise across subfields but also fosters a more holistic understanding of English as a global language and cultural force. The panel appreciates the integrative approach to English language, linguistics, literature and culture, as well as the comprehensive coverage of the core topics within these focus areas in the first part of the programme, which ensures that students will gain a good understanding of the field. The significance of English at the C1/C2 level is validated by the panel, considering the specific status of the English language in the Netherlands and in Dutch education. According to the panel, the programme effectively encourages students to develop into well-qualified professionals and ensures they are suitably prepared to pursue postgraduate studies at the MA level or to engage in research at the PhD level.

Together with the bachelor's programme in European Languages and Cultures 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)

¹ Texts in Latin, Old Norse, Old Irish or medieval French are taught with the help of English translations but with the original texts. In Sociolinguistics, comparisons between languages are made.

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 finds the programme to be responsive to developments in the field and contemporary academic and societal debates. Moreover, it believes that an effective balance has been achieved between maintaining an open and adaptive programme structure — permitting flexibility and responsiveness — and ensuring it remains sufficiently organized to uphold quality and transparency. 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.

Intended learning outcomes

The programme's 18 intended learning outcomes (ILOs, see Appendix 1) are spread over five areas: (1) Knowledge and understanding, (2) Applying knowledge and understanding, (3) Making judgements, (4) Communication and (5) Learning skills. They reflect the profile of the programme, with the integrative focus on language, linguistics, literature and culture in the first half, as well as the broad selection of optional courses in the second half of the programme which allows for specialization without the constraint of prescribed tracks.

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. The final level in language acquisition is defined on the basis of the Common European Framework of Reference (CEFR). The ILOs take into account that, in the compulsory part of the programme, students will develop necessary research skills in the three research areas, which can be developed even further in the optional part of the programme. Another positive aspect is that students are trained to communicate their research to a non-academic audience, which is also reflected in the curriculum. The panel believes this to be highly valuable, as it not only deepens students' understanding of their own research but also enables them to convey its relevance effectively to a wider audience. Moreover, a new learning outcome (5.4) has been added to incorporate IT applications and AI tools. According to the panel, this will make the programme more sustainable and ready to face future challenges in a changing academic world.

The panel approves of the adaptive approach towards the ILOs. Simultaneously, it advises the programme to avoid revisiting the ILOs too often, taking into account the potential workload impact. Additionally, there may be opportunities to lessen the workload for staff and students and to increase flexibility at the course level by decreasing the number of ILOs assigned to each course (see also standard 3).

Considerations

The panel concludes that the bachelor's programme English Language and Culture has a clear and distinctive profile, providing students with relevant knowledge and skills in the fields of English linguistics

and medieval and modern English literature and culture. The panel appreciates the integrative approach to English language, linguistics, literature and culture, fostering a holistic understanding of English as a global language and cultural force. Students are adequately prepared for both advanced studies and professional careers in diverse fields. The panel finds the programme to be responsive to developments in the professional and academic fields.

The ILOs of the programme match the Dublin descriptors for bachelor's programmes, are (inter)nationally comparable and reflect the profile of the programme. The panel advises to avoid frequent revisions of the ILOs to prevent excessive workload and suggests reducing the number of ILOs per course to ease staff and student workload and maintain flexibility at the course level.

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 all teaching in the programme is in English. The panel views this as a logical and appropriate choice, considering that the subject matter of the programme is the language, literature and culture of the English-speaking world. The use of the English language is crucial to improving students' English language skills and preparing them for further education and careers in an international and English-speaking environment. The programme's student population consists of both Dutch and international students. According to the panel, this mix is important since it contributes to achieving the ILOs by creating an international and inclusive English-language learning environment for the students.

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. The programme draws a diverse, international student population, including students from both EU and non-EU countries, some of whom are native English speakers. International students make up approximately 25-30% of the annual intake, which varies between 70 and 100 first-year students. To accommodate this diverse intake, the programme offers support in some areas, such as basic concepts of linguistics and cross-linguistic comparisons. The panel considers that the programme has clear and reasonable entry requirements.

Curriculum

The curriculum of the fulltime three-year programme consists of a major programme (150 EC) and a minor programme (30 EC). The major includes a compulsory 95 EC common core, 45 EC of optional courses, and a final bachelor's thesis (10 EC). The curriculum is organized into four learning pathways: *English Linguistics*, *Modern English Literature*, *Medieval English Literature*, and *English for Academic Purposes (EAP)*. Following the faculty model, teaching takes place in course units of 5 EC, taught and assessed over a period of 9 or 10

weeks. Some courses are assigned 10 EC (20 weeks) when this timeframe more appropriately aligns with the particular learning outcomes. See appendix 2 for a curriculum overview.

The common core in the first three semesters of study consists of key content and skills from all four learning pathways. Students form a solid theoretical and methodological foundation in both literary studies and linguistics, become acquainted with key texts in the history of English literature, and develop their academic writing and speaking skills to a high level of proficiency (CEFR C1/C2). In addition, students select optional, individual courses which deepen their knowledge and understanding of English linguistics, literature and culture, and which further develop their academic skills. These courses can be selected from one or more learning pathways, for a specialized or a broad perspective. Students choose between 20 and 45 EC of optional courses from the programme. A maximum of 10 EC (25 EC in the case of an Open Degree Programme, which deviates from the regular degree programme and must always be approved in advance by the Board of Examiners) may be filled by courses outside the programme. The students expressed to the panel that they greatly value this elective component of the programme.

Each of the four learning pathways has a coherent, progressive learning trajectory with courses building on each other's content and skills. The learning pathway in *Modern English literature* provides students with the tools to read and analyze English-language literature from diverse textual, contextual and theoretical perspectives. It offers a broad choice of historical periods and geographical foci within the contexts of varied cultural and political debates, which students can specialize in via optional courses in years 2 and 3. Within the compulsory core, students receive a survey of modern English literature (after 1550) with an emphasis on classical and biblical themes, a course on the works of Shakespeare and his contemporaries, and a course on literary theory. The learning pathway in *Medieval English literature* focuses on English literature before 1550 and contains a separate course on the most significant pre-modern English author, Geoffrey Chaucer. The students are also trained in analysing early English texts, designed to equip them with the skills necessary to study original Early English literary texts. In the optional second-year courses, students can explore particular themes in some depth. The third-year courses focus mostly on Old English literature and culture and offer a special topic, such as this year's topic Medieval Romance. The learning trajectory in *English linguistics* contains foundational courses in English syntax and phonology, followed by sociolinguistics. In the second year, students deepen their knowledge of the development and semantics of the English language. Optional, advanced courses allow the students to deepen their knowledge of syntax, phonology, English language variation, first language acquisition, and other subjects.

The fourth learning pathway in *English for Academic Purposes* (EAP) is entirely included in the first- and second-year common core of the programme and is focused on the development of academic and professional language skills. It plays a central role in the programme by offering students essential skills that are applicable across all other learning trajectories, thereby fostering important cohesion within the curriculum and collaboration between pathways. The EAP pathway culminates in the interlinked course 'EAP: Research Reports', which is a prerequisite for the bachelor's thesis. In this intensive course, students train their skills of writing a bachelor's thesis. It is taught by staff from the three research specializations. Seminar groups are kept small to allow for maximum supervisory time. To implement the previous panel's advice to find ways to prepare the students for their thesis before or during their minor, coordinators of the thesis courses have experimented with sending students a reminder before the start of the BA thesis course in February with the advice to start thinking about a topic. The panel appreciates this initiative.

The panel views the links between courses as a positive aspect of the programme, particularly evident in the *Modern English literature* pathway. According to the self-evaluation report, an area of attention is the consolidation of links between courses from different pathways, which would be useful for both staff and

students. The panel inquired after this during the site visit. It learnt that all pathways have a strong position and use integrated content. The connection between the courses will be further intensified through co-teaching as well as a further integration and formalization of EAP, which the panel applauds.

The Faculty of Arts introduced a new minor system in 2018, in which all students follow a minor in the first semester of their third year. The minor allows students to prepare for the labour market or a specific master's programme, and/or to broaden or deepen their subject-specific knowledge and skills. Students can choose one out of twenty minors offered by the faculty or one of the university minors offered by other faculties. Other available options are the Minor Abroad, the Career Minor and the Education Minor, designed to prepare students for careers in teaching. Approximately 20% of students opt to spend a semester studying at a university abroad. The Career Minor may include an internship. The possibility of an internship is also offered in the major or as part of the Exchange Minor.

During the interviews, the students expressed their general satisfaction with the programme, appreciating its comprehensive mandatory foundation and the optional courses tailored to specific specializations. They especially value the EAP learning pathway, which equips them with essential transferable skills such as presentation and communication abilities that are beneficial in the job market. Additionally, students find a course centred on technical writing, designed for professional contexts, to be particularly useful.

In response to students' concerns about the connection between the programme and the labour market, increased attention is paid to the development of skills needed in a professional context. This is incorporated in several courses. The second-year course 'English Employed', which was introduced partly in response to comments from the previous assessment committee to prepare students for the job market by focussing on professional skills, is appreciated by both students and the panel. This course offers guest lectures from alumni and other professionals in the workforce to provide students with a better understanding of employment opportunities in various fields, including journalism, translation, copywriting, teaching, and academia. Students value the 'English Employed' course. To enhance its significance, they would like to see this elective more closely integrated with other (first-year) courses. Furthermore, students would welcome increased emphasis on creative writing, which they feel is underrepresented within the programme. The panel concurs with these suggestions and notes that the staff are also aware of them.

The panel discussed the name of the EAP pathway with both students and staff, since it implies an emphasis on academic (research) skills. The programme is aware of the general perception, including among students, that this is its main focus. It has expressed an intention to explore opportunities to incorporate a wider range of work field perspectives in the future, emphasizing the development of broader professional skills. The panel appreciates this intention, and advises to make its use for general professional purposes, also outside of academia, more visible. According to the panel, this broader emphasis on employability in EAP could enhance the programme's appeal.

Overall, the panel considers the curriculum to be well-structured and coherent, with a well-defined scope. It acknowledges and appreciates the programme's holistic, integrative approach, its comprehensive curriculum that provides students with a thorough understanding of English language and literature, as well as the strong commitment and awareness demonstrated by the programme team. The panel values the variety of options offered and the creative efforts to maintain flexibility. It encourages the programme to maintain this realistic and feasible approach while continuing to seek innovative solutions.

Teaching methods

The programme is based on the Faculty of Arts' educational vision, focusing on the development of 21st-century skills such as critical and analytical thinking, communication across diverse contexts, and intercultural competence. To achieve this, the programme uses student-centred and research-driven teaching. This approach promotes active learning, encouraging students to take ownership of their own learning process. It is facilitated by lecturers who serve as coaches, offering guidance and feedback. Most teaching occurs in lectures and small-scale seminars, during which students discuss research questions, fostering the dialogue and exchange of perspectives between students and lecturers. This dialogue is also forged in the informal learning community, often complemented by events organized by the active student association NUTS. The vibrant, international community is one of the major reasons students are attracted to the Groningen programme, as they shared with the panel. The panel values the varied teaching methods and the active learning community, enabling students with different backgrounds to perform optimally. It is also positive about the focus on the use of IT applications and AI in the teaching.

Furthermore, the panel was informed that the teaching staff actively participates in the faculty's Teaching and Learning Innovation Plan, promoting active and blended learning and international classrooms. Initiatives include flipped classrooms and faculty-wide peer training on inclusive teaching. According to the self-evaluation, these activities have made major contributions to innovations in the teaching methods. The programme-specific facilities include active learning classrooms and support the learning process.

Many of the lecturers are active researchers, who incorporate aspects of their research into their teaching, ranging from showcasing research examples in first-year courses to more student-active and collaborative research in later years. The optional courses in the second half of the programme offer more specific opportunities for students to encounter the research interests of their lecturers. Throughout the programme, students develop their research skills, culminating in a bachelor's thesis tailored to their interests. According to the panel, the EAP pathway supports the three other (content) learning pathways and ensures that students acquire the appropriate research skills. A considerable number of graduates pursue further studies by enrolling in a research master's programme, followed by a PhD.

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. Students are assigned both a 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 since it is quite time-consuming, its long-term sustainability remains to be seen in light of potential future budget reductions. Students also benefit from the university-wide study buddy system. In addition, there is an experienced study advisor who is a member of the academic staff. The study advisor closely 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 confirmed that they feel well supported throughout the programme. They appreciate the guidance they receive, as teachers are aware of their personal strengths and interests and are highly approachable. They also consider the information sessions on electives and minors, hosted by the study advisor, to be helpful. In general, the students find the workload to be appropriate and manageable, and the programme to be feasible. Moreover, all 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 are available to accommodate students with functional impairments or other special needs. 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.

Although the programme's study success rates are higher than the faculty average, the programme sees room for improvement in this regard. Aligning with faculty averages, around 40–50% of students complete all 60 EC in their first year. Around 10% of first-year students receive a negative Binding Study Advice (BSA). Of those progressing to the second year, approximately 40–45% graduate within three years. The panel was informed that an additional 15–35% of students take a fourth year to complete their degree, a figure influenced by the impact of Covid. The programme partly attributes the study delays to the 30 EC minor 'interruption' in the first semester of the final year. The latest programme redesign introduced a 'common core' to provide a solid foundation, facilitating smoother progression to later stages.

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. Students are able to make well-informed decisions regarding their specialization. The panel commends the Programme Committee for their efforts in ensuring an even spread of the workload and for providing transparent, valuable reports on their work and findings. 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.

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. Many staff members have an international background and are native speakers of English. In 2024, two new professors in Modern English Literature and Culture and Medieval English Literature and Culture joined the team as new chair holders. Senior researchers are involved in all aspects of teaching. Most permanent staff members hold a University Teaching Qualification (BKO) (24) or are in the process of obtaining one (2). One of the staff members successfully completed the Senior Teaching Qualification (SKO) trajectory. The vast majority of the permanent staff have PhD degrees.

Consistency among courses and lecturers is ensured through course coordinators, the mentoring of new staff members, regular meetings per chair group (once per teaching block of 10 weeks) and programme-wide staff meetings at least twice per academic year. The latter meetings serve the coordination of teaching and assessment between courses, cohesion across the programme, and occasionally may lead to adjustments in the programme. All staff are involved in curriculum 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. The faculty-wide changes are time-consuming and cause uncertainty. However, they are also seen as an opportunity to redesign the programme and to redefine its goals, leading the team to embrace the changes. The changes would also necessitate reducing the amount of choice that students have and teachers having

to teach more general instead of specialist courses. The panel acknowledges these challenges, and endorses the practice of, for example, offering specialized courses every other year.

The panel has established that the staff have the expertise needed for this programme. The programme seems to achieve a balance between taking full advantage of the considerable research expertise of faculty, whilst still allowing for flexibility and resilience. In addition, the highly 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 diverse expertise. The panel also values the training programmes for lecturers who intend to incorporate active-learning strategies in their courses. It 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 English Language and Culture and its holistic, integrative approach. It considers the curriculum to be well-structured and coherent, with a well-defined scope. Its comprehensive common core covers all ILOs and provides students with a thorough understanding of English language and literature. The panel values the variety of options offered and the creative efforts to maintain flexibility. It encourages the programme to maintain this realistic and feasible approach while continuing to seek innovative solutions.

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 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 is well substantiated and in alignment with the international nature of the professional and academic field.

According to the panel, the EAP pathway supports the three other learning pathways and ensures that students acquire the appropriate research skills, culminating in a bachelor's thesis tailored to their interests. The panel appreciates the intention of the programme to explore opportunities to incorporate a wider range of work field perspectives in EAP, emphasizing the development of broader professional skills. Hence, it advises to make its use for general professional purposes, also outside of academia, more visible. According to the panel, this broader emphasis on employability in EAP could enhance the programme's appeal.

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 regarding their specialization. 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 is impressed with the quality 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; many courses employ continuous assessment by means of, for example, homework assignments. Summative assessments typically include one major assignment during the teaching period and another during the exam period. The panel appreciates that throughout the programme, assessment methods evolve from knowledge-focused methods to more student-centred assessment of higher-level skills such as research essays and presentations. The use of multiple assessment forms in courses plays into the strengths of students. It is also pleased to see that across the programme, the essay is a core element, as this is a vital assessment mechanism that tests a great number of core skills at once. Since English language skills at near-native level are a key learning outcome of the programme, language proficiency is a key part of most assessments: inadequate language skills result in a fail even if other learning outcomes of the course have been met. The panel agrees with this focus and admires the integration of a very high level of language proficiency throughout the programme.

The panel notes with satisfaction that the quality of assessment is maintained through a peer review process; all exams are compiled by qualified teachers 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.

During the site visit, it was observed that formative assessment adds to the workload for students and staff and results in a less detailed grading record. Students experience a peak workload towards the end of each ten-week block. The programme intends to mitigate this issue through increased cross-course coordination. To reduce student and staff workload and in view of future budget cuts, the programme is also working on reducing the number of assessments and looking into ways of further streamlining the assessment and grading process. The panel believes this is a prudent and essential measure, and encourages the programme

to continue with this process in a thoughtful manner. At the same time, the workload for staff and students could be alleviated by decreasing the number of ILOs assigned to each course. In addition, the panel sees opportunities to reduce assessment demands by increasing the use of alternative forms of (formative) assessment, such as peer-to-peer assessments.

Final assessment

The concluding component of the major is a 10 EC thesis, which involves an individual essay (literature) or research report (linguistics) in one of the three research areas. Students select and develop a topic of their choice within modern English literature, medieval English literature or English linguistics in close consultation with the course coordinator and a supervisor. During the first half of the final semester, the programme organizes a thesis course to prepare the students and help them explore their topic and plan the project. Following this stage, students receive one-on-one supervision, which they view very positively. A thesis deadline policy was introduced in the academic year 2022-2023 to regulate submission dates. 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, the first supervisor and second reader to work independently, and avoiding permanent pairs of examiners. The recommendations of the previous panel have led to the introduction of two thesis assessment forms in the academic year 2022-2023. The first form is for the individual examiners (separately designed for linguistics and for medieval and modern literature), to be filled in with the help of a detailed rubric sheet; the second is a joint form on which the remarks of the examiners are recorded and a synthesis is provided with the final mark. Another consequence of the previous panel's remarks is that permanent pairs of examiners are avoided as much as possible. Moreover, experienced examiners are paired with less experienced teachers. The panel approves of these revisions, which make the assessment of theses more transparent and lead to systematic calibration. Accompanied by rubrics, the standardized evaluation form ensures fair and uniform assessment. The panel understands that separate forms are employed for literature and linguistics, reflecting the different skills needed for each. At the same time, it appreciates that as of next year, there will be one format for both linguistics and literature with only minor differences (e.g. regarding methodology), to further improve transparency on assessment criteria.

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, with detailed feedback. The panel also commends that since 2016, the bachelor's thesis requirements have included a layman's summary of the thesis research. It considers this a valuable addition, encouraging students to reflect on their work and to improve their communication skills for a broader audience. The panel suggests giving this aspect greater emphasis in the assessment forms.

Furthermore, possible alternative forms for the thesis were discussed, as the programme is currently exploring these options, also in light of the reforms that allow for more flexibility. For students with an average below 7.5, the thesis may be replaced with 10 EC courses that incorporate alternative assessment methods, such as portfolios. Students indicated to the panel that they would welcome this option, especially for those not pursuing an academic career, and feel their feedback on this is taken into account. The panel concurs that offering alternative formats could be beneficial for students aiming to enhance their employability outside academia. Nevertheless, it suggests not associating this option with a particular grade average, in order to promote transparency and fairness, and to provide all students with the opportunity to pursue a thesis or opt for an alternative form. Alternatively, the programme could expand the possibility to do internships (particularly for international students) and strengthen links to prospective employers.

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, 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. Adequate procedures, such as the four-eyes principle and clear rubrics, are in place to ensure and enhance the quality of assessment. The assessment methods used are diverse and appropriate. The panel values the implementation of two standard thesis assessment forms and the use of different pairs of examiners, in line with the previous panel's recommendations. These measures enhance the transparency of thesis evaluations and support more consistent calibration. The panel also views the mandatory layman's summary of the thesis research favourably, and suggests giving this aspect greater emphasis in the assessment forms.

The programme aims to lessen student and staff workload by reducing the number of assessments and streamlining the assessment process, especially in anticipation of future budget cuts. The panel considers these initiatives prudent and essential, emphasizing careful implementation to maintain feasibility. Moreover, decreasing the number of ILOs per course and increasing the use of alternative (formative) assessments like peer-to-peer evaluations are seen as opportunities to further reduce assessment demands. Additionally, potential alternative forms for the thesis were discussed, as the programme is currently exploring these possibilities. The panel agrees that providing different options could be advantageous for students seeking to improve their employability beyond academia. However, it suggests not linking this option to a specific grade point average to ensure transparency and fairness, thereby allowing all students the opportunity to choose between completing a traditional thesis or selecting an alternative format.

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 – a research paper in the area of English linguistics, medieval English literature and culture, or modern English literature and culture – is regarded as the programme's final work, in which students demonstrate that they achieved the ILOs at an individual level. Students typically choose these three options approximately 30, 20, and 50% of the time, respectively. In preparation for the site visit, the panel examined 15 theses. In the selection, a proper distribution across grades and research areas 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. Some weaknesses found primarily had to do with the text structure and leaps in premises, context or arguments. The wide range of topics reflects the broad and varied nature of the programme. According to the panel, at the end of the programme, students master a high degree of academic English, have learnt to think independently and are able to construct a coherent discourse on specialized topics.

Alumni

The majority of graduates continue their education at a master's level, either at the University of Groningen or at other Dutch universities. They go to regular master's programmes (74% - most notably, the MA Literature and MA Linguistics), research master's programmes (11%) and educational master's programmes (5%). The programme receives regular feedback on the graduates' level from the University of Groningen master's programme in Language and Culture Education for English Language and Culture (the teacher training programme for English). This feedback indicates that the graduates' level of knowledge and skills is adequate.

The panel determines that the students are adequately equipped to pursue further education or to find a suitable position, having acquired the necessary academic skills for postgraduate studies and the professional competencies essential for employment. An increasing number of students enters the labour market directly upon completing the programme. Graduates find employment in publishing, business or government as translators, copywriters and policy officers, or in academia as postgraduate researchers. They also fulfil a vital societal need by becoming teachers of English at secondary schools. The panel is positive about the fact that alumni find professional positions that match the programme's content and level. It is impressed by the significant number of graduates who secure PhD positions at the University of Groningen, other Dutch universities or abroad; this speaks to the programme's quality as preparing for an academic career. At the same time, other trajectories should be recognized and valued equally.

The panel welcomes the intended hiring of a dedicated alumni officer for all cluster 2 programmes. It advises 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 English Language and Culture 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

1. Knowledge and understanding

Students have demonstrated knowledge and understanding in a field of study that builds upon their general 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.

- 1.1. Knowledge of a range of linguistic theories as applied to regional and global varieties of the English language, including the history of the English language from medieval English to the present
- 1.2. Knowledge of a range of literary theories as they are used in the discipline of English literature
- 1.3. Knowledge of key authors and a broad range of literary texts in a variety of genres written in the Anglophone world over a period of 1400 years
- 1.4. Knowledge of the cultural contexts in which texts were composed

2. Applying knowledge and understanding

Students can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.

- 2.1. Capacity to generate new ideas
- 2.2. Ability to search for information from a variety of up-to-date, academically relevant secondary sources including standard reference works in English language and literature
- 2.3. Ability to identify, present and resolve problems in a manner suited to English studies
- 2.4. Ability for abstract and analytical thinking regarding language and literature

3. Making judgements

Students have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, scientific or ethical issues.

- 3.1. Ability to justify a standpoint or decision based on the collection and synthesis of relevant information
- 3.2. Ability to identify information relevant to contemporary social issues in the Anglophone world.
- 3.3. Ability to be critical and self-critical

4. Communication

Students can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

- 4.1. Ability to communicate in English in oral and written forms at a near-native level (C1/C2)
- 4.2. Ability to communicate information from the disciplines of English language or literature to academic and non-academic audiences
- 4.3. Ability to interact with others in a cooperative and constructive manner (with awareness of cultural background)

5. Learning skills

Students have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

- 5.1. Ability to identify and fill knowledge gaps related to English language and culture
- 5.2. Ability to connect knowledge and understanding from across the modules of the degree programme
- 5.3. Ability to work effectively and autonomously
- 5.4. Ability to use IT applications, including the standard electronic resources used in English studies

Appendix 2. Programme curriculum

Semester 1						Semester 2						
												Year 1
												Year 2
												Year 3

- common core (95 ECTS)
- optional courses (35 ECTS)
- optional courses, third-year level (10 ECTS)
- Bachelor's thesis (10 ECTS)
- minor (30 ECTS)

■	Modern English literature (25 ECTS) Making Meaning (LEL007P05)	Year 1	Semester 1a
■	Knowledge and Power (LEL010P05)	Year 1	Semester 1b
■	English Literatures from 1550 (LEL008P05)	Year 1	Semester 2a
■	Literary Theory for English Studies (LEL009P05)	Year 1	Semester 2b
■	Shakespeare & Early Modern Literature (LEL008B05)	Year 2	Semester 1a
■	Medieval English literature (15 ECTS) English Literatures until 1550 (LEO007P05)	Year 1	Semester 2a
■	Chaucer: Works and Background (LEO006P05)	Year 1	Semester 2b
■	Reading Early English (LEO013B05)	Year 2	Semester 1b
■	English linguistics (25 ECTS) Eng. Ling.: Sentence Structure (LET010P05)	Year 1	Semester 1a
■	Eng. Ling.: Sound Structure (LET011P05)	Year 1	Semester 1b
■	Eng. Ling.: Sociolinguistics (LET009P05)	Year 1	Semester 2a, 2b

■	Eng. Ling.: Language Change (LET021B05)	Year 2	Semester 1a
■	Eng. Ling.: Meaning and Use (LET022B05)	Year 2	Semester 1b
■	English for Academic Purposes (30 ECTS) EAP: Persuasive Expression (LEV012P05)	Year 1	Semester 1a
■	EAP: Composition (LEV011P05)	Year 1	Semester 1b
■	EAP: Argumentation (LEV013P05)	Year 1	Semester 2a, 2b
■	EAP: Popular Contexts (LEV017B05)	Year 2	Semester 1a
■	EAP: Debate and Discussion (LEV018B05)	Year 2	Semester 1b
■	EAP: Research Reports (LEV019B05)	Year 2	Semester 1a

■	Modern English literature The Class Struggle in Modern Fiction (LEL016B05)	Year 2	Semester 2a	
■	The Romantic Revolution (LEL017B05)	Year 2	Semester 2a	*
■	The Victorian Age: Progress and Anxiety (LEL020B05)	Year 2	Semester 2a	*
■	Shakespeare in Stratford (LEL007B05)	Year 2	Semester 2b	
■	World Literatures in English (LEL019B05)	Year 2	Semester 2b	
■	American Literature and Social Justice (LEL032B05)	Year 2	Semester 2b	*
■	Broken Images: Anglophone modernism (LEL018B05)	Year 2	Semester 2b	*
■	Controversial Lit. and Literary Controversy (LEL022B05)	Year 3	Semester 2a	◇
■	21 st -century Women's Writing (LEL031B05)	Year 3	Semester 2b	◇
■	Medieval English literature King Arthur, Romance and Empire (LEO009B05)	Year 2	Semester 2a	*
■	Marvels, Monsters and Mysteries (LEO016B05)	Year 2	Semester 2a	*
■	Saints and Sinners in Medieval England (LEO004B05)	Year 2	Semester 2b	*
■	Controversy and Dispute in Medieval England (LEO021B05)	Year 2	Semester 2b	*
■	Pirates and Poets: Viking Encounters (LEO014B05)	Year 3	Semester 2a	◇
■	Language and Culture of Anglo-Saxon England (LEO011B05)	Year 3	Semester 2a	
■	Special Topic: Medieval Literature and Culture (LEO012B05)	Year 3	Semester 2b	◇
■	English linguistics Eng. Ling.: The Language of Hip-Hop (LET032B05)	Year 2	Semester 2a	*
■	Eng. Ling.: Phonology Laboratory (LET023B05)	Year 2	Semester 2a	*
■	English as a Lingua Franca (LEX001B05)	Year 2	Semester 2a	†
■	Eng. Ling.: Psycholinguistics (LET042B05)	Year 2	Semester 2b	
■	Learning and Teaching English (LEV021B5)	Year 2	Semester 2b	
■	Eng. Ling.: First Lang. Acquisition (LET041B05)	Year 2	Semester 2b	
■	Eng. Ling.: Syntax (LET027B05)	Year 2	Semester 2b	
■	English Language Variation (LET014B05)	Year 3	Semester 2a	◇
■	Eng. Ling.: Language in Interaction (LET028B05)	Year 3	Semester 2b	◇
■	English Employed (LEV020B05)	Year 2	Semester 2b	

All courses are 5 ECTS. Explanation of symbols: * = course is taught in alternate years;
◇ = course at third-year level; † = course from the bachelor's programme in European Languages and Cultures.

BA Thesis		
■	BA Thesis English (Modern Literature) (LEL999B10)	Year 3 Semester 2a, 2b
■	BA Thesis English (Medieval English Literature) (LEO999B10)	Year 3 Semester 2a, 2b
■	BA Thesis English (Linguistics) (LET999B10)	Year 3 Semester 2a, 2b

All courses are 10 ECTS.

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 English Language and Culture. 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 English Language and Culture 2024, including student chapter and reflection on previous accreditation

Appendices:

- Supporting documents:
 - o Benchmarking related to English (2023), Linguistics (2023) and Languages, Cultures and Societies (2022)
 - o Teaching and Examination Regulations 2024–2025 (TER):
 - Part A: general part for all bachelor's programmes within the Faculty of Arts
 - Part B: BA English Language and Culture
 - o Assessment Plan BA English Language and Culture (2024–2025)
- Programme learning outcomes
- Programme overview
- Matrix of learning outcomes
- Teaching team
- Quantitative data of teaching-learning environment: student intake, study progress, National Student Survey (2024), study success, differentiation (internships), graduate profiles
- Bachelor's graduates in Ph.D. positions
- Overview of final projects

Additional appendices:

- Annual reports Programme Committees 2022-2023 and 2023-2024
- Selected course materials:
 - o LEV012P05 EAP: Persuasive Expression (2024-2025, semester 1a)
 - o LET021B05 Linguistics: Language Change (2023-2024, semester 1a)
 - o LEL024B05 Crossing Borders (2024-2025, semester 1a)