



M Literary Studies
University of Groningen

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Summary

Standard 1. Intended learning outcomes

The panel concludes that the master's programme in Literary Studies presents a clear and contemporary vision that connects the study of literature to broader societal, cultural, and political contexts. Its multidisciplinary approach, focus on interculturality, and integration of transferable skills demonstrate a strong commitment to academic excellence and social relevance. The three tracks – English Literature and Culture (ELC), Writing, Editing and Mediating (WEM), and European Literatures and Interculturality (ELI) – each have a distinct focus and profile. The panel appreciates their unique characteristics, including ELC's tutorial model, WEM's focus on transferable skills, and ELI's comparativism, increased intercultural focus, and social relevance. While WEM is a very popular track, the other tracks struggle with low student numbers. The panel appreciates the efforts made at the cluster and faculty levels to find solutions for the pending discontinuation of the ELI track. It praises the staff's resilience and adaptability, and encourages them to continue seeking opportunities to preserve their valuable multilingual expertise.

The ILOs of the programme match the Dublin descriptors for master's programmes, are (inter)nationally comparable and reflect the profile of the programme. They clearly demonstrate the cohesion of the overall programme while also highlighting the distinctiveness of each of the three subsidiary tracks. Students are adequately prepared for professional and academic careers in diverse fields. Furthermore, the panel finds the programme to be highly responsive to developments in the professional and academic fields.

Standard 2. Teaching-learning environment

The panel has a positive impression of the master's programme in Literary Studies and its three tracks. It considers the curriculum to be well-aligned with the ILOs. Its structure provides both coherence and individual choice for students, comprising 30 EC of track-specific courses, 10 EC of optional space, and a 20 EC master's thesis. The multidisciplinary curriculum reflects the faculty's expertise and commitment to cross-cultural communication, diversity and inclusion. Students appreciate the content of the three tracks and the multiple perspectives provided. The panel commends the programme for effectively integrating academic and professional skills, especially in the WEM track, where students gain practical experience in editing, publishing, and audience-focused writing. The availability of internships further strengthens this connection, improving students' employability and facilitating their transition into the workforce by developing transferable skills. Furthermore, the inclusion of internships and interdisciplinary courses, along with the permeability between tracks, reflects the programme's responsiveness to diverse student interests and professional aspirations.

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 strong research-education connection, the small-scale tutorials in the ELC track, and the inclusive 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 panel supports the programme's commitment to maintaining its research-driven teaching, especially considering the pending discontinuation of the ELI track. 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.

The panel determines that students are well-supported throughout the programme, amongst others by the proactive study advisor. It considers the programme to be feasible, as students report positively about the

workload and pace of the programme. 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, adaptability and commitment of the teaching staff, who come from a variety of international backgrounds. They are experts in their diverse fields, covering the academic scope of the programme. They actively engage in research, thus providing a research-intensive environment. In addition, the panel values the lecturers' dedication and responsiveness to students. The panel recognizes that the programme's coherence is enhanced through consistent collaboration among staff across the three tracks, although the visibility of the programme's structure and cohesion could be further improved. 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 panel appreciates the varied and innovative forms of formative and summative assessment with an emphasis on active learning and progressive skill development, especially in the WEM track. In addition, the panel values the implementation of a standardized thesis assessment form, with some minor adaptations for the various tracks and the detailed thesis guidelines for each track, 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 track-specific differentiation.

The panel notes that the consistency of thesis supervision has improved, providing all students with more comparable support throughout their thesis work. It suggests either further harmonizing the guidance or ensuring transparent communication regarding any differences in thesis supervision between the tracks, including the reasons for such variations. Additionally, 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 master's programme and that students achieve the intended learning outcomes. 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:

Master's programme Literary Studies

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 master's programme Literary Studies 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 2019-2020, 2021-2022, 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 tracks. From the track English Literature and Culture 4 theses were selected; from the track Writing, Editing, Mediating 10 theses were selected; and from the track European Literatures and Interculturality 1 thesis was selected. This selection reflected the number of graduates in each particular track 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 master's programme Literary Studies 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:	M Literary Studies
CROHO number:	60813
Level:	Master (NLQF 7)
Orientation:	Academic
Number of credits:	60 EC
Specializations or tracks:	English Literature and Culture Writing, Editing, Mediating European Literatures and Interculturality
Location:	Groningen
Mode(s) of study:	Fulltime
Language of instruction:	English
Educational minor:	Applicable
Awarded degree:	MA
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 master's programme Literary Studies 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 bachelor in European Languages and Cultures, and the Erasmus Mundus programme in Euroculture. The formal responsibility for the programme lies with the Faculty Board and the Director of Education. Most teaching staff in the three tracks (English Literature and Culture; Writing, Editing and Mediating; and European Literatures and Interculturality) are members of the programme teams in English Language and Culture and European Languages and Cultures. The two programme coordinators are 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 master's programme in Literary Studies 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 recommendations regarding thesis assessment (developing a standardized form for all tracks and ensuring that the second reader has a recognizable voice on this form) have led to a thorough review of the thesis grading procedure. In 2022, the Faculty initiated a harmonization of assessment procedures for all theses. For the English tracks in the MA (English Literature and Writing, Editing and Mediating) documents were drawn up by the thesis coordinator, in collaboration with the Programme Committee and other colleagues. These include uniform assessment documents, a thesis procedure and a shared drive for first and second examiners of theses. This is accompanied by a procedure for students with a strict timeline as to the

submissions of proposals, allocations of supervisors and the deadline for final submissions. The assessment documents have also been adopted by European Literatures and Interculturality, with some minor adaptations according to the specificities of this track. In this procedure, the voices of both examiners are clearly represented, and in rare cases, the opinions of a third examiner are added. In accordance with the panel's recommendations, theses should now have a standard cover page. 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

The master's programme in Literary Studies offers academic-level reflection on the role of literature and culture in a socio-political and historical context. It has strengthened its multidisciplinary practice, focusing on contemporary social debates, intercultural awareness and environmental issues. The acquisition of transferable skills and advanced language skills are an essential part of the programme. The programme consists of three tracks, each with its own emphasis: English Literature and Culture (ELC), Writing, Editing and Mediating (WEM), and European Literatures and Interculturality (ELI). In all tracks, students learn how to navigate knowledge, develop critical analytical skills and hone problem solving that can be applied to other disciplines and contexts. *English Literature and Culture* focuses on the broad historical and geographical range of literature in English. It caters to the continuing societal need for experts in contextualizing and analysing English-language cultural repertoire, as a basis for cultural exchange and teaching. The language of instruction and the language of the material is English. In the track *Writing, Editing and Mediating*, the focus lies on the production, dissemination and reception of literary texts in a variety of both historical and contemporary settings. Students not only develop their literary analytical skills, but also practical skills in editing and mediating (literary) texts to a variety of audiences. *European Literatures and Interculturality* focuses on literary and cultural analysis, in particular with regard to mediating cultural difference and interculturality. In this track, students choose a language of specialization: French, German, Italian, Russian, Spanish or Swedish.

According to the panel, the programme presents a clear and contemporary vision that connects the study of literature to broader societal, cultural, and political contexts. Its multidisciplinary approach, focus on interculturality, and integration of transferable skills demonstrate a strong commitment to academic excellence and social relevance. Under this coherent umbrella, the three tracks each have distinct, timely and socially relevant profiles that function more or less independently.

The programme distinguishes itself from comparable programmes in the Netherlands in different ways. According to the self-evaluation report, the ELC track is unique due to its small-scale research tutorials, allowing students to choose their topics. This personalized approach helps produce graduates qualified for PhD positions both within the Netherlands and internationally. The track maintains a strong connection with the related bachelor's programme in English Language and Culture, sharing staff, expertise and continuity of programme content. The WEM track is unique in Europe for combining literary studies with professional publishing skills. It emphasizes transferable skills and attracts a diverse student body from the Netherlands, Europe, and beyond. The ELI track uniquely combines the comparative study of European literature within a global context, focusing on its relationship with culture, socio-political challenges, and intercultural understanding.

The panel feels that the three tracks each have a distinct focus and profile. It notes that the WEM track, which was introduced in 2009, is the most successful of the three tracks, both in terms of student numbers and employability. According to the self-evaluation report, this seems to reflect the importance of a clear and clearly communicated focus. The panel finds the adaptability of the track to be impressive, the increase in demand being met with creative solutions regarding content and scheduling. It appreciates the focus on educational publishing, the emphasis on employability and the incorporation of relevant academic and research skills in the courses in socially relevant ways, through the various forms of collaborative work. According to the panel, the mutual permeability that is allowed between the ELC and WEM tracks is in the interest of students who want more course content on English (rather than general) literature and culture. The panel appreciates the comparative and transcultural emphasis of the ELI track and its recent comprehensive rebranding, implemented in the current academic year. These changes provide an increased focus on interculturality, reflecting recent developments in literary studies, as well as students' interest in the field of literature and culture. According to the panel, the more comparative and transnational approach to literature and interculturality is a better match to the approach taken in the Culture and Literature profile of the bachelor's programme in European Languages and Cultures than the traditional approach in this track thus far, focusing on the national literatures, and should make this a more attractive option to students.

Given the consistently low enrolment in the ELI track over many years, the discontinuation of the track as of September 2026 was discussed during the site visit. The panel expressed its disappointment, although it does understand the underlying rationale. It appreciates the efforts made at the cluster and faculty levels to find solutions, such as through more shared (interdisciplinary) courses between programmes and clusters, with the aim of maintaining broad access to expertise for students. Students have expressed strong support for the track, valuing its broad approach and intercultural focus, and would be disappointed to see it discontinued. In the meantime, the programme plans to introduce creative writing courses, currently in WEM, in the ELC track, which the panel welcomes enthusiastically. The panel admires the staff's resilience and adaptability, recognizing their ability to think beyond disciplinary boundaries. It encourages the teaching staff to continue seeking opportunities to preserve their valuable expertise, especially in the languages of specialization, which can contribute to the research master and Teacher Training programmes.

Together with the bachelor's programmes in English Language and Culture and in European Languages and Cultures, 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.

The programme maintains connections with the professional field in various ways. An important link is provided through the internships, with providers – primarily in publishing and translation – expressing high satisfaction with the students' proficiency, language skills, and learning and communication abilities. Additionally, the programme uses guest lectures (in particular in the WEM track), partners with non-profit organizations for certain (WEM) courses, and keeps in close contact with staff from the master's programmes in Teacher Training, allowing the programme to stay up to date with developments in secondary school teaching. The panel suggests also collaborating with the university's master's programme in Translation Studies (Applied Linguistics), in view of the fact that WEM alumni regularly end up in translation positions.

The panel finds the programme to be highly responsive to developments in the field and contemporary academic and societal debates. It is impressed with the thoughtful and proactive responses to opportunities and challenges in recent years, such as those related to AI. Additionally, the panel values the programme's focus on professional development and the cultivation of transferable skills. 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 has a common set of fourteen core intended learning outcomes (ILOs, see Appendix 1), reflecting the coherence between the different tracks, which are supplemented by five track-specific learning outcomes per track. Students develop knowledge and understanding of literary and cultural expressions in context, and of appropriate theories and methods for their interpretation. They further develop their ability for abstract, analytical and critical thinking, and can communicate their ideas effectively and constructively to a variety of audiences of varying levels of expertise. Students also develop learning skills such as autonomous learning and research. The additional ILOs developed for each track further specify some of the common learning outcomes (e.g. ILOs for language proficiency) or specify learning outcomes that do not apply to the other 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 master's level. They are formulated in accordance with the Dublin descriptors and thereby match level 7 of the Dutch qualification framework NLQF and cover all relevant aspects of the master's programme. Moreover, they demonstrate the cohesion of the overall programme while also highlighting the distinctiveness of each of the three subsidiary tracks, enabling essential differentiation. They cover theoretical, analytical and communicative competencies, while also addressing practical skills and language proficiency, and show a gradual progression towards more complex knowledge and skills.

Considerations

The panel concludes that the master's programme in Literary Studies presents a clear and contemporary vision that connects the study of literature to broader societal, cultural, and political contexts. Its multidisciplinary approach, focus on interculturality, and integration of transferable skills demonstrate a strong commitment to academic excellence and social relevance. The three tracks – English Literature and Culture (ELC), Writing, Editing and Mediating (WEM), and European Literatures and Interculturality (ELI) – each have a distinct focus and profile. The panel appreciates their unique characteristics, including ELC's tutorial model, WEM's focus on transferable skills, and ELI's comparativism, increased intercultural focus, and social relevance. While WEM is a very popular track, the other tracks struggle with low student numbers. The panel appreciates the efforts made at the cluster and faculty levels to find solutions for the pending discontinuation of the ELI track. It praises the staff's resilience and adaptability, and encourages them to continue seeking opportunities to preserve their valuable multilingual expertise.

The ILOs of the programme match the Dublin descriptors for master's programmes, are (inter)nationally comparable and reflect the profile of the programme. They clearly demonstrate the cohesion of the overall programme while also highlighting the distinctiveness of each of the three subsidiary tracks. Students are adequately prepared for professional and academic careers in diverse fields. Furthermore, the panel finds the programme to be highly responsive to developments in the professional and academic fields.

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 courses are taught in English, partly because of the affiliation with English studies (ELC and WEM tracks) and partly because of the international nature of the subject matter. While the primary language of instruction in the ELI track is English, assessment can be in English, Dutch and/or the student's individual language of specialization: French, German, Italian, Russian, Spanish or Swedish. The panel views this as a logical and appropriate choice, considering the programme's focus. The use of the English language is crucial to preparing students for 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 contributes to achieving the ILOs by creating an international and inclusive English-language learning environment for the students.

Admission and characteristics of incoming students

Students with a Dutch university bachelor's degree in English Language and Culture have direct access to the ELC and WEM tracks. They may also be admitted to WEM if they have a bachelor's degree with a literary profile, at least 60 EC worth of experience in literature courses and meet the English language criteria. However, they have to go through the LitStudies Admission Board. An English language proficiency test may be required for non-Dutch candidates and for Dutch HBO candidates. Students with a University of Groningen bachelor's degree in European Languages and Cultures (profile: Culture and Literature), have direct access to the track European Literatures and Interculturality. Students with a Dutch or foreign bachelor's degree that indicates that they have knowledge and understanding of and subject-specific skills in literary and/or cultural studies may be admitted, but have to go through the LitStudies Admission Board. In addition, there are language requirements for the different tracks (e.g. Cambridge C1 Advanced (level A) or C2 proficiency).

The programme attracts students with a variety of backgrounds. Between 2022 and 2024, there has been an annual intake of around 45-50 students, with about 40% of them coming from an international background (both EU and non-EU). Of the 47 first-year students in 2024-2025, 39 enrolled in the WEM track; a record-low number of 5 in the ELC track (in previous years, this was 14 or more), and 3 in the ELI track. The programme considers rebranding and increased attention to employability as a key factor for attracting more students from outside Groningen, paying specific attention to the framing of the current staff's expertise and its marketing. Furthermore, the outreach and international networks of the current teaching staff play an important role in creating more international visibility. The panel supports these efforts and considers that the programme has clear and reasonable entry requirements.

Curriculum

The curriculum of the fulltime one-year master's programme comprises a total of 60 EC. Of these, 30 EC are selected from the track-specific courses; depending on the track they opted for, students complete two or three mandatory courses and three or four other courses (research tutorials) amounting to a total of 30 EC.

The remainder of the programme is the same for all three tracks: 10 EC of optional space to be filled with either interdisciplinary courses at faculty level, master language courses, an internship or other courses from the track-specific courses; and a 20 EC master's thesis. See Appendix 2 for an overview.

The track *English Literature and Culture* explores key works of historical and contemporary English literature in their cultural contexts. It also provides content for the master's programme in Teacher Training (English). Students in the ELC track are offered a variety of language-specific courses, of which two, Literature's Society and the MA Research Seminar, are compulsory. In addition, they select at least four 5 EC research tutorials (20 EC). Each year students are offered a broad choice of different topics, ranging from the literature of the early medieval period to that of the present. The selection of research tutorials is determined by the expertise and research of available staff. In their optional space, many students in this track opt for more research tutorials in English literature and culture. The creative writing courses in the WEM track are particularly popular with students of ELC.

In the more professionally oriented track *Writing, Editing and Mediating*, students have a choice of courses that focus on (non-)fiction writing in English for specific audiences, the history and practice of texts and text production in their various forms (from manuscript to digital book), proofreading and correcting English texts, and producing English texts for publication. A majority of students in the programme follow this track; it has grown substantially in recent years, which required the programme to offer more track-specific WEM courses. A course on creative writing was added and later split into two 5 EC courses on poetry writing and creative nonfiction. WEM students may fill the optional 10 EC with two courses from the ELC track. The courses "Modern literature and mediation" and "Modern English language" are offered in both semesters, in order to accommodate as many students as possible, as well as students who start the programme in February. Around 20-30% of students opt for an internship, primarily with publishers and translation service providers but also cultural and educational organizations. Students of WEM can also opt for a project course, in which groups of students complete an edition and translation project while developing both their research capabilities and their communication and planning skills.

As of 2024-2025, the track *European Literatures and Interculturality* offers an increased focus on interculturality, corresponding to current societal developments. The courses "Theoretical approaches to Literature and Interculturality", "European Cultures, Democracy, Futurity" and "European Literature in a (Dis)connected World" are compulsory. The two latter core courses (in English) have been developed to replace many smaller language-specific courses, to create a greater feeling of cohesion for both regular students of the track and students from the master's programme in Teacher Training (French, German, Spanish), which is described as a brilliant solution by the students. These joint courses explore current critical discourses on European culture(s) and diversity. The shared content is combined with course work and individual supervision in the language of specialization. Thus, the track also provides content for the master's programme in Teacher Training, also through the newly developed course "Modern Literature in the Second-Language Classroom". Students of the track have the option to write their assignments in their language of specialization in order to practice their language skills.

The option to do an internship (10 EC) allows students to practical experience related to their track. The time allocation for an internship corresponds to seven weeks of full-time work. Common internship fields include translation and the publishing industry. Around 12 to 15 students each year, predominantly from the WEM track, choose for an internship, with 2 to 3 students opting for an internship in education, after which they are able to transition into (the second year of) the master's programme in Teacher Training or the one-year post-master LVHO (leraar voorbereidend hoger onderwijs).

The student chapter reports that students are generally satisfied with the three tracks, as they align with students' interests, provide clear career opportunities, and offer interdisciplinary courses within each track. During the interviews, students conveyed their overall satisfaction with the programme. They appreciate the content of the tracks, the practically oriented writing and editing classes in particular, and the multiple perspectives provided, as well as the optional space, although limited. Additional hours for the writing and editing classes would be welcomed by them.

The panel considers the curriculum to be well-aligned with the ILOs. Its structure provides both coherence and individual choice for students; they can tailor their degree to suit their personal interests by selecting from three different tracks and flexible elective options. The panel admires the programme's commitment to cross-cultural communication, diversity and inclusion, especially in light of the current political climate. It is also positive about the excellent curriculum content, reflecting the established expertise among faculty. The inclusion of internships and interdisciplinary courses, along with the permeability between tracks, reflects the programme's responsiveness to diverse student interests and professional aspirations. According to the panel, the programme does a very good job in integrating academic and professional skill development. Particularly in the WEM track, students gain hands-on experience in editing, publishing, and audience-centred writing, which enhances employability and directly links their academic work to real-world contexts. The option to undertake internships further reinforces this connection and has proven effective in supporting students' transitions into the labour market, enhancing their transferable skills.

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 relatively small seminar groups of around 20 students, during which students discuss research questions, fostering the dialogue and exchange of perspectives between students and lecturers. This dialogue is also forged in the international learning community. The programme aspires to use innovative teaching methods and create an inspirational research environment, promoting diversity and inclusion. Amongst others, the programme uses flipped classrooms, students-as-partners approaches, blended learning and, increasingly, the use and discussion of AI tools in WEM. Some of the courses are co-taught, supporting a student-centred, inclusive learning experience. The panel values the varied teaching methods and the inclusive learning community, enabling students with different backgrounds to perform optimally. It also notes that much critical attention is devoted to the development and application of AI in education, and towards more harmonized procedures, at the request of the students. The programme-specific facilities include active learning classrooms and support the learning process.

The research-active lecturers integrate their varied research into their teaching, enhancing students' research skills across all tracks and culminating in a tailored master's thesis. During the site visit, programme representatives noted efforts to balance disciplinary canon with research seminars, fostering a strong research-education connection. The small-scale research tutorials in the ELC track, typically with around 8 students per topic, ensure specialized and focused instruction and are appreciated by the students. The panel observes that they create an informal atmosphere that stimulates discussions and reflection on the relationship between literature and contemporary social debates. The panel finds these tutorials valuable and would like to see them retained despite financial pressure. Overall, the panel is of the opinion that research and education complement each other, enabling focused courses aligned with current research topics in which students actively engage with literary and cultural research. It promotes the programme's

commitment to maintaining its research-driven teaching, especially considering the pending discontinuation of the ELI track.

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. The programme organizes an introduction day at the start of the academic year, during which students get to know one another and learn about the programme, available internship opportunities, as well as support and guidance resources. The study advisor proactively monitors the development and progress of students' individual trajectories, regularly hosts information meetings, 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, although some would prefer more guidance during their thesis project (see below). They experience their teachers as dedicated, open to feedback and approachable. Moreover, all courses are evaluated annually through the Faculty's online evaluation system.

All students receive guidance and feedback from a thesis supervisor. Students discuss their thesis proposals with their supervisor, as well as a timeline. According to the programme, this process accommodates each student's individual needs and encourages independent work while maintaining a well-defined schedule. In the student chapter, students suggest that thesis supervision and feedback vary among different supervisors. Students conveyed to the panel that in general, they appreciate the thesis guidance and the flexibility to address individual needs, although some students believe there is room for improvement. They value the strict guidelines and deadlines within the WEM track and suggest organizing regular thesis meetings involving students from all tracks to better support them during the writing process. The lecturers informed the panel that thesis guidance in the ELC and ELI tracks is generally similar, while the WEM track offers more targeted guidance. Across all tracks, there is a kick-off session in December, support in developing a research plan, and established final deadlines with any exceptions requiring approval from the Board of Examiners. Past efforts have included organizing group meetings in collaboration with different programmes; however, these meetings have not always achieved high student attendance. The panel notes that the consistency of thesis supervision has improved, providing all students with more comparable support throughout their thesis work. It suggests further harmonizing the guidance or ensuring transparent communication regarding any differences in thesis supervision between the tracks, including the reasons for such variations.

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.

The panel notes that a decent number of students finish the degree within the nominal year (of the 2022 cohort: 46% within 1 year; 67% within 2 years). A challenge, beyond personal circumstances, is balancing an internship with the master's thesis, particularly for students doing an internship in education. The panel understands the logistical challenge of finding placements that fit the academic year. Students who opt for an internship are supported by the internship coordinator in finding a suitable placement. The programme is generally considered feasible and well-paced by students, with positive evaluations in recent National Student Surveys.

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 programme design, workload per course, and the structure of assignments are aligned with the expected student workload and allow for timely progression. The panel commends the Programme Committee for their active involvement in improving the programme, including their role in standardizing the MA thesis evaluation process and the introduction of panel evaluations. 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 in the field of literary studies in the different languages. Most teaching staff in the three tracks, 26 in total with 23 holding tenured positions, are members of the programme teams in English Language and Culture and European Languages and Cultures, respectively. All teaching staff hold a University Teaching Qualification (BKO), Senior Teaching Qualification (SKO) or equivalent, or are in the process of obtaining one. Additionally, all staff hold PhD degrees and are fully competent to teach in the language of their expertise and in English. Co-teaching offers opportunities to explore various pedagogical approaches, while junior teachers benefit from the teaching mentorship of more experienced colleagues. The staff regularly publish their research in academic journals and with prestigious international publishers.

Based on the documentation, a concern of the panel was the workload of the teaching staff in relation to the small-scale educational system, also in view of the budgetary measures at faculty level. 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. Each year includes a designated period without teaching responsibilities to prioritize research activities. At the staff's initiative, discussions have resulted in new teaching formats aligned with a revised allocation system. This has promoted a more equitable distribution of hours. Additionally, workload can be reduced by collaborating with co-teachers and by using different assessment methods.

The panel has established that the staff have the expertise needed for this programme and is impressed by their collegiality and adaptability. The highly qualified and committed teaching staff seem very much focussed on continual improvement of the programme and being attentive to students' needs. They bring both disciplinary expertise and pedagogical innovation to the classroom. The panel admires the measures that have been taken, including new courses, shared supervision, and frequent meetings and consultations. Co-teaching, in particular, seems to be beneficial. Teaching generally receives positive feedback in student course evaluations. Students appreciate the teachers' approachability and recognize their passion and diverse expertise. In the student chapter, it is mentioned that having two lecturers can lead to some differences in course organization and materials, suggesting that some harmonization may be needed. At the same time, it is clear that students appreciate the coherence in the programme and the interaction with students from other tracks. The panel acknowledges that staff across the three tracks maintain regular communication, and this academic year has seen increased collaboration through joint supervision, examinations, and teaching, which further strengthens the coherence of the programme. It suggests that additional efforts could be made to enhance the visibility of the programme's structure and cohesion. 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 master's programme in Literary Studies and its three tracks. It considers the curriculum to be well-aligned with the ILOs. Its structure provides both coherence and individual choice for students, comprising 30 EC of track-specific courses, 10 EC of optional space, and a 20 EC master's thesis. The multidisciplinary curriculum reflects the faculty's expertise and commitment to cross-cultural communication, diversity and inclusion. Students appreciate the content of the three tracks and the multiple perspectives provided. The panel commends the programme for effectively integrating academic and professional skills, especially in the WEM track, where students gain practical experience in editing, publishing, and audience-focused writing. The availability of internships further strengthens this connection, improving students' employability and facilitating their transition into the workforce by developing transferable skills. Furthermore, the inclusion of internships and interdisciplinary courses, along with the permeability between tracks, reflects the programme's responsiveness to diverse student interests and professional aspirations.

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 strong research-education connection, the small-scale tutorials in the ELC track, and the inclusive 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 panel supports the programme's commitment to maintaining its research-driven teaching, especially considering the pending discontinuation of the ELI track. 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.

The panel determines that students are well-supported throughout the programme, amongst others by the proactive study advisor. It considers the programme to be feasible, as students report positively about the workload and pace of the programme. 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, adaptability and commitment of the teaching staff, who come from a variety of international backgrounds. They are experts in their diverse fields, covering the academic scope of the programme. They actively engage in research, thus providing a research-intensive environment. In addition, the panel values the lecturers' dedication and responsiveness to students. The panel recognizes that the programme's coherence is enhanced through consistent collaboration among staff across the three tracks, although the visibility of the programme's structure and cohesion could be further improved. 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; all degree-level and course-level learning outcomes are cross-referenced in the programme's assessment plan.

There is an emphasis on continuous formative and summative assessment, and learning outcomes are assessed incrementally. The differences in ILOs, teaching strategies, skills and topics across the three tracks are reflected in a variety of assessment methods. In the ELC track, assessment is quite uniform and includes a research essay for all tutorials (connected with the same ILOs), often combined with a shorter assignment during the course, which may be a presentation, a review article, or a close reading exercise. Essays are also the main assessment form in the courses taught in the ELI track. The assessment in the WEM track, with its focus on student-centred, active and collaborative learning, is more diverse and includes graded student group-led seminars with presentations, editorial projects, group reports, a portfolio of written assignments and research essays. In all courses formative assessment in the form of (weekly) exercises precedes summative assessment. Students are not allowed to start an internship or their thesis until they have completed at least 20 EC worth of courses. The language of assessment differs per track: for the ELC and WEM tracks, this is English. For the ELI track, assessment can be in English, Dutch and/or the student's individual language of specialization; the thesis and certain assignments may be written in French, German, Italian, Russian, Spanish or Swedish.

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 track and 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 observes that the assessment system is robust, transparent, and well aligned with the ILOs at both the course and programme levels. Formative and summative assessments are thoughtfully integrated, with an emphasis on active learning and progressive skill development; there is a consistent balance between the types of assessments in all courses. The panel appreciates the varied and innovative forms of assessment throughout the programme, tailored to the needs of the students, especially in the WEM track. The use of varied assessment methods and languages reflects the diversity of competencies being developed across the three tracks. Furthermore, measures to ensure quality are consistent and clearly set out, with ample re-sit opportunities and a clear process for grading and feedback. 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 master's thesis (20 EC): an independent research project which results in a 15,000-word essay on a topic tailored to the student's interests. Students write their thesis in English or, if they are enrolled in the ELI track, in the language of their specialization. If their specialization is in French, German, or Spanish, they are required to write their thesis in that language. For students specializing Italian, Russian, or Swedish, this is optional. In the WEM track, the master's thesis may also take the form of a critical edition of a manuscript or early printed book, containing an introduction, explanatory notes and, where relevant, a translation into present-day English. The thesis is written over the length of one semester.

During the previous accreditation, the panel stressed the importance of uniformity in the procedure of thesis evaluation and argued for, amongst others, developing a standardized form for all tracks and ensuring that the second reader has a recognisable voice on this form. The recommendations of the previous panel have led to a harmonized evaluation form, with some minor adaptations for the various tracks, 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 centralized document access via a shared drive, and detailed thesis guidelines for each track, which are monitored by two thesis coordinators. The panel approves of these revisions, which make the assessment of theses across tracks more transparent and lead to systematic calibration, while still leaving room for the distinctive character of the different tracks. Accompanied by rubrics, it ensures fair and uniform assessment. The panel agrees with the programme's decision not to include a public defence of the theses as part of the examination; these resources are better allocated toward providing supervision. 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 observed that the theses covered a wide range of topics and that their writing style was very adequate.

Furthermore, the Faculty is considering the future of the thesis as a capstone project, which might lead to new possibilities for (alternative) assessment of the learning outcomes at programme level, such as a combined critical-creative thesis output or a portfolio. During the site visit, the panel observed that some students would welcome these options. The panel agrees that offering alternative formats could be beneficial for students. It encourages the programme to further explore these alternatives (also based on the experiences in the bachelor's programme in English Language and Culture) and to provide all students with the opportunity to pursue a thesis or opt for an alternative mode of assessment in the future.

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.

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 panel appreciates the varied and innovative forms of formative and summative assessment with an emphasis on active learning and progressive skill development, especially in the WEM track. In addition, the panel values the implementation of a standardized thesis assessment form, with some minor adaptations for the various tracks and the detailed thesis guidelines for each track, 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 track-specific differentiation.

The panel notes that the consistency of thesis supervision has improved, providing all students with more comparable support throughout their thesis work. It suggests either further harmonizing the guidance or ensuring transparent communication regarding any differences in thesis supervision between the tracks, including the reasons for such variations. Additionally, 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 20 EC master's thesis is regarded as the programme's final work, in which students demonstrate that they achieved the ILOs at an individual level. In preparation for the site visit, the panel examined 15 theses. In the selection, a proper distribution across grades and tracks was ensured. In the opinion of the panel, the level of the examined theses is appropriate for an academic master'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, amongst others, a strong level of expertise in the respective tracks, knowledge and understanding of the primary texts, the ability to evaluate primary and secondary sources and to employ a solid methodological approach.

Alumni

The programme relies on the alumni associations of the feeder bachelor's programmes to stay in touch with alumni. Contact with the professional field and their expectations of (prospective) graduates' competences is maintained through the internships, through collaborating with non-profit organizations in WEM courses, and contacts with the master's programmes in Teacher Training. The panel is impressed with the public reach of some of the special publishing projects that have come through the WEM track. According to the programme, internship providers (largely in the field of publishing and translation) are very satisfied with the work of our students, their language skills, learning abilities and ability to communicate. The panel appreciates the programme's ongoing reflection on its societal and academic relevance, having adjusted its learning outcomes at several points over the past few years.

Although there is no systematic alumni tracking, available indicators suggest that graduates are well prepared for both academic and professional careers. A number of students successfully transition to PhD programmes in the Netherlands and abroad, particularly those who follow the ELC track with its strong research orientation. Graduates of the WEM track find jobs in publishing, translation, education, and cultural organizations – often directly through internships integrated into the programme. According to the panel, this suggests that the combination of analytical, editorial, and communicative skills developed during the programme aligns well with labour market expectations. Students are well prepared for a career in academia, but also for a career in politics, editing businesses, journalism, language teaching etc.; the programme is versatile enough to provide a solid basis for all these career paths. The panel is positive about the fact that alumni find professional positions that match the programme's content and level, demonstrating the societal need for these learning outcomes. It notes that WEM graduates, in particular, tend to feel well prepared for their careers, whereas students from the other tracks mainly feel ready for academic careers. They find the university's Career Services helpful in preparing for employment.

The panel welcomes the intended hiring of a dedicated alumni officer for all cluster 2 programmes. It is positive about the initiative to invite alumni as guest speakers. 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 master's programme and that students achieve the intended learning outcomes. 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 master's programme Literary Studies 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

Graduates of this specialisation have:

Dublin Descriptors	Generic Competences
<p>Knowledge and understanding Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<ol style="list-style-type: none"> 1. Advanced knowledge and understanding of the cultural context in which literary texts were composed. 2. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods. 3. Advanced knowledge and understanding of texts written in a variety of genres.
<p>Applying knowledge and understanding The ability to apply their knowledge, understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</p>	<ol style="list-style-type: none"> 4. The ability to generate new ideas. 5. The ability to work with unfamiliar material. 6. The ability to search for, process and analyse information from a variety of sources. 7. The ability to think in an abstract and analytical manner, and to synthesise ideas.
<p>Making judgements The ability to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<ol style="list-style-type: none"> 8. The ability to be critical and self-critical. 9. The ability to identify, articulate and resolve problems.
<p>Communication The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<ol style="list-style-type: none"> 10. The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others. 11. The ability to communicate key information from their discipline in a manner appropriate to their target audience.
	<ol style="list-style-type: none"> 12. The ability to interact constructively with others, respecting cultural differences.
<p>Learning skills The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<ol style="list-style-type: none"> 13. The ability to learn and stay up to date with learning. 14. The ability to work with a high degree of autonomy.

In addition:

Graduates of English Literature and Culture have

15. Advanced knowledge and understanding of a range of English literary texts from different literary periods.
16. Knowledge and understanding of texts written in regional English, global English, or older forms of English (e.g. medieval English).
17. The ability to work with various types of English language media.
18. Knowledge of the interaction between texts and cultural, economic or technological factors.
19. The ability to express themselves in clear, well-structured English at level C2.

Graduates of Writing, Editing and Mediating have

19. The ability to express themselves in clear, well-structured English at level C2.
20. Knowledge and understanding of a range of theoretical and methodological debates related to the dissemination of texts (e.g. editing, electronic publication).
21. The ability to apply key methods and concepts relevant to advanced textual study.
22. The ability to examine and process English texts to ensure their appropriate dissemination (e.g. copy-editing, introducing, annotating, translating) with due acknowledgement of cultural differences.
23. Knowledge of the interaction between texts and cultural, economic or technological factors.

Graduates of European Literatures and Interculturality have

24. Advanced knowledge of theories of intercultural contact, entanglement and transfer, and approaches to the study of interculturality.
25. Advanced knowledge of practices and histories of intercultural encounters on the European continent, and (former) colonised territories.
26. The ability to read, interpret and compare texts from different genres and in different styles.
27. The ability to reflect on research about processes of cultural change and cultural transfer between different languages, cultures and literatures and their interaction.
28. The ability to express themselves orally and in written form at the required level in a variety of registers (formal, informal, specialist) in English or one of the languages on offer (French, German, Italian, Russian, Spanish, Swedish).

Appendix 2. Programme curriculum

Master's track English Literature and Culture

	Course unit	Student workload in ECTS
A	Compulsory	30
	MA Thesis in English Literature and Culture	20
	Literature's Society (semester 1a)	5
	MA Research Seminar (semester 1b)	5
B	20 ECTS out of	20
	<i>English Literature Tutorials</i> ⁸	5
C	10 ECTS out of	10
	WEM 1: Modern Literature and Mediation (module offered twice: semesters 1 and 2)	10
	WEM 3: From Manuscript to Printed Book (semester 1)	10
	WEM 5a: Towards the Digital Text, Part A: Book History (semester 1a)	5
	WEM 5b: Towards the Digital Text, Part B: Digital Remediation and Publishing (semester 1b)	5
	WEM 6: Poetry Writing (semester 1a)	5
	WEM 7: Creative Nonfiction Writing (semester 1b)	5
	Masterlanguage (English) (<i>one or two modules</i>) (semester 1b, semester 2a)	5/10
	Interdisciplinary Research Seminar (semester 2)	10
	MA Placement in English Literature and Culture	10
	English Literature Tutorials from Section B	5/10

⁸ A list of tutorials on offer is published each year in Ocasys. There is a limited choice of Tutorials and no guarantee, therefore, that students will be able to follow a tutorial of their choosing.

Master's track Writing, Editing and Mediating

	Course unit	Student workload in ECTS
A	MA Thesis	20
	MA Thesis in Writing, Editing and Mediating	20
B	WEM course units	30
	WEM 1: Modern Literature and Mediation (semester 1, 2)	10
	WEM 2: Modern English Language (semester 1)	10
	WEM 3: From Manuscript to Printed Book (semester 1)	10
	WEM 4: Translating and Editing (semester 2)	10
	WEM 5a: Towards the Digital Text, Part A: Book History (semester 1a)	5
	WEM 5b: Towards the Digital Text, Part B: Digital Remediation and Publishing (semester 1b)	5
	WEM 6: Poetry Writing (semester 1a)	5
	WEM 7: Creative Nonfiction Writing (semester 1b)	5
C	10 ECTS total out of	10
	MA Placement in Writing, Editing and Mediating	10
	Interdisciplinary Seminar	10
	Masterlanguage (English) (<i>one or two modules</i>)	5/10
	WEM course units (<i>one or two modules</i>)	5/10
	English Literature Tutorials (<i>one or two modules</i>) ⁹	5

All course units are listed in the online course catalogue OCASYS.

⁹ A full list of tutorials on offer is published each year in Ocasys. There is a limited choice of Tutorials and no guarantee that students will be able to follow a tutorial of their choosing.

Master's track European Literatures and Interculturality

A	Compulsory courses	Student workload in ECTS
	MA Thesis in European Literatures and Interculturality	20
	Theoretical Approaches to Literature and Interculturality (semester 1)	10
	European Cultures, Democracy, Futurity (semester 1)	10
	European Literatures in a (dis)connected world (semester 2)	10
B	Option	
	Interdisciplinary Research Seminar	10
	MA Placement in European Literatures and Interculturality	10
	Masterlanguage (language of specialisation)	10

- A. For the compulsory courses, all students have the opportunity to write final assignments in the language of specialisation, which includes reading and writing primary and secondary material in this language. Students also write a thesis worth 20 ECTS in English or their language of specialisation.
- B. Each student chooses an interdisciplinary research seminar or, if available, two course units from the national Masterlanguage programme. Students may replace one of these course units with a 10 ECTS placement.

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 master's programme Literary Studies. 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 M Literary Studies 2024, including student chapter and reflection on previous accreditation

Appendices:

- Supporting documents:
 - o Benchmarking related to Literary Studies
 - o Teaching and Examination Regulations 2024–2025 (TER)
 - Part A: general part for all bachelor's programmes within the Faculty of Arts
 - Part B: MA Literary Studies
 - o Assessment Plan MA Literary Studies WEM and English Literature (2024–2025)
 - o Assessment Plan MA Literary Studies European Literatures and Interculturality (2024–2025)
 - o Assessment Plan MA Literary Studies Interdisciplinary Research Seminars (2024–2025)
- Programme learning outcomes
- Programme overview
- Matrix of learning outcomes
- Teaching team
- Quantitative data of teaching-learning environment: student intake, enrolment in the tracks, study success, National Student Survey (2024)
- Overview of final projects per track

Additional appendices:

- Thesis Documentation
 - Tracks WEM and English Literature: master thesis WEM and English Literature Documentation
 - Track European Literature and Interculturality
 - o Syllabus MA Thesis European Literatures and Interculturality 2024-2025
 - o MA Thesis Information 2024-2025
 - o MA Thesis Proposal Template 2024-2025
 - o MA Thesis Report Literary Studies

- Thesis Grading procedure European Literatures and Interculturality & EduMa French, German, Spanish
 - Joint Form Final Assessment Thesis
- Annual reports Programme Committees 2022-2023 and 2023-2024
- Selected course materials
 - LEL072M05 WEM 5: Towards the Digital Text Part A (2024-2025, semester 1b)
 - LEL080M05 Order and Conflict in Renaissance England (2023-2024, semester 2a)
 - LEU009M10 Theoretical Approaches to Literature and Interculturality (2024-2025, semester 1)
- Masterlanguage on educational visitations 2025