

B LITERARY STUDIES & M LITERARY STUDIES UNIVERSITY OF AMSTERDAM

Assessment report

17 October 2025



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1. SUMMARY

This report describes the programme assessment of the academic bachelor Literary Studies and master Literary Studies offered by the University of Amsterdam.

In spring 2025, an independent panel commissioned by the NVAO evaluated the Bachelor's and Master's programmes in Literary Studies at the University of Amsterdam.

With regard to Standard 1 (intended learning outcomes), the panel concludes that both programmes have clearly formulated outcomes at the appropriate bachelor's and master's level. The Bachelor's programme has a consistent focus on literary and cultural analysis and benefits from collaboration with cultural organisations and research schools. The Master's programme offers three tracks that allow for individual profiling, and the panel advises refining the intended learning outcomes to make track-specific profiles more explicit.

Concerning Standard 2 (teaching and learning environment), the panel finds that the curricula of both programmes are coherent and well designed, with attention to methodological skills, multilingualism, and social engagement. Students value the international classroom and the accessibility of staff. The panel recommends strengthening coherence across the master's tracks, making admission requirements clearer, giving more explicit attention to career perspectives, and monitoring staff workload under the university's 8-8-4 system.

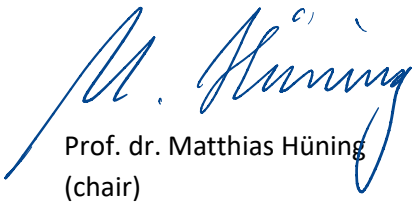
For Standard 3 (assessment), the panel finds that assessment is varied, transparent, and well aligned with the intended learning outcomes. It recommends further harmonisation of thesis assessment, greater clarity about the role of the second reader, and a more proactive role for the Examinations Board. The panel also calls for a clear faculty-wide policy on the responsible use of generative AI, supported by staff training.

With respect to Standard 4 (achieved learning outcomes), the panel concludes that graduates of both programmes achieve the intended results. Final projects demonstrate the required academic level, and alumni pursue careers in culture, education, academia, and related fields. The panel advises the programmes to monitor alumni careers more systematically and involve alumni more closely in curriculum development.

Both programmes meet all four standards. Considering this, the panel arrives at the final opinion 'positive' to the NVAO for the accreditation of the bachelor Literary Studies and master Literary Studies at the University of Amsterdam.

The chair and secretaries of the panel hereby declare that all members of the panel have considered this report and agree with the judgements recorded in the report. They confirm that the assessment was carried out in accordance with the requirements regarding independence.

17 October 2025



Prof. dr. Matthias Hüning
(chair)



Laura van Beek MSc
(secretary)

2. INTRODUCTION

Procedure

The University of Amsterdam appointed Odion Onderzoek to coordinate the external quality assessment of the bachelor's programmes in Literary Studies, Linguistics and Dutch Language and Culture, as well as the master's programmes in Literary Studies, Linguistics, Dutch as a Second Language and Multilingualism (dual), Dutch Studies, and Editorial Studies (dual). This assessment was conducted in the context of the accreditation of a cluster of programmes: Modern Languages and Literatures 1 (MTL-1). This cluster comprises 32 programmes offered by six institutions: the University of Groningen, Vrije Universiteit Amsterdam, Radboud University, Utrecht University, University of Amsterdam, and Leiden University. Dr. Irene Conradie served as cluster coordinator on behalf of Odion Onderzoek until 11 April 2025, after which Dr. Alexandra Paffen assumed the role.

The assessment was conducted in accordance with the procedures and standards of the NVAO's "Assessment Framework for the Accreditation System of Higher Education in the Netherlands" (Government Gazette 2024, no. 6405). The programmes within the MTL-1 cluster are existing programmes, and all institutions involved hold a positive institutional quality assurance assessment.

In consultation with the programmes, Odion Onderzoek composed a panel of peers (assessment panel) to carry out the assessment of the eight programmes at the University of Amsterdam:

- Prof. Dr. Matthias Hüning (chair), Professor of Dutch Linguistics, Freie Universität Berlin;
- Prof. Dr. Odile Heynders (panel member), Professor of Comparative Literature, Tilburg University;
- Prof. Dr. Katrien Struyven (panel member), Professor at the School of Educational Studies, Hasselt University;
- Dr. Petra Bos (panel member), Associate Professor of Applied Linguistics, Vrije Universiteit Amsterdam;
- Roos Krijger MA (student member), recent graduate of the master's programme in Translation Studies at Utrecht University;
- Prof. Dr. Remco Sleiderink (external reviewer), Professor of Dutch Literature before 1800, University of Antwerp;
- Dr. Kathryn Roberts (external reviewer), Associate Professor of American Studies, University of Groningen;
- Dr. Stefan Frank (external reviewer), Associate Professor of Linguistics, Radboud University;
- Prof. Dr. Emiel Krahmer (external reviewer), Professor of Language, Cognition and Computation, Tilburg University;

- Dr. Agnes Andeweg (external reviewer), Associate Professor of Literary Studies, Utrecht University;
- Prof. Dr. Ruben van de Vijver (external reviewer), Professor of Phonology and Phonetics, Heinrich Heine University Düsseldorf;
- Prof. Dr. Diederik Oostdijk (external reviewer), Professor of English and American Literature, Vrije Universiteit Amsterdam;
- Prof. Dr. Malte Zimmermann (external reviewer), Professor of Semantics and Grammar Theory, University of Potsdam;
- Willem Bisseling MA (external reviewer for the dual master's programme in Editorial Studies), co-owner and literary agent, Sebes & Bisseling.

The panel was supported by Laura van Beek MSc as first secretary and process coordinator and Dr. Léonie Ridderstap as second secretary. Both are certified secretaries according to the NVAO register. Dr. Alexandra Paffen, in her role as cluster coordinator, was also present during the site visit, solely in the capacity of observer. The NVAO reviewed the accountability form concerning the composition of the panel and concluded that the panel met the required expertise criteria. In addition, the panel members, the institution, and the secretaries submitted written declarations confirming that the panel and secretaries would carry out their tasks independently. On 14 February 2025, the NVAO approved the proposed panel composition¹.

Prior to the assessment process, the panel chair completed a training course on the NVAO's "Assessment Framework for the Accreditation System of Higher Education in the Netherlands" (2024). The cluster coordinator discussed the standards, procedures, and responsibilities with the chair in accordance with the "Profile of the Chair" (NVAO, 2016) and the guidelines provided in the NVAO training course "Train the Chair." The other panel members received instructions during a cluster-wide kick-off meeting, where the cluster coordinator and chair informed them about the content and purpose of the assessment framework, as well as the procedure, intended attitude, working methods, and timeline within the cluster.

Prior to the site visit, the Faculty of Humanities submitted a list of recent graduates for each programme to the secretaries. In consultation with the secretaries, the panel chair selected fifteen final projects per programme, taking into account a spread of final grades, assessors, and—where applicable—programme variants and tracks. The panel reviewed the selected final projects and accompanying assessment forms, as well as the self-evaluation reports of the programmes. The panel assessed the theses in accordance

¹ Subsequent minor changes were made to the composition before the site visit, which are reflected in the list of panel members above.

with the NVAO guidelines for the review of final projects (Implementation Regulations, September 2024). An overview of the reviewed materials, including the selected theses, is provided in Appendix 5.

After studying the documentation, the panel members formulated their initial impressions and shared these with the secretaries. The secretaries compiled the input and distributed the compilation to the full panel. During a preparatory meeting on 28 May 2025, the panel discussed these impressions and identified key topics to address during the site visit.

Staff and students of the eight programmes at the University of Amsterdam were informed in advance by the institution about the opportunity to speak with the panel in confidence. Interested participants could register with the secretaries. On the second day of the site visit, an open consultation hour was scheduled for registered participants. As only one person had registered and the issue raised concerned a programme that had already been discussed during the regular meetings, the open consultation hour was cancelled. The panel had asked this student in advance to provide a written statement, which allowed the concerns to be considered in their entirety. These concerns were nevertheless also addressed during the visit interviews.

The panel visited the University of Amsterdam from 4 to 6 June 2025. The draft site visit schedule, including representative interviewees, was submitted by the programmes to the chair and the secretaries for approval. Further information about the visit schedule is provided in Appendix 4. Owing to a national train strike, the third day (6 June) was conducted online.

At the end of the site visit, the panel formed its independent judgement on the programmes, based on the four standards of the NVAO's assessment framework for the accreditation of existing programmes (2024). The chair presented the panel's main conclusions in a public oral feedback session. The development meeting also took place online on 6 June 2025; a separate report of this meeting was drawn up and approved by the panel chair.

This final report provides a systematic account of the panel's findings, considerations, and conclusions. After the site visit, the secretaries drafted a preliminary version of the report and submitted it to the panel members for feedback. Based on their comments, the report was revised in consultation with the chair. The draft report was then sent to the Faculty of Humanities for a check of factual inaccuracies. After processing any corrections, the report was finalised and approved by the chair.

Institution

The University of Amsterdam is a publicly funded institution with approximately 6,000 staff members and over 41,000 students. The university comprises seven faculties, one University College, 76 bachelor's programmes, and more than 250 master's programmes. It places a strong emphasis on interdisciplinary

research, collaboration, and innovation to advance scientific progress. In its institutional plan *Inspiring Generations* (2021–2026), the university highlights its commitment to pursuing excellence, investing in outstanding and inspiring education, and strengthening its position through external partnerships.

The Faculty of Humanities, with over 8,000 students, offers a broad range of education and research. The faculty is governed by a Faculty Board, and education is organised into 17 programme clusters, with responsibilities distributed among the board, coordinators, and teaching teams.

Programmes

The bachelor's programme in Literary Studies at the University of Amsterdam focusses on a critical-theoretical and interdisciplinary approach on cultural objects in their contemporary socio-political and geographical contexts. The primary emphasis is placed on learning to engage in critical reflection and social engagement, and on acquiring a thorough knowledge of contemporary Critical Theory from both Western and non-Western perspectives. Through familiarising students with theoretical knowledge, analytical skills and awareness of their practical applications, the programme prepares students for a master's programme or a career in cultural, artistic or academic fields.

The master's programme Literary Studies approaches literature as a cultural practice that is capable of (re)shaping the world. The programme consists of three tracks: Comparative Literature, English Literature and Culture and Literature, Culture and Society. All tracks focus on literature in its interdisciplinary, intermedial and transnational relations to the globalized present. The programme prepares students for a variety of professions in the cultural sector, such as publishing, literary and cultural institutions, education, communication and media and the civil service. The administrative data of both programmes and the institution are provided in Annex 1 to this report.

Developments since the last accreditation

The last accreditation of the bachelor Literary Studies and master Literary Studies at the University of Amsterdam took place in 2019, when both programmes received a positive assessment. Since then, several developments have taken place. The bachelor's programme reviewed and changed course titles in 2022 to better reflect the content of these courses and the courses' place vis-à-vis the pedagogical objectives and learning outcomes of the programme as a whole. The new course 'What's Going on? Emerging Trends in Cultural Analysis' replaced the old course 'Cultural Analysis' and was moved to semester 2 of year 3 and the 'Thesis Workshop Literary and Cultural Analysis' was moved from the third block of semester 1 to the second block to better facilitate students taking electives or spending a semester abroad. The CL and ELC tracks of the master have changed the setup of 18 EC in mandatory courses plus 12 EC in programme-bound electives to a fixed curriculum of 30 EC in recent years. Furthermore, the track Literature and Education has been merged with the track Language and Education

from the master Linguistics to form a new track Language, Literature and Education as part of the master Linguistics.

The 2019 assessment panel identified several areas for improvement, regarding amongst others monitoring alumni careers in both programmes, consistent usage of programme name and temporary contracts in the bachelor's programme and language-specific tracks, broad intended learning outcomes, profiling of the tracks and transparency in the theses assessment forms in the master's programme. The current panel has considered how the programmes have responded to the recommendations made by the panel in the previous accreditation and discussed this during the site visit. The panel notes that both programmes have largely followed the previous recommendations and have thus initiated a positive development. This is discussed in more detail under the related standards.

3. MASTERLANGUAGE

The Master's programmes within the Modern Languages and Literatures 1 (MTL-1) cluster make use of the supplementary course offerings provided by Masterlanguage. This national collaborative initiative offers Master's students in language and literature access to courses that pool the expertise of multiple universities. The programme provides in-depth, thematic or language-specific courses with an interdisciplinary approach, integrating linguistics, literary studies, cultural studies, communication, and didactics.

Masterlanguage is a collaboration between six universities (Utrecht University, Radboud University, University of Groningen, Leiden University, University of Amsterdam, and VU Amsterdam). This interuniversity structure enriches the variety and quality of the curriculum and allows students to broaden their perspectives beyond their home institution.

For students in Linguistics and Literary Studies, Masterlanguage offers an additional opportunity to take selected courses, for example in Dutch, English, and French. Masterlanguage was briefly discussed during the site visit, and the panel considers the initiative a potentially valuable complement for students who wish to broaden their study programme.

4. PROGRAMME ASSESSMENT

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 and considerations

Profile bachelor's programme

The bachelor's programme in Literary Studies offers students a critical-theoretical, interdisciplinary approach to texts, images, and cultural objects, examined within their contemporary socio-political and geographical contexts. The programme primarily emphasises critical reflection and social engagement, alongside acquiring thorough knowledge of contemporary Critical Theory from both Western and non-Western perspectives, incorporating a variety of international viewpoints. The panel appreciates the definition of 'culture' interdisciplinary and theoretically in the broadest sense of the word and concludes the programme's profile therefore distinguishes itself from other similar programmes in the Netherlands as well as internationally, that also aligns with the faculty's educational ambitions (Strategic plan 2021 – 2026). It concludes the bachelor's programme has a clear focus on cultural and critical theory, is strongly grounded in theory and research-orientated. Students appreciate the unique approach to analyse and develop as a critical thinker in the arts and literature. In addition, the panel is positive about the broad opportunities the bachelor's programme prepares students for. It prepares students both for a master's programme (for example: one year master Comparative Literature, Comparative Cultural Analysis, Media Studies or the research master Literary Studies or Cultural Analysis) or a career in cultural, artistic or academic fields.

Since the RIO label is 'Literary Studies', but in practice the name 'Literary and Cultural Analysis' is used, the panel wonders whether all those involved, including prospective students, have a clear understanding of the programme's content. The previous panel recommended to be consistent in the use of the name and felt the title Literary and Cultural Analysis best described the programme's focus. As a consequence, the programme now consistently uses the name Literary and Cultural Analysis in all forms of communication. Nevertheless, students indicate in the student chapter that the diploma title still does not fully reflect the programme's content. In response, programme management explains that 'Literary and Cultural Analysis' (track) is mentioned on the diploma — albeit in smaller font — alongside the official programme label 'Literary Studies'. The panel is satisfied with this explanation.

Furthermore, the panel notes the new bachelor's programme Global Arts, Culture and Politics appears to pose a risk in terms of internal competition, as both programmes face content overlap to some extent. The panel questions how this could have happened within the same faculty. According to management,

the new programme stems from a plan to create a faculty-wide bachelor's programme, with Cultural Studies being used as a pilot. The panel concludes there was little internal communication beforehand and observes that Literary Studies is partly struggling with declining student numbers as a result (see standard 2). Literary Studies is now examining commonalities and differences between the two programmes and management explains there are ideas for collaboration, without sacrificing programme-specific characteristics such as conceptual and close reading. The panel endorses this.

Profile master's programme

According to the panel, the master's programme also aligns well within faculty's ambitions. The master's programme Literary Studies approaches literature as a phenomenon that offers critique and creative answers to both old and new questions. Students analyse how literature operates in society and how society borrows from literary practice and investigate why meanings with particular social and political implications are attributed to literary texts. Broadly speaking, the master's programme prepares students for a career in publishing, literary and cultural institutions, education, communication and media and the civil service. The master's programme Literary Studies consists of three tracks: *Comparative Literature* (CL), *English Literature and Culture* (ELC) and *Literature, Culture and Society* (LCS). Although the overall goal of the programme is to develop students' research skills in a specialised field on the one hand and their ability to apply this knowledge to different contexts on the other, each track also has its own profile and outlook.

- CL focusses on a theory-driven approach to the study of literature, broadly conceived, with a contemporary and political focus. The track has a focus on ongoing developments of literature and text-based media as artforms and strategies for knowledge production. In doing so, it makes use of an interdisciplinary approach, aimed at studying the role literature and text play in contemporary societies. The CL track is one of the master routes that follows from the bachelor Literary Studies.
- ELC has an orientation on world literatures in English, with a grounding in contemporary critical practices and a focus on different literary genres and literary historical periods. The programme is emphatically global in its orientation and works with a broad-ranging flexible concept of the literary, which can include non-traditional genres. The ELC track is most straightforwardly the literature-focused master extension of the bachelor's programme English Language and Culture.
- LCS distinguishes itself by offering further specializations per language: English, French, German, Spanish, Italian, Slavic and Scandinavian. Accordingly, the LCS track is the literature and culture-focus master correlate of the bachelor's programmes in those languages. Simultaneously, the English specialization within LCS offers another continuation of the bachelor's programme English Language and Culture. The LCS track examines the dynamics between literary production and society in a pan-European context across several languages.

The panel concludes the programme has a clear profile, with three distinct tracks that offer students opportunities for individual profiling. The panel feels the master's programme distinguishes itself from other similar programmes in the Netherlands as well as internationally. However, the panel questions whether the three tracks operate too independently as autonomous programmes and whether there is enough coherence. Programme management explains clear, distinguishable profiling has been a conscious choice regarding student intake (see standard 2) and also the previous panel, but all tracks include 30 EC of fixed courses and share a selection of electives, although electives are advised per track. Currently, the programme considers whether the tracks should be restructured due to decreasing student enrolment numbers, especially for the LCS track (see Standard 2). One option under discussion is to integrate the LCS track into the CL track. The panel notes that the current profile of the LCS track lacks clarity and agrees that any restructuring should address this issue. At the same time, the panel underlines the importance, already stressed by the previous panel, of retaining language-specific specialisations within the programme. Currently, new formats are being explored in which language-specific content can be preserved in other ways, for example through thematically linked courses, which the panel is positive about. Although the panel is satisfied with future plans, students currently identify themselves more as a student from their own track than from the master as a whole. The panel considers it important that the programme strengthens the shared identity and cohesion at the level of the master, and therefore advises more collaboration within the master's programme (see standard 2). Nevertheless, all three tracks fit well within the broad profile and label Literary Studies, according to the panel. All tracks namely focus on the same medium (literature) in its interdisciplinary, intermedial and transnational relations to the globalized present, but do so from different standpoints.

Next to this, the panel discussed whether the current name of the ELC track might be reconsidered, as its content aligns closely with what could also be described as 'World Literature'. Lecturers explained, however, that the current naming is linked to a RIO requirement: the official programme name ('Literary Studies') is registered in RIO, and under this title the track 'English Literature and Culture' is positioned. Within this framework, 'English Literature' is understood as 'World Literature in English'. Lecturers have tried to make this as clear as possible in syllabi and communication (see standard 2). In addition, students of the CL track note the title does not match the content completely, as the focus is more on cultural or comparative analysis than literature. The programme is currently working on a more clear positioning of the Amsterdam's approach, which is very theoretical and causes confusion because international interpretations of 'Comparative Literature' vary widely. The panel is positive about these steps that are being undertaken.

Intended learning outcomes

The general intended learning outcomes and profiles of both programmes are incorporated in the intended learning outcomes (see Annex 2) and are based on the Dublin descriptors. The bachelor's programme states that students have demonstrable knowledge of and insight into the core principles of

the main subject areas/disciplines of the degree programme, namely Comparative Literature, Critical Theory and Cultural Studies and crucially, the overarching methodology of Cultural Analysis that results from the interaction between these fields. Furthermore, the bachelor's programme aims to stress the following seven key competencies: research, writing, presentation, object analysis, critical theory, socio-political framing and academic reflection. The panel concludes the seven key competencies are well embedded in the programme and intended learning outcomes. According to the panel, the intended learning outcomes reflect bachelor's level expectations and are clearly described, with a strong theoretical and research-oriented foundation. In addition, they fit seamlessly with the profile and international reference frameworks.

The master's programme has intended learning outcomes that are both aimed at the disciplinary field of Literary Studies and at equipping students with capacities for judgement and communication that are valuable beyond the academic context. The panel finds the intended learning outcomes of the master are formulated clearly and match the intended master's level. The previous panel noted the intended learning outcomes were rather broad and recommended to narrow them down. In reaction, the programme has improved the intended learning outcomes as part of a faculty-wide review in 2023. The panel still sees the intended learning outcomes are formulated in general terms, due to the broad profile with three distinguishable tracks. Nevertheless, there is room for track-specific refinements in the intended learning outcomes. The panel is satisfied with this.

Connection to the professional field

The bachelor's programme maintains collaborations with cultural organizations and is closely connected to the active research agendas of the faculty's research schools. This concerns in particular the *Amsterdam School for Cultural Analysis (ASCA)* and the *Amsterdam School for Heritage, Memory and Material Culture (AHM)* and national research schools, including, but not limited to, the *Netherlands Institute for Cultural Analysis (NICA)*, the *Netherlands Research School for Literary Studies (OSL)* and the *Research School for Media Studies (RmeS)*. Especially the methodological and intellectual proximity between the bachelor and ASCA as well as NICA is important for the programme's take on research-driven teaching. The panel is notably enthusiastic about the strong engagement with the institutions above to stay informed about cutting-edge research. The master's programme continually provides input for the tracks and the programme via alumni events, advisory panel and a recent career survey. This helps the programme evaluate how alumni experienced the programme and what their needs are in their subsequent professional careers and as a consequence keep the intended learning outcomes, as well as the curriculum, up to date. The panel sees a lot of added value in the advisory panel and alumni involvement to continue to meet the requirements of the discipline and its professional field.

Conclusion

The panel appreciates the broad definition of ‘culture’ in Literary Studies and the individual profiling for students in the three tracks of the master’s programme. Both programmes have a clear focus and distinguish themselves from other similar programmes in the Netherlands as well as internationally. For the bachelor’s programme, the panel concludes the name ‘Literary and Cultural Analysis’ is now being used consistently in all forms of communication. The panel endorses the ideas for collaboration with the new bachelor’s programme Global Arts, Culture and Politics without sacrificing programme-specific characteristics. For the master’s programme, the panel sees opportunities for greater coherence. It endorses the new formats that are being explored for the tracks, particularly with respect to the LCS track and language-specific content. In addition, the panel is positive about the steps that are being undertaken to clarify the naming of the ELC and CL tracks for all (prospective) students.

The panel states the intended learning outcomes from both programmes are clearly formulated and reflect bachelor’s and master’s level adequately. Although the intended learning outcomes of the master are described generally, there is room for track-specific refinements. The panel appreciates the focus in both bachelor and master on domain-specific learning outcomes as well as on skills that are necessary outside the academic field.

For the bachelor, the panel is positive about the collaboration with cultural organizations and close connections to active research schools, particularly ASCA and NICA. In addition, the panel appreciates the master’s programme frequently evaluates with the advisory panel and focuses on alumni involvement. The panel concludes both programmes adequately meet the requirements of the professional field and the discipline.

Based on the interviews and the review of the underlying documentation, the panel concludes that both programmes **meet standard 1: Intended learning outcomes**.

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 and considerations

Curriculum bachelor's programme Literary Studies

The curriculum of the bachelor's programme (see Annex 3) consists of 126 EC of required courses. From the start of the programme, students are introduced to Cultural Analysis as a distinct form of interdisciplinary study of cultural objects. They become familiar with its main concepts and its theoretical genealogies, such as Comparative Literature, Critical Theory and Cultural Studies. The first year includes sustained training in academic writing and research skills. Core courses in the second year focus in the first semester on Critical Theory and explore Cultural Analysis further in the second semester. The first semester of the third year prepares students for independent research using Cultural Analysis as their methodology. The final semester focuses on current developments in the field in order to prepare students for (professional) life after graduation and an individual thesis (12 EC) concludes the programme. The panel appreciates the strong emphasis on methodological skills for students, particularly the Thesis Workshop Literary and Cultural Analysis (6 EC) as it prepares students adequately for their bachelor's thesis. Next to the mandatory courses, there are multiple moments throughout the programme students can choose electives. Of the remaining 54 EC, 12 EC must be chosen from the programme's own elective offerings and 42 EC are entirely free and students can choose from a wide range of electives offered by the UvA. Overall, the panel concludes the curriculum is varied, well-structured and well-thought-out. In addition, the panel is enthusiastic about the current and future plans from the programme to finetune some of the course titles to make them more recognizable to non-experts and redesign courses that draw relatively small student numbers. The panel states there is a strong focus on ongoing improvements, as is also evident from the bachelor's coordinator's Senior Teaching Qualification (STQ) project to examine and improve the translation of intended learning outcomes into the curriculum.

The student chapter describes the desire for more focus on literary analysis in the bachelor's programme, as the focus has shifted more towards cultural analysis and socio-political topics in recent years. In interviews, both students and lecturers explain it mainly concerns a perception problem, as recent course evaluations show cultural analysis and literary studies are equally split in courses. Lecturers further note this broad focus prepares students for different master's programmes and students acknowledge it is also beneficial for them to broaden their analytical skills and skills in cultural analysis. The panel agrees and is positive about this explanation.

Curriculum master's programme Literary Studies

The curriculum of the master's programme (see Annex 3) is designed to move from a disciplinary "landing" to individual specialization. The curricula of the three tracks share a similar setup, with mandatory courses (total: 30 EC) in the first block that lay out the focus and scope of the track, core courses and space for elective courses (12 EC) in the second block, a four-week thesis seminar in January that prepares students for the thesis in block three and a further core course for the CL and ELC track in block four. Students in the LCS track take a course offered by Masterlanguage, either in block two or in block four/five. Alongside the thesis, further specialization takes place in blocks four-five and the thesis (18 EC) is completed in block six. The core courses anchor the disciplinary profile of each track and in the elective space, students are free to choose any courses, but the programme recommends electives per track in the course catalogue (see Annex 3).

The panel is positive about the diversity and content of the curriculum. It notes that, although the tracks function relatively independently from each other despite the similar setup, lecturers also are able to teach courses in other tracks and have regular meetings. Theses are supervised within the track, but if expertise from another track is needed, supervisors and second readers from other tracks are consulted. Some students appreciate the overall cohesion of the methodology and the space they experience to explore personal interests within their own track, while other students feel a stronger affiliation with their own track than with the master's programme as a whole (see standard 1). Students generally experience little contact with students of other tracks. Therefore, the panel advises the master's programme to find ways to collaborate more within the curricula of the tracks to ensure coherence and sense of community within the master's programme.

Internships

In the bachelor's programme, students have the opportunity to do an internship (6 or 12 EC). The previous panel noted that although internships are possible, students hardly choose them. Management explains that a Career Event was organised last year, which has partly contributed to the growing popularity of internships among students. For the bachelor's programme, 15 – 20% currently chooses an internship. In the master's programme, the internship is limited to 6 EC as there is, according to management, limited time within the programme and more extensive internships would possibly lead to less time for the thesis and study delay. The master's internship contains a clear research component and currently 3 – 5 students a year choose this as an elective. Although the panel understands this, the panel notes students who do an internship are more successful in finding junior positions on the labour market after graduation. In the interviews, students indicated that they had not considered doing an internship, as they wished to avoid any delay in their studies. Therefore, the panel advises the programmes to actively encourage and facilitate students to undertake an internship, for example by integrating it more firmly into the curriculum or by considering a mandatory component.

Part-time variant

Both programmes are offered in part-time. Students complete the bachelor's programme in six years and the master's programme in two years, with the course load spread across this extended period. The OER outlines a default programme, but individual variation can be discussed with the study adviser and track coordinator. The panel is satisfied with this.

Teaching methods

The bachelor's programme can be characterized as research-driven, due to the connection to active international research. Students are encouraged to develop their own viewpoints. Case studies are the preferred teaching format and instruction in research skills runs through the programme. The programme encourages active student contributions to seminars and classes. In classes, the bachelor's programme aspires to include cultural objects and case studies from a global range of cultural and social-political contexts. The master's programme also seeks to offer a research-intensive environment for students that is combined with a social orientation. Teaching forms range from larger seminar groups to smaller and more intensive courses. The standard teaching form for most courses is a seminar of 4 hours per week per course (1x4 or 2x2). The panel is positive about the variety of teaching methods in both programmes, with a lot of focus on interaction and student-oriented teaching.

For the bachelor's programme, the panel is positive about close reading as core method. Management explains that the focus is on the questions raised by the cultural object itself: the process starts with close reading, followed by dialogue. Lecturers appreciate the unique strength of this method. According to lecturers, it does not narrow to objects and texts, but also means zooming out and contextualizing. It revolves around how meaning is produced socially and by cultural objects and caters to different media, primarily printed texts. The panel questions whether the bachelor's programme faces difficulties, as students appear to read less and the courses are relatively short. Lecturers acknowledge this problem, but try to work around this by varying with mediums, for example poetry and short stories. The panel is positive about this explanation and concludes close reading is an adequate and unique method for addressing different mediums.

Both programmes consist of a diverse and international student population that allows for a wide diversity of perspectives in class exchanges. The panel is curious about how exactly lecturers are implementing faculty's ambitions to, for example, take more advantage of its international composition and create an accessible and inclusive environment in which everyone feels valued. Several lecturers have completed the VU *Mixed classroom educational model* workshop and apply the principles in their lessons by letting students make agreements at the start of their course and reflect on them at the end, using anonymous Google documents where students can share preferences (such as for small groups or plenary sessions) and actively highlighting group dynamics and utilizing diverse perspectives among students as a strength. Some lecturers note that time for metacognitive reflection can come at the

expense of substantive depth, and that it can be challenging to implement these principles with larger student groups. The panel acknowledges these challenges, but is positive about how lecturers are dealing with it and are committed to these principles.

Intake and admission requirements

Bachelor students are admitted to the programme when they have taken exams at VWO level (or its international equivalent) in English (language) and preferably another (modern) language or cultural or historical subject. It is not entirely clear to the panel how the admission requirements of a background in English and (modern) languages prepare students for analytical skills, as mentioned by the programme, and how different languages are addressed. The panel advises the bachelor's programme to make this more explicit. The master's admission requirements are mostly shared across the tracks, with slight variations in line with the profile and specializations in each track, for example language-specific requirements. The requirements are a bachelor's degree in the Humanities with at least 30 EC in courses directly in line with the respective tracks. Students with a degree from either a Dutch HBO institution or international equivalent can be admitted to the pre-master's programme for Literary Studies, consisting of 42 EC. Students with a bachelor's degree out of the admissible scope follow the pre-master's programme of 30 EC. In both the bachelor's and master's programme, the panel finds that the admission requirements align well with the intended learning outcomes and the final attainment level of the programmes. They ensure that students possess the required academic and subject-specific prior knowledge to achieve this level. At the same time, the panel notes that master's students experience the admission requirements differently due to their diverse backgrounds. Some master's students therefore request stricter requirements, a suggestion the panel understands and endorses as a way to further harmonise the starting level within the master's programme.

The panel is satisfied with the intake numbers of the bachelor's programme, but also notes these vary. In 2022 – 2023, 111 students were admitted to the programme and in 2024 – 2025 62 students, of which more than half are international. Management explains the peak cannot be fully explained. Next to this, the panel has some concerns regarding the internal competition with the new bachelor's programme Global Arts, Culture and Politics and the consequences this brings for Literary Studies. The panel advises the programme to closely monitor the effect the new bachelor's programme has on intake numbers and to avoid internal competition within the faculty as much as possible. For the master's programme, the number of students entering through the pre-master has slowly increased to 15 – 20 students per year. In total, the master's programme welcomes approximately 60 to 70 students each year, averaging out across the three tracks as follows: CL 26, ELC 24 and LCS 14. The number of students enrolling with a bachelor's degree obtained at the UvA is around 35%, which is comparable to the proportion of international enrolments. Although the panel acknowledges the intake is substantial, the student numbers appear to be unbalanced over the tracks. The LCS track has relatively few students according to the panel and the panel expresses concerns about this regarding faculty's minimum of 20 students per

track or programme. However, the panel notes the programme is currently considering redesigning the tracks (see standard 1), partly due to unbalanced intake numbers, and the panel is satisfied with this.

Study guidance and information provision

The bachelor's programme offers an extensive tutor trajectory in which all students are individually monitored in the first year by two first-year tutors and offered cohort-based tutoring in the second and third year. In the master's programme, each track has a programme coordinator, who also serves as tutor for the students in that track. At least once every semester a plenary session is scheduled to discuss amongst others student well-being. Next to this, in individual tutor meetings, usually around November, the individual situation of each student is discussed. There is a study advisor for difficulties of more of a personal or medical nature. The panel concludes students from both programmes clearly know from whom they can receive extra help if needed, since it is heavily communicated according to students. Students appreciate they are aware of all outlets and perceive lecturers and staff as helpful and approachable. The panel endorses this.

Both programmes are committed to providing students with an inclusive learning environment. Via the website, students with support needs can find information on how to study with, for example, dyslexia or AD(H)D, on digital and physical accessibility and on special examination facilities. In consultation with the study advisor, it can be determined whether other forms of support can be provided. Since 2024, every faculty within the UvA has a Faculty Coordinator for Study Facilities (FCS). The FCS of the faculty of Humanities supports the study advisors to better assist students with multiple and/or complex support needs. The panel is positive about this.

For the master's programme, there are thesis seminars in block 3 (January) for students to guide them through the transition from the first to the second semester of the programme. The panel notes, however, that the thesis blocks vary between tracks, lasting either two or three blocks: block 5 and 6 for ELC and CL and blocks 4, 5 and 6 for LCS. Although this setup allows for variety in practice for students, the panel advocates for more uniformity within the master's programme. Students mentioned the thesis seminar helped them narrow down their topics, but it was less useful for citation training since they already encountered this in the bachelor's programme. Peer feedback during the seminar was appreciated amongst students, which the panel views positively.

In academic year 2024 – 2025, the bachelor's programme has initiated the LCA Network Events, allowing current students to connect to graduates now working in the cultural and academic fields. Next to this, the programme will continue to strengthen connections to the cultural field at large: through collaborations, guest lectures, museum visits, field work and events. The internship also provides students with the opportunity to gain professional experiences in different sectors, regionally, nationally and occasionally internationally. The master's programme has set up a Canvas page per track for contact

with the tutor and for sharing information and announcements. This includes calls for lecturers, conferences, and an information package for internship opportunities. These information packages include for example the Meertens Institute, where research internships are regularly available for students. University-wide, the UvA Student Careers Centre offers workshops, consultation and career events that are available to students for up to a year after graduation. Although the panel acknowledges the actions taken in this regard, students of both programmes experience limited preparation for the labour market. The panel questions whether this relates to the difference between information provision and putting theory into practice, such as in an internship. The panel states there is a strong emphasis on theory in the master's programme in particular, as one student even describes it as 'theory, theory, theory, thesis and graduation'. Thus, the panel questions whether students are familiar with what is expected of them in the labour market after graduation. It recommends both programmes to bring career perspectives further under attention of students, for example by promoting internship possibilities or making the required knowledge and skills for a professional career more explicit to students.

Study feasibility

The panel notes there is relatively high dropout rate among programmes within the cluster and is curious about the underlying causes. It learns that 10 – 15 students quit the bachelor's programme each year, which is approximately 25%. Next to this, a relatively small percentage of students completed their programme within the nominal time (around 50%), although this number has increased in recent years. This is similar for the master's programme, where students also take a long time to complete their programme. The percentage that completes it within one year is 25% and within 2 years 50%. Faculty management emphasized that students' individual circumstances often play a significant role. Nevertheless, in response the faculty has already taken various measures, including intensifying study guidance through the use of tutors (see *Study guidance and information provision*). This provides the panel with some reassurance.

Language of instruction

Both programmes have an English name and use English as the language of instruction, with the addition that specializations in French, German, Spanish and Italian within the LCS master track include language-specific modules taught in that language and the thesis can be written in the respective languages. The languages are in alignment with the intended learning outcomes, according to the panel. Next to this, it fits with the international student population (bachelor: 75% and master: 40%) and the international profile of both programmes. The panel agrees with the programmes that the English language suits the international classroom with a broad variety of perspectives, literary studies as an international discipline and focus on international literature. The panel judges the staff has good language sensitivity and proficiency.

Teaching staff

For the bachelor's programme, the core staff consists of 31 scholars (28 with PhD, 3 current PhD candidates) and includes a range of international backgrounds and research specializations. All teachers in the master's programme are active PhD holders and are eligible for master's thesis supervision as well. Lecturers in both programmes have either obtained a University Teaching Qualification (UTQ) or are in the process of obtaining it. Several team members have obtained a Senior Teaching Qualification (STQ), including the bachelor coordinator. Staff members of the master are also involved in the bachelor Literary Studies, the bachelor English Language and Culture and the bachelor in Area Studies. Most of the staff in the bachelor and master's programme are involved in either ASCA, NICA or other research schools. Both programmes regularly have team meetings. The panel is satisfied with teachers' qualifications and collaboration and states the staff is expert in the field. Furthermore, the panel concludes the staff is dedicated and engaged and lecturers speak enthusiastically about the programmes and their work. Students endorse this and appreciate that lecturers are accessible and approachable.

Teacher professional development is central to both programmes. The *FGw Teaching & Learning Centre* (TLC-FGw), consisting of a team of teaching, assessment and language experts, offers didactic courses and workshops, shares knowledge related to challenging and engaging curricula and assessment and provides lecturers with practical guidance and tools in form of formats, examples and best practices. The panel highly praises the focus on professional development.

The panel does, however, see a risk in the workload of lecturers. Lecturers explicitly state that they are dissatisfied with the grading pressure due to the UvA's 8-8-4 system. In addition, the bachelor's programme still has a few temporary contracts, although the situation has significantly improved since the recommendation of the previous panel. However, due to budget cuts there is now a hiring freeze. The consequences of budget cuts are also leading to a further increase in workload. The panel concludes that both programmes should not lose sight of the lecturers' workload and advises monitoring this closely and taking action whenever possible.

Conclusion

The panel concludes the bachelor's and master's degree programmes consist of a well-designed curriculum and a well-functioning teaching-learning environment. The intended learning outcomes are adequately translated into the curriculum, with a clear structure and attention to, among other things, methodological skills and social engagement. Although lecturers are able to teach in other tracks in the master's programme and have regular meetings, students experience little contact with students of other tracks. The panel advises the master's programme to ensure coherence and a sense of community within the curriculum. The panel appreciates the focus on interaction and student-oriented teaching both programmes have. In addition, it appreciates the way in which lecturers incorporate multilingualism and internationality into the programmes, as both programmes have a diverse and international student

population that allows for a diversity of perspectives. Regarding admission requirements, it is not clear to the panel how a background in English and (modern) languages in the bachelor's programme prepare students to develop analytical skills and how different languages are addressed. The panel advises to make this more explicit. In addition, it advises the bachelor's programme to closely monitor the effects of the new bachelor Global Arts, Culture and Politics on the intake numbers and avoid internal competition within the faculty as much as possible. Given the diverse master students in prior knowledge and background, the panel advises the master's programme to formulate stricter admission requirements.

The panel states student guidance is a strength in both programmes, since students clearly know who they can reach out to for extra help. Within the master's programme, however, the panel notes an inconsistency: the thesis seminars vary in duration between tracks, lasting either two or three blocks. It advises the programme to strive for more uniformity. Although the panel acknowledges both programmes undertake action in regard to information provision for career perspectives, students do not feel prepared enough for the labour market. The panel recommends both programmes to give more attention to career perspectives for students, for example, by promoting internship possibilities, making an internship more accessible or even mandatory, or clarifying the required knowledge and skills for a professional career to students. The panel states the language of instruction in English is fitting for the programmes and is in line with the variety of perspectives and the international classroom, literary studies as an international discipline and the related literature. Finally, the panel concludes the staff is academically and didactically competent as well as dedicated and engaged with their education and students. The panel praises the attention paid to professional development among lecturers, but does see a risk in the UvA's 8-8-4 system, resulting in a high workload. In light of upcoming budget cuts, the panel advises monitoring lecturers' workload closely and addressing this as effectively as possible.

Based on the interviews and the review of the underlying documentation, the panel concludes that both programmes **meet standard 2: Teaching-learning environment**.

Standard 3: Student assessment

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

Findings and considerations

Testing principles and quality assurance

The assessment and testing in both programmes is in line with the Assessment Policy framework of the University of Amsterdam, which is based on four principles: 1) alignment of forms of assessments, learning objectives and exit qualifications; 2) transparency; 3) at least two assessment moments (including a final test) and 4) quality assurance of assessment. The panel is positive about the assessment plan, which appears to be very detailed and well-thought-out. It appreciates that each course has at least two assessment moments to assess learning objectives in different ways. The bachelor's programme is characterized by a combination of summative and formative assessments. Varied assessment methods are used, such as written exams, take-home essay questions, individual essays and group presentations, as well as more creative assessment formats such as video presentations, podcasts or portfolios. Throughout the bachelor's programme, various writing assignments require special attention, with an increasing degree of independent research. For the internship, students write an internship report. In the master's programme, students work towards writing a thesis. Therefore, the primary assessment form in every course is a research paper and these are generally supported by shorter and preparatory assignments with writing components. In both programmes, collaboration and group work is an integral part in most courses. The panel questions whether students experience enough individual assessment and/or correction for individual contributions. Bachelor and master students have different experiences in this respect: bachelor students generally have more freedom to form groups with students of their choice, whereas master students are more limited in doing so due to for example elective courses. However, master students mention they experience limited time in combination with engagement and interest in the course and as a consequence want to make it work together. The panel is positive about this explanation. Furthermore, the panel notes a lot of courses have three or more assessment moments. The panel is curious about the associated perceived workload for both students and lecturers. This is a well-known problem within both programmes, partly due to, and inherent in, the UvA's 8-8-4 system, which the panel understands (see standard 2).

After completion of each course, the examiner archives the following documents: the course manual, the exams, answer models, grades and/or assessment forms. These documents are stored for a period of seven years in Canvas or another secure environment and student work for a period of two years. Upon request by the Examinations Board or Assessment Committee, these documents can be reviewed for quality control. Additionally, lecturers consult with colleagues when creating new, especially summative, assessments. The bachelor's programme uses forms, rubrics or matrices for assessment to be transparent to students and a key sample of assignments is shared among bachelor instructors to

ensure reliable and consistent feedback. The panel is very positive about this and concludes both programmes have a good and clear policy regarding quality assurance of assessment.

Bachelor's and master's theses

The panel is somewhat concerned about the consistency and transparency of thesis assessments within the cluster. Based on the bachelor's and master's theses assessed, it observed considerable variation, both between and within programmes. While the panel acknowledges that some differences between programmes are acceptable, it stresses that assessment criteria must be applied consistently within each programme to safeguard transparency and the reliability of the final mark. Since this was also a point of concern in the previous visitation, the panel initially wondered what steps the programmes had taken to improve this situation. The programme management explained that the Examinations Board has since established comprehensive thesis regulations with a model assessment form for all bachelor's and master's programmes, which includes minimum requirements. Programmes may edit these forms in their own style, provided that the mandatory components are retained. Although the panel appreciates these steps towards standardisation, it notes that in some programmes in the cluster the contribution of the second reader is not always clearly identifiable in the assessment forms. In the bachelor Literary Studies, however, the panel found convincing procedures in place, with separate forms for the first and second reader and clear rules for resolving differences. The panel is positive about the ongoing discussions within the programmes on whether to use a single form with separate assessments for each criterion by two assessors, or two distinct assessment forms. In addition, the Examinations Board explains that it intends to actively check and determine the thesis assessment form of each programme on an annual basis, which the panel views positively. Secondly, it is currently unclear to the panel which assessment criteria are decisive in determining the final mark and which shortcomings may be compensated for. According to the panel, the quality of the research should be the guiding principle in this regard and should be explicitly reflected in the assessment system. Finally, the status of the final interview needs to be clarified in the cluster, as students and lecturers currently interpret it in different ways: some regard it as a feedback interview, others as a defence, or as a combination of the two. In addition, practices differ between programmes, with some assigning a grade and others not. The panel emphasises the need for clearer and consistent positioning. However, this does not apply to both the bachelor's and master's programme Literary Studies. Although the panel is positive about the explanation and steps that will be undertaken in the cluster, it is not yet able to assess the practical effects of these measures and it states that there are still points for attention in terms of consistency. To ensure that students and external parties can understand how the points awarded and weighted assessments result in the (combined) final mark on the thesis assessment forms, the panel therefore recommends that the programmes within the cluster work together to standardise assessment procedures and establish clear assessment criteria. The panel is confident that the management and the Examinations Board will actively implement the above steps. The panel advises that individual

programmes should be transcended and that best practices already present within the cluster of programmes should be utilised.

Generative AI

According to the self-evaluations, the use of Generative AI (GenAI) and its implications for assessment are currently a focus of attention in both programmes. The Bachelor's programme, for example, is exploring new assessment formats. The panel notes that GenAI could be particularly challenging for the Master's programme, given its strong emphasis on written assignments, and was curious about the current state of affairs in both programmes. Although formal use of GenAI is not yet permitted in central UvA policy due to privacy concerns, the panel noted during discussions that AI is permitted in some courses when reported clearly. In addition, the university is developing a secure, internal AI model to enable staff and students to work with generative AI in a safe and responsible manner. Lecturers are generally opposed to using AI for their own academic work, but some have participated in pilots on how AI can be integrated into teaching. At the same time, the panel observed a rather cautious attitude among staff.

The panel suggests that a more proactive approach would be valuable, for example by considering what AI means for the discipline, which measures are needed, what opportunities AI may bring for the field and the professional domain, and how students can best be prepared for these developments. The Examinations Board organises training days for lecturers, but the panel notes that these currently focus primarily on assessment and not on the broader didactic and disciplinary implications of AI use. Students expressed differing views on whether training is needed, but overall they regarded AI as inevitable and called for academia to develop clear guidelines on responsible use. The panel endorses the wishes of students in particular and recommends that the faculty develop a clear and forward-looking AI policy that defines how AI can be responsibly integrated into teaching and assessment, prepares students for a data-rich world, and ensures that staff have access to training to build the necessary knowledge and skills.

Examinations Board

Since 1 September 2022, the faculty has had one Faculty Examinations Board, consisting of a chair, eight members and one external member. The internal members each chair a cluster and the programmes are part of the cluster Literary Studies and Linguistics. Each programme has a delegate who checks the graduation programmes and advises on programme-specific issues. The Examinations Board is supported by a secretary and a five-member secretariat.

The Examinations Board is responsible for appointing examiners to conduct exams and determine their outcomes. The Board monitors the quality of assessment, identifies areas of improvements and reports to the programme director and the College/Graduate School directors. To this extent, the Examinations

Board randomly checks the assessments, including theses, with an annual sample of ten percent. To support the Examinations Board, an Assessment Committee was established as of 1 September 2022. The Assessment Committee consists of faculty's assessment specialists and provides systematic monitoring of structural quality control. Both Examinations Board and the assessment specialists organise training courses and knowledge-sharing meetings to contribute to the professionalisation of lecturers and programme directors.

The panel is positive about the functioning of the faculty's Examinations Board and Assessment Committee, which the panel sees as well-thought-out and effective. It is also pleased with the professional development meetings that are organised. At the same time, the panel has some critical comments about the current working methods of the Examinations Board and wonders to what extent existing quality assurance measures actually lead to visible improvements in assessment practices. The panel notes that the Examinations Board mainly operates in a supervisory capacity, but does not seem to provide sufficient guidance on substantive areas for improvement that emerge from samples of theses assessments (see Bachelor's and master's theses). The panel therefore recommends that the Examinations Board takes on a more active role in further standardising and refining assessment procedures across the cluster, where relevant for the individual programmes.

Conclusion

The panel concludes that assessment within the programmes is carefully designed and aligns well with the intended learning outcomes. The assessment policy is clearly detailed in assessment plans for each programme, with attention to multiple assessment moments, variation in assessment methods and transparency for students. According to the panel, the quality of assessment is well-guaranteed by, among other things, archiving documentation in a secure environment and peer-review among lecturers in tests.

Although the panel acknowledges steps have been taken to standardize the thesis assessment procedure, it is not always clear to the panel how the joint final grade of the supervisor and second reader was formed and the exact points that were awarded. The panel recommends that the programmes work towards further standardizing assessment procedures and clear assessment criteria, while maintaining a common approach. The panel believes that the quality of research should be the guiding principle in this regard and, where relevant, should be explicitly reflected in the assessment method. The panel advises transcending individual programmes and sharing *best practices* within the cluster of programmes.

Regarding the use of AI, the panel appreciates that both programmes are already experimenting with it in some courses. However, the panel notes tension because generative AI is not yet permitted in UvA policy due to privacy concerns. The panel recognized that students in particular see significant added

value in responsible AI use and recommends that the faculty formulates a clear and forward-looking policy in this regard, with opportunities for lecturers to receive further training in AI use.

The faculty Examinations Board plays a key role in quality assurance, including by conducting annual samples of courses and theses and implementing clear procedures. To support the Examinations Board, an Assessment Committee has been established. The panel concludes that the structure of the faculty's Examinations Board and Assessment Committee functions well, is well-thought-out and effective. It does, however, recommend the Examinations Board to play a more active role in standardising and refining theses assessment procedures within the cluster of programmes.

Based on the interviews and the review of the underlying documentation, the panel concludes that both programmes **meet standard 3: Student assessment**.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

Final projects

The bachelor's and master's programme Literary Studies use a full range of assessment tools to achieve the intended learning outcomes. In both programmes, the final project is one of the key instruments for determining whether students have achieved the intended learning outcomes as it assesses (almost) all intended learning outcomes. For the bachelor's programme, the final project consists of a bachelor's thesis: an individual research thesis of 7.000 – 9.000 words. The average mark in the academic years from 2019–2020 to 2023–2024 is a 7.8. The percentage cum laude in the same period is 29%. The master's programme considers the master's thesis as final project, consisting of 15.000 – 18.000 words. The master's thesis ensures that students become familiar with the process of independent scholarly and advanced level research and interpretation to specialists and non-specialist audiences. Over the last five years, the average mark is a 7.6 with 1 – 3 cum laude graduations per year.

Prior to the site visit, the panel reviewed a representative selection of 15 recently completed final projects from both programmes (see Appendix 5), including the corresponding assessment forms. The selection process took into account a fair distribution across subjects and various assessors. The final theses demonstrate that students achieved the intended learning outcomes and the required bachelor's and master's level. The panel judges the theses have a strong theoretical foundation. For the master, the panel notes the theses address a variety of subjects. This, however, aligns with the encouragement of the programme for students to look beyond the boundaries of literature in the strict sense of the word and the tracks of the master's programme and the corresponding profiles.

Performance of graduates

Both programmes have insight in careers of alumni based on LinkedIn profiles from former students. The 177 bachelor alumni profiles show that over half of graduates from the bachelor end up working in publishing (15,3%), continue with another bachelor or master's programme (10,7%) or enter the labour market in the cultural (16,9%) or creative sector (9,6%). Other outcomes are research-related functions, positions in education, management, marketing and the public sector. Many bachelor graduates continue their studies with a master's degree programme. The most common programmes are the one- and two-year master's programmes in Literary and Cultural Studies, especially Comparative Cultural Analysis, Comparative Literature and the research master Cultural Analysis and Literary Studies. Furthermore, many students are accepted to international programmes. The general impression from 152 LinkedIn profiles is that master alumni enter a wide variety of sectors, with several main areas: around 10% academia, over a quarter education, about a quarter culture and media, and around 10%

government and non-profit organisations. Overall, 70% of alumni end up in sectors closely related to the Humanities.

The panel notes that both bachelor and master graduates enter a varied but relevant field of work, especially in the literary and cultural field. For the master's programme, the panel is enthusiastic about internships that serve as a stepping stone to first jobs for graduates but notes at the same time that only a few students follow an internship with a limited experienced preparation for the labour market as consequence (see standard 2). The panel is informed that 30 – 40% of the bachelor students further their education in the master's programme Literary Studies and is positive about the intention to increase this. In addition, both programmes were advised or recommended by the previous panel to gain better insight into the postgraduate education and careers of alumni. While the current panel acknowledges that both programmes undertook steps to this end, such as desk research of LinkedIn profiles, an advisory panel and active alumni involvement in various courses, it remains unclear to the panel whether this is embedded structurally in the programmes. It therefore advises to structurally monitor where graduates end up via for example an alumni monitor. The panel endorses the aspiration of the bachelor's programme to track careers of alumni in preparation of future bi-annual LCS Network Events.

Conclusion

The panel positively evaluates the quality of final projects from both programmes. These projects demonstrate that students are achieving the intended learning outcomes and meeting the required bachelor's and master's level. Furthermore, the panel is satisfied with the career prospects of graduates and the diverse professional fields they enter, including the cultural and literary sectors. While the panel acknowledges that the programmes have taken steps to monitor where alumni end up and involve alumni more systematically in their education, it advises them to monitor the careers of all graduates more closely and structurally.

Based on the interviews and the review of the underlying documentation, the panel concludes that both programmes **meet standard 4: Achieved learning outcomes.**

Final conclusion

The NVAO approved panel has assessed both programmes against four standards. The panel concludes that the **bachelor's programme Literary Studies** meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and thus rates the overall quality of the programme as positive.

Standard	Judgement
Intended learning outcomes <i>Standard 1: 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.</i>	Meets the standard
Teaching-learning environment <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard
Student assessment <i>Standard 3: The programme has an adequate system of assessment in place.</i>	Meets the standard
Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Meets the standard
Final conclusion	Positive

The panel concludes that the **master's programme Literary Studies** meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and thus rates the overall quality of the programme as positive.

Standard	Judgement
Intended learning outcomes <i>Standard 1: 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.</i>	Meets the standard
Teaching-learning environment <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard

Student assessment <i>Standard 3: The programme has an adequate system of assessment in place.</i>	Meets the standard
Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Meets the standard
Final conclusion	Positive

In the preceding paragraphs, the panel has discussed and substantiated its positive comments on the programmes for each standard. The programmes are commended for the following features of good practice:

- **Distinctive profiles:** The programmes clearly distinguish themselves from other similar programmes in the Netherlands with unique emphasizes in profiles and educate students broadly with both academic and social relevance.
- **Supportive learning environment:** The programmes have skilled academic staff who are also accessible and approachable to students. The many other channels students can access foster personal attention, critical engagement and individual (academic) growth.
- **Diversity in assessments:** The programmes consciously focus on varied assessment formats and use multiple assessment moments to assess learning objectives in different ways. Both summative and formative assessment contribute adequately to students' learning processes.
- **Excellent graduate employability:** Alumni outcomes demonstrate that the programmes equip students with the skills and knowledge required for successful further education or careers in the professional field.

In this report, the panel the panel makes observations that lead to suggestions, which are not strictly recommendations.

For the bachelor's programme, the panel advises to:

- Make explicit how the admission requirements — such as a background in English and other modern languages — prepare students for developing analytical skills, and clarify how different languages are addressed in the programme;
- Closely monitor the effect of the new bachelor's programme Global Arts, Culture and Politics has on intake numbers and avoid internal competition within the faculty as much as possible.

For the master's programme, the panel advises to:

- Collaborate more within the curricula of the three master tracks to ensure coherence and a sense of community for students within the master's programme;

- Formulate stricter admission requirements in regard to diverse prior knowledge and background among students;
- Strive for more uniformity within the master's programme in regard to thesis blocks and make them either two or three blocks for all tracks.

For both programmes, the panel advises to:

- Encourage students more to do an internship; consider to make it mandatory;
- Monitor lecturers' workload closely and address this as effectively as possible;
- Transcend individual programmes and share best practices within the cluster of programmes;
- Structurally monitor where graduates end up via for example an alumni monitor.

The panel recommends several follow-up actions to further improve the programmes. These recommendations do not detract from the positive assessment of the quality of the programmes:

- **Labour market preparation:** Bring career perspectives in both programmes further under attention of students, for example by promoting internship possibilities or making the required knowledge and skills for a professional career more explicit to students.
- **Transparency theses:** Ensure that assessors in all cases record traceable thesis assessments, providing students and external parties with insight into how the awarded points and weighted components result in the (joint) final grade.
- **AI policy:** Develop a clear and forward-looking AI policy that defines how AI can be responsibly integrated into teaching and assessment, prepares students for careers in a data-rich world, and ensures that staff have access to training to develop the necessary knowledge and skills.
- **Proactive Examinations Board:** Take on a more active role in standardizing and refining thesis assessment procedures within the cluster of programmes.

5. ANNEXES

Annex 1: Administrative data

Institution	
Name in RIO	Universiteit van Amsterdam
Adress	Spui 21 1012 WX Amsterdam
Website	www.uva.nl
BRIN number	21PK

Programme	
Programme name in RIO	Literatuurwetenschap
International name	Literary Studies
Location	Amsterdam
Programme number in RIO	56802
Orientation and level	wo ba
Research master	No
Language of instruction	English
(Legal) professional requirements	No
All study programmes/tracks/specialisations	Literary and Cultural Analysis
Joint programme	No
Distinctive feature	No
Degree awarded and addition to the degree	B of Arts
Study load in EC	180
Variant(s) (full-time, part-time, dual)	Full-time, part-time
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO Moderne taal- en letterkunde 1
Submission date of accreditation report	1 November 2025
Other (e.g. name change or extension of study duration)	No

Programme	
Programme name in RIO	Letterkunde
International name	Literary Studies
Location	Amsterdam
Programme number in RIO	60813
Orientation and level	wo ma
Research master	No
Language of instruction	English
(Legal) professional requirements	No
All study programmes/tracks/specialisations	Comparative Literature, English Literature and Culture and Literature, Culture and Society
Joint programme	No
Distinctive feature	No
Degree awarded and addition to the degree	M of Arts
Study load in EC	60
Variant(s) (full-time, part-time, dual)	Full-time, part-time
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO Moderne taal- en letterkunde 1
Submission date of accreditation report	1 November 2025
Other (e.g. name change or extension of study duration)	No

Annex 2: Intended learning outcomes

Bachelor's programme Literary Studies

Knowledge and understanding

K1. The student has demonstrably acquired knowledge of and insight into the field of study of the degree programme. Insofar as this discipline was also taught during the student's secondary education, this acquired knowledge must build on and supplement the level achieved during secondary education. In particular, the student has acquired the knowledge and insights set out below.

K2. The student has demonstrable knowledge of and insight into the philosophical backgrounds and the academic history of the humanities in general and of their own discipline in particular. The student has demonstrable knowledge of the major epistemological discussions that have been instrumental in shaping the field of literary and cultural analysis, from historical materialism to posthumanism.

K3. The student has demonstrable knowledge of and insight into the core principles of the main subject areas/disciplines of the degree programme and into some specialised components of the field of study of the degree programme and/or components of other fields of study.

K4. The student has demonstrably acquired knowledge of and insight into important themes in the scientific practice and/or scientific debate within the fields of study/disciplines of the degree programme.

These themes concern: culture in its relation to politics, society, technology, media, new forms and types of knowledge and the fields that produce these (posthumanism, decolonial theory, queer studies, cultural studies etc etc) both inside and outside Western academe.

K5. The student has demonstrably acquired knowledge of the body of concepts and the most important research methods and techniques within the fields of study/disciplines of the degree programme.

The body of concepts and research methods and techniques concern: Cultural Studies, Comparative Literature and Philosophy/Theory; close reading, textual, discursive, narratological and visual analysis.

Applying knowledge and understanding

A1. The student has demonstrable skills that are essential to practising the subject areas/disciplines of the Literary Studies degree programme.

These skills concern: research skills, critical analysis, close reading, textual, discursive, narratological

and visual analysis

A2. The student is able to apply knowledge and understanding of the philosophical background and the academic history of the humanities into research.

The ability to apply this knowledge and understanding is demonstrated by: Philosophy of the Humanities (LCA and English)

A3. The student is capable of applying their knowledge and understanding to subject-specific questions in a manner that indicates a professional approach to fields of work/professions related to the discipline, and has competences typically demonstrated through devising and sustaining arguments and solving problems within the field of study. The student is capable of doing so by applying a wide range of concepts and analytical techniques, and various combinations thereof, in particular a combination of close reading skills and broader contextual analyses.

A4. The student is capable of linking relevant developments in the field of study to their own research plan and can apply a number of analysis techniques and research methods. These methods are manifold, central to literary and cultural analysis is a combination of close readings skills and contextual analysis.

A5. The student is capable of applying knowledge acquired during the degree programme in both theoretical and practical contexts that are typical of the fields of study/disciplines of the degree programme. For students in literary and cultural analysis, these contexts are primarily the broader, contemporary social, cultural and political context.

Judgement

J1. The student is capable (in the field of study of the degree programme) of gathering relevant information and/or data in accordance with academic standards, and can analyse and interpret this information in order to form judgements that are partially based on an analysis of relevant academic and – insofar as applicable – societal and/or ethical aspects. The student does so by closely analysing a variety of cultural artefacts, phenomena and events of various material and intellectual nature.

J2. The student is able to interpret and form judgements based on publications in the field of study of the degree programme which are written in English or the language of instruction of the degree programme. Students do so by critically assessing written and possible other sources, mostly through 'reading'.

J3. The student is able to judge the position of their own field relative to other disciplines within the

humanities and related disciplines outside of the humanities.

Communication

C1. The student is capable of conveying information, considerations and analyses in written and oral form in accordance with academic standards to an audience of future specialists in the field of study of the degree programme. Students do so through presenting, in written and/or oral form, in a variety of media.

C2. The student demonstrates the ability to report in correct written and spoken English on the skills essential to practising the subject areas/disciplines of Literary Studies degree programme. Students do so in a variety of written and oral assessments.

The level is evidenced by: All of our units of study

Learning skills

L1. The student has the necessary learning skills to pursue an advanced programme that presupposes a higher level of autonomy. Students are capable of gathering and critically assessing objects of study by making use of a combination of close reading skills and concepts, theories and methods acquired during their training.

L2. The student has gained experience with group work and is based on that capable of reflecting on their own functioning in a group. Students gain presentational skills through individual as well as group presentations.

L3. The student has demonstrated that they possess the learning and planning skills that are necessary to complete the units of study and the associated assignments within the time set for this purpose. Students, both individually and in group work, learn to navigate deadlines for assessments, courses and the program as a whole.

Master's programme Literary Studies

Knowledge and understanding

K1. The student has insight into the key research methods in the field of study.

The key research methods concern:

Track Comparative Literature: These research methods and approaches revolve around the acts of reading and interpretation. Crucial methods are close reading, distant reading, the differences between symptomatic and surface reading, hyperreading, the difference between narrative and

database analysis, reading with and through translation and the sharpening of current cultural theoretical and conceptual toolkits.

Track English Literature and Culture: The research methods acquired in the core courses of the programme reflect those practised in the field more generally, and often involve adjacent disciplines such as history, sociology, philosophy, theatre studies, and cultural studies. Theoretical considerations may arise from these as well as the more established branches of Literary Theory (incl. post-colonialism, feminism, Marxism, psychoanalysis, adaptation theory, etc.).

Track Literature, Culture and Society: The programme focuses on methods in the field of the sociology of literature, focusing on literary themes, national cultures, globalization and postcolonial perspectives; and on methods in the field of cultural history, including comparative approaches and a focus on how (canonical and non-canonical) literary texts function.

K2. The student builds on previously acquired knowledge and in particular acquires insight into some specialist parts of the field of study and/or parts of (other) fields.

Track Comparative Literature: These specialisations are mainly, but not exclusively, grouped around theoretically-led close readings with an emphasis on feminist, queer, trans*, affect, environmentalist, decolonial and posthuman approaches.

Track English Literature and Culture: The subject areas taught in this programme are designed to cover a wide spread of different literary genres as well as Anglophone cultural spheres. Students are trained to hone their close-reading and interpretation skills whilst doing justice to the regional cultural specificities as well as global implications of particular works of literature.

Track Literature, Culture and Society: This track focuses on key themes and concepts within contemporary literary and cultural criticism and theory; a genre, movement or theme from one or more of the language specializations within this track; the interaction between literature and contemporary socio-political themes, including questions of gender, violence, the relation between the human and nature, etc.

Applying knowledge and understanding

A1. The student is able to independently carry out research in the field of study. The student is able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan.

A2. The student is able to assess the academic practice in line with the Dutch Code of Conduct for

Academic Practice (see the Dutch Code of Conduct for Research Integrity on the website of the UvA: Academic Integrity).

A3. The student is able to answer scientific questions using knowledge of a specialism within the degree programme.

A4. The student can connect the scientific knowledge and insights gained in the field of study to social issues and apply them within a broader or multidisciplinary context.

Judgement

J1. The student can connect to recent scientific practice within the field of study, interpret and assess its results, and take up their own position within it.

J2. The student is able to assess relevant academic literature.

J3. The student is able to reflect on the implications of the insights in their own field of study for relevant institutional contexts and contemporary societal issues.

Track Comparative Literature: The emphasis is placed on contemporary socio-political questions, rather than on concrete institutional settings.

Track English Literature and Culture: The emphasis is placed on both regional and historical contextualization within the broader context of World Literatures in English.

Track Literature, Culture and Society: The emphasis is placed on contemporary socio-political questions, rather than on concrete institutional settings.

Communication

C1. The student is able to report orally and in writing on independent research in a way that complies with the common academic conventions in the field of study.

C2. The student is able to present any scientific knowledge and insights gained during the degree programme and transfer them to an audience broader than the academic community.

Learning skills

L1. The student is able to work in a team and to provide and incorporate feedback in a constructive way.

Track Comparative Literature: These team efforts include peer review (on written or oral work), practicing conference-like settings and presenting research findings in a group.

Track English Literature and Culture: These efforts include in-class group work, informal and formal peer review, simulated conference settings, and a communal discussion blog linked to our international guest lecture series.

Track Literature, Culture and Society: These team efforts include peer review (on written or oral work), practicing conference-like settings and presenting research findings in a group.

L2. The student is able to reflect on their own position and on the knowledge that they have acquired and to identify areas of development.

Annex 3: Curriculum outline

Bachelor's programme Literary Studies

Year one							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Poetic, Rhetorical and Visual Analysis							6
Introduction to Literary and Cultural Analysis							12
Narratological and Discursive Analysis							12
Literary Worlds: World Literature and Globalisation							6
Concepts for Reading Contemporary Cultures							12
Historicism, Anachronism, Memory: How Not To Take Contexts for Granted							12

Year two							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Contested Critical Histories							6
Twentieth-Century Theory and Its Afterlives							12
Art, Science, and Technology							6
Back to the Object: Unfolding Case Studies							12
<i>Programme electives</i>							6
<i>Free-choice electives</i>							18

Year three							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Philosophy of the Humanities (LCA and English)							6
Thesis Workshop Literary and Cultural Analysis							6
What's Going On? Emerging Trends in Cultural Analysis							6
<i>Programme electives</i>							24
<i>Free-choice electives</i>							6
Bachelor's Thesis Literary and Cultural Analysis							12

2

Programme electives							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Aesthetics and Politics							6
Thesis Workshop Literary and Cultural Analysis							12
Moving Images in Film and Literature							6
Introduction to Environmental Humanities							6
Living On: How to survive the 21 st Century armed only with a Humanities degree							6

 Required course
  Restricted choice
  Electives

² During the site visit, the panel clarified that the Thesis Workshop Literary and Cultural Analysis is offered only as a compulsory 6 EC course; a 12 EC elective variant does not exist.

Master's programme Literary Studies

Comparative Literature							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Politics of the Contemporary							6
Texts in the 21st Century: Forms of Writing and Reading							6
Gender and Feminism across Literatures							6

Elective							6
Thesis Seminar Comparative Literature							6
Mobilities and Decolonization: Reading the Planetary							6
Elective							6
Thesis							18

English Literature and Culture							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Critical Debates in English Studies							6
Contested Realities: Debating the Novel							6
Contemporary World Literatures in English							6
Elective							6
Thesis Seminar English Literature and Culture							6
Self-Reflection in Anglophone Poetry							6
Elective							6
Thesis							18

Literature, Culture and Society							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
How Literature and Society interact							6
Close Readings: Love and Madness							6
Language-specific course per specialization							6
- Anfang und Ende der Natur: Kultur im Anthropozän - Surréalisme et littérature - Crimen y crisis: la novela detectivesca como respuesta a tiempos difíciles - La dinamica della letteratura italiana, tra lingue, culture e media - Exile in Slavic Literature - Narrating the Welfare State in Modern Scandinavian Literature - One of the English modules (see below)							
Masterlanguage course							6
Electives							12
Thesis Seminar Literature, Culture and Society							6
Thesis							18

- Bodies and the Posthuman
- Cultural Memory and Trauma
- Il/literacy Matters: Thinking Arts, Media and the Humanities in the 21st Century

- Money, Space and Affect in English Literature
 - The Art of Travel Writing
 - Shakespeare, Sexuality and Adaptation
- (2 of these 3 electives are offered per year)

- Literary Detectives and the Epistemology of Investigation
(this course is also linked to the track ELC)
- Fictions of the Caribbean

Annex 4: Programme site visit

Date: 4, 5 and 6 June 2025

Location: University of Amsterdam, Bushuis-Oost-Indisch Huis

Day 1: Wednesday 4 June 2025

08:30 – 09:00	Welcome / arrival panel
09:00 – 09:15	Internal panel preparation
09:15 – 09:45	Faculty management
09:45 – 10:00	Internal panel discussion
10:00 – 10:30	Management B Dutch Language and Culture and M Dutch Studies
10:30 – 10:45	Internal panel discussion
10:45 – 11:45	Lecturers B Dutch Language and Culture and M Dutch Studies (programme committee included)
11:45 – 12:00	Internal panel discussion
12:00 – 13:00	Students and alumni B Dutch Language and Culture and M Dutch Studies (programme committee included)
13:00 – 14:00	Lunch / internal panel discussion B Dutch Language and Culture and M Dutch Studies
14:00 – 14:30	Management M Linguistics (NT2) and M Dutch Studies (Redactor/editor)
14:30 – 14:45	Internal panel discussion
14:45 – 15:45	Lecturers M NT2 en M Redactor/editor (programme committee included)
15:45 – 16:00	Internal panel discussion
16:00 – 17:00	Students and alumni M NT2 and M Redactor/editor (programme committee included)
17:00 – 18:00	Internal panel discussion M NT2 and M Redactor/editor

Day 2: Thursday 5 June 2025

08:30 – 09:00	Arrival panel
09:00 – 09:15	Internal panel preparation
09:15 – 09:45	Management B Literary Studies and M Literary Studies
09:45 – 10:00	Internal panel discussion
10:00 – 11:00	Lectures B Literary Studies and M Literary Studies (programme committee included)
11:00 – 11:15	Internal panel discussion
11:15 – 12:15	Students and alumni B Literary Studies and M Literary Studies (programme committee included)
12:15 – 13:30	Lunch and internal panel discussion B Literary Studies and M Literary Studies

13:30 – 14:00	Management B Linguistics and M Linguistics
14:00 – 14:15	Internal panel discussion
14:15 – 15:15	Lecturers B Linguistics and M Linguistics
15:15 – 15:30	Internal panel discussion
15:30 – 16:30	Students and alumni B Linguistics and M Linguistics (programme committee included)
16:30 – 17:30	Internal panel discussion B Linguistics and M Linguistics

Day 3: Friday 6 June 2025 (online)

09:00 – 09:15	Online internal panel discussion
09:15 – 10:00	Examination Board
10:00 – 10:15	Internal panel discussion
10:15 – 11:00	Preparation interview management
11:00 – 11:45	Final interview management
11:45 – 13:45	Lunch and drawing up panel's findings
13:45 – 14:30	Development session
14:30 – 15:15	Internal panel discussion
15:15	Oral feedback by the panel chair

Annex 5: Documents

Faculty documentation

- UvA policy
 - UvA Educational quality policy framework 2024
 - Institutional plan UvA 2021 – 2026 Inspiring Generations
 - Concise Framework for Studying with a Disability and/or Chronic Illness
- Assessment policy
 - UvA Assessment policy for Faculty of Humanities 2024
 - UvA Assessment policy framework 2022
- Annual reports of the programme committees (2022 – 2023 and 2023 – 2024)
- Faculty policy
 - Task model for Faculty of Humanities
 - Teaching hour standards for Faculty of Humanities
 - Memo on Studying with a disability
 - Framework for Double bachelor's degree in Faculty of Humanities 2023
 - Handbook on educational quality assurance at the Faculty of Humanities
 - Faculty Strategic Plan for Faculty of Humanities 2021 – 2026
 - AI in study guide format
 - AI literacy – implementation plan
- Examination Board
 - Annual Report of the Examination Board (2022 – 2023, 2023 – 2024)
 - Reaction of the Executive Board on annual report EB Humanities (2022 – 2023 en 2023 – 2024)
 - Rules and Guidelines Examination Board FGw 2024
 - Thesis sample Examination Board FGw (2022 – 2023 and 2023 – 2024)
- Report of the previous accreditation
- Agenda for development session UvA MTL-1

Self-evaluation report B Literary Studies

- Self-evaluation report B Literary Studies
- Annexes:
 - 24-25 Part A BA OER FGw
 - 24-25 OER Part B BA Literary Studies
 - LCA Assessment Programme
 - Overview of examiners LCA
 - Key Figures B Literary and Cultural Analysis 24-25
 - BA LCA Thesis Assessment Form

- Materials from several courses: Art, Science and Technology (2024 – 2025) and Introduction to Literary and Cultural Analysis (2024 – 2025)

Self-evaluation report M Literary Studies

- Self-evaluation report M Literary Studies
- Annexes
 - 24-25 Part A MA OER FGw
 - 24-25 OER Part B MA Literary Studies
 - Assessment Matrix M Literary Studies 2024
 - Overview of core teaching staff M Literary Studies
 - Key Figures M Literary Studies 24-25
 - M Literary Studies Thesis guidelines and assessment forms for each track
 - Masterlanguage regarding educational visitations 2025
 - Materials from several courses: Close Reading Love and Madness (2024 – 2025), Contemporary World Literatures in English (2024 – 2025) and Politics of the Contemporary (2024 – 2025)

Final projects

Bachelor's programme Literary Studies

The list covering the period June 2024 to January 2025 included 54 recent graduates. From these, the following selection of 15 final projects was made:

Grade range	Total nr	Selection	Variants	Total nr	Selection
5.5 - 6.9 sufficient	1	1	Full-time	53	14
7.0 - 8.4 good	36	8	Part-time	1	1
8.5 - 10.0 very good	17	6			

Master's programme Literary Studies

The list covering the period May 2023 to August 2024 included 85 recent graduates. From these, the following selection of 15 final projects was made:

Grade range	Total nr	Selection	Variants	Total nr	Selection	Track	Total nr	Selection
5.5 - 6.9 sufficient	21	4	Full-time	80	14	Comparative Literature	26	5
7.0 - 8.4 good	55	8	Part-time	5	1	English Literature and Culture	38	7

8.5 - 10.0 very good	9	3				Literature, Culture and Society	21	3
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Further details on the selected final projects are available on request from Odion Onderzoek.

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