



M Classics and Ancient Civilizations
University of Groningen

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Summary

Standard 1. Intended learning outcomes

The panel finds the interdisciplinary and intercultural focus of the master's programme Classics and Ancient Civilizations to be commendable and valuable. The profile of the master is appropriate. The intended learning outcomes are clear, well-formulated and of the right level. For further improvement, the panel recommends that the programme include digital humanities and the ethical and responsible use of GenAI in the current intended learning outcome 5.4. It also recommends that the Faculty and Cluster Boards further facilitate the elaboration of such a new learning outcome into the programme, including alignment of this with policy and guidelines for the use of GenAI at university and faculty level.

The programme serves as the subject-specific basis for the educational master's programme. Also, it is specifically geared to students who are interested in pursuing a career beyond research and teaching, such as the heritage and museum sector, art and culture, and government and policy. The panel believes that the programme prepares students well for this as its interdisciplinary focus actively teaches students to approach issues from different perspectives and disciplines, which is a very relevant transferable skill in these career domains.

The panel would like to stress the importance of the programme for the educational master's degree and the training of teachers of Greek and Latin Language. The University of Groningen is the only university in the north of the Netherlands training students for this career perspective, and there is a great societal need for these teachers. Therefore, the panel recommends maintaining and guaranteeing the presence of sufficient language training at master's level, which is essential to train well-qualified teachers of Greek and Latin and to meet the labour market's need for these teachers.

Standard 2. Teaching-learning environment

Admission requirements for the programme are appropriate. The panel agrees with the choice for English as the formal language of instruction and the flexible approach to the language of instruction in practice. All lecturers on the programme are able to teach both in Dutch and in English. The programme is well-designed, offering students a well-considered number of obligatory courses and freedom to specialise in an area of their own interest. Courses are interesting and relevant. Teaching staff use a variety of working methods and didactic approaches. Students are positive about the quality of teaching the courses. The panel suggests explaining the didactic concept of the programme and the number of contact hours more clearly to students.

The panel is especially pleased with the interdisciplinary research seminars and the general embeddedness of the curriculum in the international research field. Students told the panel that they are actively encouraged to develop their own research interests and attend lectures and conferences. The alignment of the content of these seminars with the research conducted by staff members offers students a valuable opportunity to learn about and from their excellent research and to get acquainted with new developments and research questions in the field. The panel also appreciates that students are actively encouraged to go abroad as part of the programme. This offers students valuable international experience, which cannot be accommodated in most one-year programmes. Sufficient action has been taken in response to the recommendation of the previous panel to better structure the thesis process and improve student support. The thesis process is now well-organised, with a good balance between supervision, guidance and personal responsibility of the students.

The quality of the teaching team is excellent, both in the required fields in the programme as well as didactics. The panel recommends retaining the programme's capacity as set out in the staff list submitted before the site visit. It also recommends that the number of temporary staff hours and workload in smaller courses continue to be closely monitored, with measures being taken if necessary.

The panel is impressed by the proximity and student-oriented nature of the guidance system. Students feel heard and are enthusiastic about the study advisor, who is approachable and offers good guidance. Combined with the mentoring system, this ensures high quality guidance and support. During the site visit, students expressed satisfaction with the study association, the facilities and the provision of information.

Standard 3. Student assessment

The assessment system of the programme is well-designed. Assessment methods are varied and the assessment programme fits well with master's level, where more independence and self-driven work can be expected. The programme mainly consists of self-directed assessment methods such as essay-writing, presentations, book reviews and digital productions. The panel studied a selection of assessments and concludes that they are well designed. Students are generally satisfied with the communication about assessments.

The thesis brochure and thesis assessment forms are well-designed. Thesis assessment procedures are followed and thesis assessments are carried out carefully. The Board of Examiners is adequately equipped to carry out its duties and functions satisfactorily. The programme is actively considering ways to deal with GenAI, experimenting with GenAI and adjusting policy based on new insights and experiences. Students are actively made aware of the risks and misuses of GenAI. A clear and well-coordinated line on the use of GenAI at programme-level still needs to be developed.

Standard 4. Achieved learning outcomes

The panel concludes that students achieve the intended learning outcomes of the programme. Alumni who continue with a PhD or start a career as a language teacher of Greek or Latin in secondary education generally fare well. Graduates also successfully transition into various other professions. The panel suggests continuing with steps already taken to gain a broader understanding of career perspectives of students, and to communicate this more clearly and proactively to students.

Score table

The panel assesses the programme as follows:

Master's programme Classics and Ancient Civilizations

Standard 1: Intended learning outcomes

meets the standard

Standard 2: Teaching-learning environment

meets the standard

Standard 3: Student assessment

meets the standard

Standard 4: Achieved learning outcomes

meets the standard

General conclusion

positive

The assessment panel has reviewed the report and agrees with its contents. On behalf of the panel,

Koen De Temmerman

Chair

Adrienne Wieldraaijer-Huijzer

Secretary

Date: 12 January 2026

Introduction

Procedure

Assessment

On 13 and 14 October 2025, the master's programme Classics and Ancient Civilizations of the University of Groningen was assessed by an independent peer review panel as part of the cluster assessment Region Studies 2. The assessment cluster consists of 13 programmes, offered by the University of Groningen, Leiden University, the Vrije Universiteit Amsterdam, the University of Amsterdam and Radboud University Nijmegen. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster Region Studies 2. Fiona Schouten acted as coordinator in the cluster assessment and Adrienne Wieldraaijer-Huijzer acted as secretary for the assessment of the programmes of the University of Groningen. They have been certified and registered by the NVAO.

Panel composition

Academion composed the peer review panel in cooperation with the institutions and taking into account the expertise and independence of the members. In order to strengthen the mutual consistency between the assessment panels within the cluster, the coordinator from Academion ensured joint instruction for the panel members and a comparable assessment method for all site visits. This consistency was also a point of attention at all concluding panel meetings during the site visits. Finally, overlap in assessment panels of the various site visits in the cluster further strengthened the consistency.

On 7 August 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016) on 27 May 2025.

Preparation

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

The programme provided the coordinator with a list of graduates over the period 2020-2024. In consultation with the coordinator, the panel chair selected 15 theses per programme. They took the diversity of final grades and examiners into account, as well as the variants and specializations and the language of the theses (Dutch or English). The selection for the master's programme in Ancient Studies included eight theses from the specialization in Classics and seven theses from the specialization in Ancient History. The selection also included two theses from the part-time programme, two Dutch-language theses and thirteen English-language theses. The selection is representative of the number of graduates in each specific specialization, the variants and the number of English and Dutch-language theses.

Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with a self-evaluation report and additional materials (see appendix 4).

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

Site visit

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

Report

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

Panel

The panel assessing the master's programme in Classics and Ancient Civilizations at Groningen University consisted of the following members:

- Prof. Dr. K. (Koen) De Temmerman is Professor of Classics at the Faculty of Arts and Philosophy at Ghent University (Belgium);
- Prof. Dr. L. (Lieve) Van Hoof is Professor of Ancient History and Classics at the Faculty of Arts and Philosophy at Ghent University (Belgium);
- Prof. Dr. A.P.M.H. (André) Lardinois is Professor of Greek Language and Literature at the Faculty of Arts at Radboud University;
- Dr. A. (Annemarie) Ambühl is associate professor Classical Philology (especially Latin) at the Faculty of History and Cultural Studies at the Johannes Gutenberg University Mainz (Germany);
- H.H. (Hugo) Oostdijk MA is a graduate of the research master Classics and Ancient Civilizations at the Amsterdam Centre for Ancient Studies and Archaeology (ACASA; University of Amsterdam/Vrije Universiteit Amsterdam).

Each panel member, the panel secretary and the university have filled out the Statement of Impartiality and non-disclosure agreement, as required by the NVAO. They can confirm that the assessment was carried out in complete independence.

Information on the programme

Name of the institution:	University of Groningen
Address:	Broerstraat 5 -7 9712 CP Groningen
Website:	https://www.rug.nl/
BRIN-number:	PC21
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Classics and Ancient Civilizations
ISAT number:	60821
Orientation of the programme:	Academic
Level of the programme:	Master (NLQF 7)
Number of credits:	60 EC
Language of instruction:	English
Professional requirements:	No
Specializations or tracks:	Classics Ancient History
Location:	Groningen
Mode(s) of study:	Fulltime, parttime
Assessment group:	Region Studies 2
Awarded degree:	MA
Submission date NVAO:	1 May 2026

Description of the assessment

Organization

The one-year master's programme Classics and Ancient Civilizations (60 EC) of the University of Groningen comprises two specializations: 1. Classics, and 2. Ancient History. The Classics specialization focuses on the study of literature in the original languages of Greek and Latin. The Ancient History specialization focuses on the history and culture of the ancient world. Student enrolment numbers of the master's programme are in the single digits.

The master's programme is part of the Faculty of Arts, which offers 16 bachelor's programmes and 20 master's programmes. The Faculty of Arts is governed by a Faculty Board consisting of the dean (research portfolio holder), the vice-dean (education portfolio holder) and the resources portfolio holder. The Faculty Board is supported by a student adviser (student assessor), who is appointed annually. Within the faculty, education is organised into five clusters of related programmes. Each cluster is supported by a cluster coordinator, a cluster assistant and an education secretariat. The master's programme Classics and Ancient Civilizations is in a cluster with the following programmes: BA American Studies, BA Archaeology, BA History, BA Greek and Latin Language and Culture, BA Middle Eastern Studies and MA American Studies, MA History, MA Middle Eastern Studies and MA Archaeology, plus the Research Master Archaeology and Research Master History.

The master's programme Classics and Ancient Civilizations and the bachelor's programme Greek and Latin Language and Culture share a programme coordinator, who is responsible for the day-to-day running of the programmes. The Programme Committee (PC) is also shared between these programmes. It consists of three staff members from the programmes and four student representatives, one from each year of the programmes. The PC meets at the end of each teaching block. In addition to general feedback mechanisms, the PC selects one course from each year for detailed analysis at the end of each block. The Board of Examiners is organised at faculty level (ECL: Examencommissie Letteren). It is supported by expert teams (ETs). Each of the five clusters has its own ET.

Recommendations previous panel

In 2019, the master's programme Classics and Ancient Civilizations received a positive final assessment without conditions. The 2019 panel identified several areas for improvement. The programme reflected on actions taken and the current situation in a self-evaluation report and during the site visit. Based on this, the 2025 panel judges that sufficient attention has been paid to them. Below, the 2025 panel explains its findings on the key recommendations of the previous panel.

The 2019 panel recommended making the acquisition of intercultural and interdisciplinary skills more explicit in the intended learning outcomes. In response, the programme has included these skills in the intended learning outcomes. The 2025 panel studied the intended learning outcomes and judges them to be clear and realistic. Intercultural and interdisciplinary skills have been appropriately incorporated.

The 2019 panel also urged the programme to do its utmost to preserve the lecturers for the programme. The current panel studied an overview of the teaching staff and is pleased to see that this advice has been followed, with many lecturers having been retained. Since 2019, the number of permanent staff has grown. Due to the current financial situation of the faculty, it is unclear whether lost (or soon to be lost) expertise in ancient Greek language and culture and ancient history will be replaced. Therefore, the 2025 panel has formulated a new recommendation on this subject.

While the 2019 panel was positive about the programme's assessment system, it also recommended that deadlines be adhered to more strictly. The current panel found that this recommendation has been followed in various ways. First, the faculty as a whole has adopted a stricter policy regarding theses. Theses must now be completed within one semester and extensions can only be granted by the Board of Examiners. Second, the programme has adopted a stricter policy on deadlines, introduced a compulsory Thesis and Methods course and increased the size of research seminars from 5 to 10 EC. This means that students experience less exam pressure. The 2025 panel notes with satisfaction that there are early indications that theses are indeed being completed more timely.

Finally, the previous assessment panel noted that both assessors should complete the assessment forms carefully and that all assessment forms should be documented. Based on the final project samples studied, the 2025 panel concludes that this is the case. Thesis assessment forms in the sample of theses studied by the panel include clear, comprehensive and valuable feedback. Scoring on subcriteria is clearly substantiated and transparent. In accordance with the thesis procedure, the panel established that there are separate assessment forms for the first and second assessors, as well as a form that is completed when assessors meet to determine the final mark.

Standard 1. Intended learning outcomes

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

Findings

Profile and intended learning outcomes

The master's programme Classics and Ancient Civilizations builds on the bachelor's programme in Greek and Latin Language and Culture and the bachelor's programme in History. The general aim of the programme is to enable students to study classical antiquity and its reception with a breadth of topics and approaches, while allowing them to specialize in subjects of their own interest. The programme takes an interdisciplinary approach, which combines literature, history, language, archaeology and reception. It has two tracks. The Classics track focuses on the study of literature in the original languages. The track ancient history focuses on the study of the history and culture of the ancient world and is also accessible for students without knowledge of Greek and Latin.

The panel studied the profile of the programme, which is commendable for its interdisciplinary and intercultural research focus and a highly student- and research-driven approach to learning. Students develop their own specialism by building their own curriculum and taking courses on antiquity beyond literature, language and history, namely in archaeology, religion and philosophy. The panel considers the programme profile to be appropriate. The interdisciplinary and intercultural focus and student- and research-driven approach are commendable and attractive.

The profile and objectives of the programme have been translated into a set of final qualifications (see Appendix 1) that are aligned with the categories of Dublin descriptors (knowledge, insight, judgment, communication, learning skills and language proficiency) and are thus in agreement with the master level of the Dutch Higher Education Qualifications Framework (NLQF 7). The intended learning outcomes include specialist disciplinary competence in either Greek and Latin or in ancient history (1.1., 1.2 and 1.3), as well as broader academic skills, with a stress on the analysis of and reflection on texts and cultures (2–3), skills in

communication (4) and learning skills (5). The panel studied the intended learning outcomes. It found that recommendations of the 2019 panel to make the acquisition of intercultural and interdisciplinary skills more explicit in the intended learning outcomes have been taken up. These skills are now clearly formulated in ILO 1.1 and 3.3. The intended learning outcomes are clear, suitable for a master's programme in this field and comparable to those of similar master's programmes. In line with the breadth of professional fields for which students are trained, the intended learning outcomes are formulated in broad terms.

The panel identified one area for further improvement. This concerns the current absence in the set of intended learning outcomes of digital humanities and learning how to use GenAI responsibly. Although students and lecturers were able to mention moments where the responsible use of GenAI is addressed in the programme (see Standard 3, Dealing with GenAI), a clear and well-coordinated line at programme-level still needs to be developed. The panel recommends that the programme include digital humanities and the ethical and responsible use of GenAI in the current intended learning outcome 5.4. It also recommends that the Faculty and Cluster Boards further facilitate the elaboration of such a new learning outcome into the programme, including alignment of this with policy and guidelines for the use of GenAI at university and faculty level.

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

The master's programme Classics and Ancient Civilizations prepares students for a wide range of professions. It sits next to the educational master in Classics and the research master in Classical, Early Modern and Medieval Studies of Groningen University, and shares courses with these programmes. For example, both tracks of the programme provide courses for the research master in Classical, Medieval and Early Modern Studies and the Classics track also serves as the subject-specific basis of the educational master's programme in Classics. In addition, the master's programme Classics and Ancient Civilizations is specifically geared to students who are interested in pursuing a career beyond research and teaching, such as the heritage and museum sector, art and culture, and government and policy. The panel judges that the programme prepares well for this in terms of programme content as well as transferable skills. Through the integration of individual sub-disciplines and the development of one's own specialism within the interdisciplinary field, students are actively prepared to approach questions and problems from a plurality of angles.

During the site visit, the panel discussed the alignment of the profile and career perspectives with management and teaching staff, including how the programme distinguishes itself from other comparable programmes in the Netherlands, the educational master's programme and the research master's programme. The panel learned that adjustments to the profile and curriculum of the master's programme Classics and Ancient Civilizations are currently being considered, including an even stronger emphasis on interdisciplinarity and the integration of an internship or another societally relevant component into the curriculum. The panel endorses plans in this direction, which are interesting and could potentially lead to a higher intake into the programme. Having said this, the panel would also like to stress the importance of the programme for the educational master's degree and the training of teachers of Greek and Latin Language. The University of Groningen is the only university in the north of the Netherlands training students for this career perspective, and there is a great societal need for these teachers. Therefore, the panel recommends maintaining and guaranteeing the presence of sufficient language training in the programme, which is essential to train well-qualified teachers of Greek and Latin and to meet the labour market's need for these teachers. The panel discussed this with faculty management and found there is a high level of awareness of the importance of this. The aim is to keep the programme viable and to continue to contribute to the societal need for teachers of Greek and Latin in the region and the Netherlands. The panel encourages university,

faculty and cluster management to continue to bear this in mind when making decisions about the programme, profile and staffing.

Considerations

The panel finds the interdisciplinary and intercultural focus of the master's programme Classics and Ancient Civilizations to be commendable and valuable. The profile of the master is appropriate. The intended learning outcomes are clear, well-formulated and of the right level. For further improvement, the panel recommends that the programme include digital humanities and the ethical and responsible use of GenAI in the current intended learning outcome 5.4. It also recommends that the Faculty and Cluster Boards further facilitate the elaboration of such a new learning outcome into the programme, including alignment of this with policy and guidelines for the use of GenAI at university and faculty level.

The programme serves as the subject-specific basis for the educational master's programme. Also, it is specifically geared to students who are interested in pursuing a career beyond research and teaching, such as the heritage and museum sector, art and culture, and government and policy. The panel believes that the programme prepares students well for this as its interdisciplinary focus actively teaches students to approach issues from different perspectives and disciplines, which is a very relevant transferable skill in these career domains.

The panel would like to stress the importance of the programme for the educational master's degree and the training of teachers of Greek and Latin Language. The University of Groningen is the only university in the north of the Netherlands training students for this career perspective, and there is a great societal need for these teachers. Therefore, the panel recommends maintaining and guaranteeing the presence of sufficient language training at master's level, which is essential to train well-qualified teachers of Greek and Latin and to meet the labour market's need for these teachers.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

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

Findings

Admissions and intake

Students are admitted to the master's programme Classics and Ancient Civilisation if they have a diploma that indicates that they have knowledge and understanding of, and subject-specific skills in, either Greek and Latin languages and cultures, ancient history, classical and Mediterranean archaeology and/or ancient philosophy at academic Bachelor's level. The Classics track is only open to students who have knowledge of either Greek or Latin at bachelor's level; the ancient history track is also accessible for students without knowledge of these languages. The panel agrees with these admission requirements.

Between 2019 and 2024, the average intake of the programme (reference point: 1 October) was 6 students per academic year. The low intake is a long-standing problem that has been addressed in several ways, including changes to the website and open days, and is one of the reasons for a planned redesign of the programme. The panel commends the staff for their efforts to attract more students, even though this has

not led to the desired increase in intake, and supports plans to revise the profile of the programme (see Standard 1).

Language of instruction

As of 2018-2019, the formal language of instruction of the programme is English. This choice was made consciously because Dutch Classics has a strong international orientation, with many international research collaborations. English also supports the creation of an international student body, which is valuable for reflection on how classical antiquities have shaped countries and cultures in the world in widely different ways. The panel agrees with the choice for English as the formal language of instruction and the underlying justification, as well as the English-language programme title. During the site visit the panel learned that, although the programme is officially in English, the programme is in practice bilingual to suit the needs of the students. Students pursuing a career in education are permitted to do their assignments in Dutch and the language in a course can be switched to Dutch when no international students are present and it is appropriate. The panel agrees with this flexible approach to the language of instruction and was ensured by the students that all lecturers on the programme, including non-native Dutch speakers, are able to teach both in Dutch and in English.

Curriculum structure and content

The one-year master's programme Classics and Ancient Civilizations (60 EC) can be studied full-time or part-time. Part-time students follow the same programme structure as full-time students and take the same compulsory courses but follow the programme in a slower pace based on an individual study plan (see 'Guidance, support and studying with a disability').

The programme consists of compulsory courses (25 EC in total), followed by all students, namely: an interdisciplinary course (5 EC), a thesis & methods course (5 EC) and a thesis (15 EC). Students in the track ancient history also take two Research Seminars Ancient History (20 EC in total). In the track Classics there are no further compulsory courses, but most students take the Research Seminar Greek (10 EC) and the Research Seminar Latin (10 EC). The remaining courses in both tracks are electives (15 EC). See Appendix 2 for a complete overview of the programme.

The panel considers the programme to be well-designed, offering students a well-considered number of obligatory courses and freedom to specialize in an area of their own interest. The connection between the two tracks of the programme is clear and most evident in the compulsory interdisciplinary course at the beginning of the programme. This course is co-taught by a Classics and Ancient History lecturer and deals with a theme that integrates the Greek and Roman languages, literatures and cultures. The interdisciplinary focus of the programme is also mirrored in the electives that students can choose from.

The panel studied course materials and concludes that the courses on offer are interesting and relevant to the intended learning outcomes. The panel is especially pleased with the interdisciplinary research seminars. The themes of these seminars vary depending on the research topics and expertise of lecturers. The panel considers this to be a good choice. The panel also appreciates the general embeddedness of the curriculum in the international research field. An example of this is that students are obliged to participate in seminars of the inter-faculty research institute CRASIS, which brings together researchers on antiquity from the faculties of Arts, Philosophy and Religions as well as the Protestant Theological University. Another positive aspect of the programme is that students are actively encouraged to go abroad as part of the programme, by enrolling in the Greek Epigraphy course (taught in Athens) or by choosing modules at the Royal Netherlands Institute in Rome and the Netherlands Institute at Athens. This offers students valuable international experience, which cannot be accommodated in most one-year programmes.

The panel's positive evaluation of the programme was confirmed by students in the student chapter and during the site visit. Students appreciate the general structure and content of the programme, constructive alignment between courses and the connection with the bachelor's programme. They also expressed satisfaction with the study association and the provision of information. A point for improvement is that students would like to have more contact hours (see Educational vision and teaching methods).

The programme concludes with a thesis in the second semester of the programme. Students are free to choose their own topic. Following the advice of the previous panel, students now take a new compulsory Thesis and Methods course (5 EC) in the first semester, which continues into the second semester. The course is co-taught by an Ancient Historian and a Literature specialist and comprises classes on relevant topics (such as electronic tools, bibliography-collection and reflection on the place of Classics in the 21st century), presentations of results in different stages of their research and peer and tutor feedback. Since the last accreditation procedure in 2019, the programme also extended the research seminars from 5 to 10 EC and adopted stricter deadlines that follow the faculty-wide policy that theses must be completed within one semester. The panel notes with satisfaction that there are early indications that theses are being completed more timely.

Educational vision and teaching methods

The programme's educational approach is based on four key principles. First, research is embedded in the curriculum from the start (research-driven teaching and learning). Secondly, courses incorporate perspectives from different areas of study and encourage students to explore links between classical antiquity and present-day challenges, as well as promoting their understanding of cross-cultural exchanges in antiquity (interdisciplinary and intercultural learning). Thirdly, the teaching approach fosters discussion and active student participation ((inter)active and dialogue-based learning). Finally, the programme aims to develop independence and responsibility by offering students a broad education in classical antiquity while also offering them space to choose their own courses and develop their own learning path.

The panel agrees with the chosen didactic principles. Research-driven teaching and learning is clearly visible and a strong point of the programme. During the site visit, students told the panel that they are actively encouraged to develop their own research interests, to attend lectures and conferences (e.g. those organised by the interfaculty institute CRASIS), to undertake research internships, and to fulfil roles as student assistants in supporting academic projects and conference organization. It is in the research seminars that research-driven education is most clearly demonstrated. During the site visit, students confirmed that these seminars are interesting and inspiring. The panel is positive about the decision to align the content of the seminars with the research conducted by staff members. It offers students a valuable opportunity to learn about and from the excellent research that teachers of the programme are carrying out and to get acquainted with developments and research questions in the field.

Interdisciplinary and intercultural learning, and the programme's emphasis on interactive and dialogue-based learning are also evident. Interdisciplinary and intercultural learning are inherent to the integrated approach to antiquity that underpins the programme. Interactive and dialogue-based learning are fostered by using a variety of working methods and didactic approaches. Teaching in the programme is in all cases seminar-based, with different forms of student-student and student-lecturer interaction. The seminars can take the form of student presentations (individually or in groups) and student-led discussions. Where an excursion is part of the programme, the students are actively involved in the selection and preparation of interesting excursion.

In the student chapter, students indicate that they are positive about the teaching in the courses. However, they also note that they find the number of contact hours (six hours per week) too low. During the site visit, students added that they would not necessarily like to have more classes, but rather longer seminars for more in-depth discussions. The panel discussed the number of contact hours with teaching staff and management. They explained to the panel that the number of contact hours has been consciously chosen. Contact hours are lower than in the bachelor's phase, because the programme wants to stimulate students to take maximal responsibility for their learning and courses are strongly research-driven. In addition, there are regular excursions and activities that are not included in the number of contact hours. The panel agrees with the number of contact hours based on this reasoning. However, it suggests explaining more clearly to students the didactic concept of the programme and what it implies for the number of contact hours.

Guidance, support and studying with a disability

The programme has a dedicated study advisor for the students in the programme. In addition, as of 2025-26 each student has a mentor who will assist the student to plan the study trajectory and is available for help and support. The study advisor is also the first point of contact in case of special circumstances that impact a student's ability to study. The study advisor has a mandate, granted by the Board of Examiners, to assign and register necessary accommodations. The study advisor follows exam regulations, which allow for adaptations to students' needs, and the university-wide policy plan for studying with a disability. This policy plan describes the full care structure of the university on different organizational levels, including student counsellors, student psychologists, trainers, study supervisors and confidential advisors.

During the visit, the panel spoke with students about the system of guidance, support and studying with a disability. Students told the panel that they feel heard. They are enthusiastic about the study advisor, who is approachable and offers good guidance. Because the study advisor is also the first point of contact for special circumstances, tailor-made arrangements can be made quickly in careful consultation with the students and other parties involved. Combined with the mentoring system and small-scale teaching, this ensures high quality guidance and support. The programme also has part-time students. During the visit, students confirmed that in these cases, an individual study plan is drawn up and that it is usually possible to arrive at customised solutions that work for the student. The panel concludes that the programme has a solid guidance system in place. It is impressed by the proximity and student-oriented nature of this system.

Feasibility

In the self-evaluation report and during the site visit, students indicated that the workload of the programme is in line with their expectations. The programme requires commitment and motivation, but courses are doable and the programme does not include specific stumbling blocks. Having a job in education alongside the master's programme can however sometimes be a hindrance to study progress. The panel considers this to be a factor over which the programme has little influence and which, moreover, can be enriching for students. Another challenge concerns the compulsory interdisciplinary course. Because this course is only 5 EC, the students need to choose another elective of 5 EC while the programme does not have the capacity to add such a course to its portfolio. Consequently, students need to take a course from the national Masterlanguage programme, which offers master's level courses for all language students in the Netherlands. These courses involve a certain amount of travel to another university in the Netherlands, and in some cases feature an excursion. This may cause scheduling issues. The panel discussed this with the management, staff and students. As a solution, the management is considering including a larger interdisciplinary course or another 10 EC course in the redesign of the programme. The panel understands that the capacity of the programme does not allow for an extra 5 EC course. The Masterlanguage courses offers a good alternative, and it can be enriching for students to meet fellow-students from other

universities. Provided it is well developed, the expansion of the interdisciplinary course to 10 EC is also a suitable solution that fits well with the revision plans for the programme.

Teaching staff

In 2019, the panel praised the programme for the quality of its teaching staff, recommending that efforts be made to retain the lecturers. The current panel studied an overview of the teaching staff and is pleased to see that this advice has been followed, with many lecturers being retained — although unfortunately not all. Since 2019, the number of permanent staff has grown. The programme is taught almost exclusively by active researchers with a PhD, many of whom are successful in research and obtaining research grants. Expertise of lecturers ranges across a variety of fields including reception studies, the history of science, computational linguistics, psychology, marketing, and religion. The recent appointment of a new professor by special appointment in the field of Classical Reception Studies further strengthens team expertise. All course instructors with a permanent contract have a Basic Teaching Qualification (BKO) or Senior Teaching Qualification (SKO) and are able to teach in both Dutch and English. The panel concludes that the quality of the team is excellent, both in the required fields in the programme as well as didactics. Conversations during the site visit show that students agree with this. Another striking feature of the staff is their openness to innovation and changing circumstances, and their commitment to the programme. The staff continuously reflects on what needs to be changed in order to keep the programme up to date and of good quality.

Although the panel praises the overall quality of the staff and is satisfied with the efforts made to retain staff, it also has some concerns. Recently, an assistant professor (UD) in ancient Greek Language and Literature has been appointed as a professor elsewhere. As a result, the expertise in the field of ancient Greek Language and Literature has been significantly reduced. Due to the current financial situation of the faculty, it is unclear whether this expertise will be replaced. In addition, the professor and an associate professor (UHD) of ancient history will be retiring in the foreseeable future. The panel considers it important for the reputation of the programme that it continues to have a professor of ancient history. The panel recommends retaining the programme's capacity as set out in the staff list submitted before the site visit (i.e. the UD in ancient Greek language and literature and the UHD and Professor of Ancient History).

The panel identified two possible risks to teachers' workload and discussed these with management. The first is the result of the high quality of permanent staff members in the programme. Their success in obtaining research grants leads to a significant number of temporary staff. These staff members require more supervision and are unable to perform certain tasks. The second possible risk is the method of allocating hours to course lecturers based on the number of students enrolled in that course. The panel learned that this risk is mitigated to some extent. For example, the programme selects small courses that then receive some extra hours on top of the calculated hours and hours in language courses are often calculated on the basis of a minimum of 8 students, even if less students participate. Nevertheless, there are fewer teaching hours available for small courses, which may not always be sufficient. The management indicated that they are aware of this. Therefore, they actively encourage collaboration in interdisciplinary courses in order to increase enrolment numbers and monitor any potential negative effects of the allocation model on the workload of lecturers. The panel supports plans to develop interdisciplinary shared courses with more students as a way of reducing the workload of lecturers. This can, however, not prevent that there will still be some small courses, which, in the interests of staff wellbeing, should not lead to an increased workload. The panel therefore recommends to closely monitor of the number of temporary staff hours and the workload of lecturers in these smaller courses, with measures being taken if necessary.

Considerations

Admission requirements for the programme are appropriate. The panel agrees with the choice for English as the formal language of instruction and the flexible approach to the language of instruction in practice. All lecturers on the programme are able to teach both in Dutch and in English. The programme is well-designed, offering students a well-considered number of obligatory courses and freedom to specialise in an area of their own interest. Courses are interesting and relevant. Teaching staff use a variety of working methods and didactic approaches. Students are positive about the quality of teaching the courses. The panel suggests explaining the didactic concept of the programme and the number of contact hours more clearly to students.

The panel is especially pleased with the interdisciplinary research seminars and the general embeddedness of the curriculum in the international research field. Students told the panel that they are actively encouraged to develop their own research interests and attend lectures and conferences. The alignment of the content of these seminars with the research conducted by staff members offers students a valuable opportunity to learn about and from their excellent research and to get acquainted with new developments and research questions in the field. The panel also appreciates that students are actively encouraged to go abroad as part of the programme. This offers students valuable international experience, which cannot be accommodated in most one-year programmes. Sufficient action has been taken in response to the recommendation of the previous panel to better structure the thesis process and improve student support. The thesis process is now well-organised, with a good balance between supervision, guidance and personal responsibility of the students.

The quality of the teaching team is excellent, both in the required fields in the programme as well as didactics. The panel recommends retaining the programme's capacity as set out in the staff list submitted before the site visit (i.e. the UD in ancient Greek language and literature and the UHD and Professor of Ancient History). It also recommends that the number of temporary staff hours and workload in smaller courses continue to be closely monitored, with measures being taken if necessary.

The panel is impressed by the proximity and student-oriented nature of the guidance system. Students feel heard and are enthusiastic about the study advisor, who is approachable and offers good guidance. Combined with the mentoring system, this ensures high quality guidance and support. During the site visit, students expressed satisfaction with the study association, the facilities and the provision of information.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

System of assessment

The programme aims to design assessments in such a way that they not only test whether learning has been successful (assessment of learning) but also serve as a means of learning in themselves (assessment for and as learning). The panel agrees with this assessment vision. Agreements on ensuring assessment quality and assessments in the programme are laid down annually in a programme assessment plan. The panel studied this plan and concludes that it has been carefully designed with sufficient attention for constructive alignment with the intended learning outcomes and the content and design of the courses. The assessment

plan also describes clear procedures for ensuring assessment quality. For example, all assessments are checked by a colleague before they are set, calibration meetings are organised among staff to help maintain consistency across courses, and oral exams are always carried out by teams of two.

The panel also found that the assessment programme fits well with master's level, where more independence and self-driven work can be expected. The programme mainly consists of self-directed assessment methods such as essay-writing, presentations, book reviews and digital productions. The panel studied a selection of assessments and concludes that they are well designed. During the site visit, students confirmed that they are generally satisfied with the communication about assessments in study guides and during lectures.

Assessment of the thesis

Thesis guidelines and assessment criteria are outlined in the thesis brochure for students. The panel determined that this brochure is clear and comprehensive. The thesis is assessed by the supervisor and a second assessor who was not involved in the thesis trajectory. Both assessors then meet to jointly determine the final grade. The assessors use an assessment form, that was developed by the programme and approved by the Examination Board. Next to the standard assessment form, there is also a form used for theses that take the shape of a commentary. The panel found that the assessment form contains relevant criteria and instructions for assessors. To obtain a passing final mark, all criteria on the assessment form must be assessed as satisfactory.

The panel reviewed a selection of theses with accompanying assessment forms. On this basis, the panel concludes that the above-described thesis assessment procedure is followed carefully. Students receive clear and nuanced feedback, and the panel generally agrees with the grades given and the reasoning provided. The panel did note that some examiners apply specific criteria in the assessment form more leniently than others. The panel judges this degree of subjectivity to be unavoidable. The panel encourages the programme to continue to organize calibration sessions in the future in order to minimize differences between assessors as much as possible.

Board of Examiners

The Faculty of Arts has one central Board of Examiners (ECL: Examencommissie Letteren) that reviews quality of assessment, compliance with the Teaching and Examination Regulations, and achieved learning outcomes. The ECL also sets policy regarding the assurance of assessment quality. It is supported by expert teams (ETs). Each of the five clusters has its own ET. The master's programme Classics and Ancient Civilizations falls under the responsibility of the ET4 expertise team (ET4) that consists of one representative from each programme in the cluster.

The panel discussed with the ECL how it ensures the quality of assessment. An assessment file is created for each assessment. This file includes the course syllabus, the grade list, the assessment as it was administered and a form to prove peer review of the assessment took place, along with the expected answers, or for assignments or presentations, the assessment criteria and evaluation forms. The ECL and ET4 monitor the implementation of rules and guidelines, compliance with the Teaching and Examination Regulations and assessment quality, based on these assessment files. Each academic year, the ECL and ET4 evaluate 20% of the total module offering, ensuring that all modules are reviewed once every 5-6 years. The ECL records all activities, the outcome and suggestions for improvement for the following year in an annual report.

The panel studied annual reports of the ECL. It concludes that the ECL and ET4 describe their activities clearly. The annual reports show that the ECL performs its legal duties and responsibilities properly. Based

on the conversation with ECL and ET4 members, the panel concludes that the ECL actively identifies new opportunities to further improve the quality of assessment. For example, the Examination Board has recently standardized the practice of including a third assessor in the thesis assessment procedure within the faculty. When assessing special requests for adjustments in assessment from students with special circumstances, the examination board works closely with the study advisor. Members of the ECL can participate in university-wide study days and workshops and regularly consult with members of other examination boards, including on dealing with GenAI and fraud detection.

Dealing with GenAI

The programme is dealing with the emergence of GenAI in several ways. First, there are faculty-wide guidelines. Secondly, the faculty organises information sessions by experts and walk-in moments to facilitate programmes in considering ways to deal with GenAI in specific programmes. Thirdly, the programme has agreed on a policy for the use of GenAI, following these experts and guidelines. This policy is described in a text, drawn up by the programme, which is included in study guides if individual lecturers believe this is necessary. During the site visit, lecturers told the panel that allowing GenAI for some parts of learning and assessment but not for others is challenging to oversee and not always clear for students. Therefore, the staff is considering further adjustment of GenAI policy in the programme based on this experience and continuous new developments in GenAI. Finally, the programme is experimenting with new forms of assessment that limit unauthorised use of GenAI.

The panel discussed the use of GenAI with students. They indicated that students are actively made aware of faculty-wide guidelines on the use of GenAI, of the risks of using GenAI and of policy on fraud and plagiarism. The use of GenAI as part of the learning process varies from course to course. In some courses, students experiment with the use of GenAI and reflect on the results, but in most courses, students are not allowed to use GenAI at all. The panel also learned that some students do not want to use GenAI for ethical reasons. While the ethical implications of using GenAI are occasionally discussed, they are not yet a fixed part of the programme.

The panel concludes that the programme is actively considering ways to deal with GenAI, experimenting with it and adjusting its policies based on new insights and experiences. Students are made aware of the risks and misuse of GenAI. While students and lecturers can identify moments where the responsible use of GenAI is addressed within the programme, but a clear and well-coordinated approach at programme-level still needs to be developed. Therefore, the panel recommends including digital humanities and the ethical and responsible use of GenAI in the intended learning outcomes (see Standard 1). Various considerations play a role in discussions about GenAI in the master's programme. A large-scale return to examinations is not suitable for the programme, because it would not allow the programme to assess all learning outcomes at master's level. Other measures (such as an interview with each student about each piece of written work) are too labour-intensive and expensive. The panel suggests that, at least, the programme might want to consider introducing an oral defence of the thesis.

Considerations

The assessment system of the programme is well-designed. Assessment methods are varied and the assessment programme fits well with master's level, where more independence and self-driven work can be expected. The programme mainly consists of self-directed assessment methods such as essay-writing, presentations, book reviews and digital productions. The panel studied a selection of assessments and concludes that they are well designed. Students are generally satisfied with the communication about assessments.

The thesis brochure and thesis assessment forms are well-designed. Thesis assessment procedures are followed and thesis assessments are carried out carefully. The Board of Examiners is adequately equipped to carry out its duties and functions satisfactorily. The programme is actively considering ways to deal with GenAI, experimenting with GenAI and adjusting policy based on new insights and experiences. Students are actively made aware of the risks and misuses of GenAI. A clear and well-coordinated line on the use of GenAI at programme-level still needs to be developed.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Quality of the theses

The panel studied 15 theses from the programme. Based on this sample, the panel concludes that the intended learning outcomes have been achieved. Although the final level of the theses varied, all theses were of a satisfactory standard. More recent theses seem to have devoted more attention to applying and independently developing theoretical and methodological approaches, which could be the result of the Thesis & Methods course that was added to the programme after the previous review. The panel found a broad spectrum of thesis topics in the thesis selection, covering a range of academic areas. This ties in well with the interdisciplinary and intercultural profile of the programme.

Performance of graduates

Alumni who combine the master's programme with the educational master's programme generally fare well on the job market. There is a high demand for Greek and Latin teachers in secondary education in the Netherlands. Students who go on to do a PhD usually do well too. In the self-evaluation report and the interviews during the site visit, the programme identified several opportunities to make the available career possibilities beyond teaching and research more explicit to students, and to gain a better understanding of how alumni other than teachers function on the labour market. The panel welcomes initial steps that have already been taken in this regard, including the appointment of an alumni officer and organising Career Days and an Alumni Day. Other ideas include highlighting transferable skills in study guides and inviting alumni with career paths different from teaching or academic research.

As part of the preparation for the Alumni Day the programme sent out a survey to alumni. That, together with LinkedIn profiles, shows that graduates successfully transition into various professions other than teaching and academia, including language coach, administrator, fundraiser, archivist. The panel concludes that graduates are well placed to find employment in a wide range of positions, but that possible positions other than education and research could be investigated and communicated further. The panel encourages the programme to continue with the steps already taken to gain a broader understanding of this, and suggests communicating career perspectives more clearly and proactively to students.

Considerations

The panel concludes that students achieve the intended learning outcomes of the programme. Alumni who continue with a PhD or start a career as a language teacher of Greek or Latin in secondary education generally fare well. Graduates also successfully transition into various other professions. The panel suggests

continuing with steps already taken to gain a broader understanding of career perspectives of students, and to communicate this more clearly and proactively to students.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's judges that the master's programme meets all four standards. The panel's assessment of the programme is therefore positive.

Recommendations

1. Expand the current intended learning outcome 5.4 to include digital humanities and the ethical and responsible use of GenAI (Programme). Further facilitate the elaboration of such a new learning outcome into the programme, including alignment of this with policy and guidelines for the use of GenAI at university and faculty level (Faculty and Cluster Boards).
2. Maintain and guarantee the presence of sufficient language training in the programme, which is essential to train well-qualified teachers of Greek and Latin and to meet the labour market's need for these teachers.
3. Retain the programme's capacity as set out in the staff list submitted before the site visit (i.e. the UD in ancient Greek language and literature and the UHD and Professor of Ancient History).
4. Closely monitor the number of temporary staff hours and the workload of lecturers in smaller courses, and take measures if necessary.

Appendix 1. Intended learning outcomes

Dublin Descriptoren	Graduates of the Master's degree programme in Classics and Ancient Civilizations have:
Knowledge and understanding 1. Graduates have demonstrable knowledge and understanding that is founded upon and extends and/or enhances what is typically associated with the Bachelor's level and that provides a basis or opportunity for originality in developing and/or applying ideas within a research context.	1.1 advanced specialised knowledge of Greek and Latin Languages and Cultures or Ancient History; 1.2 specialized knowledge and understanding of a literary or linguistic aspect of Greek and/or Latin, or a period or theme in Ancient History; 1.3 advanced knowledge and understanding of the theories, methodologies and techniques of the study of Greek and Latin Languages and Cultures and of Ancient History.
Applying knowledge and understanding 2. Graduates have the ability to apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	2.1 the ability to apply the methods and techniques of academic research relevant to both tracks; 2.2 the ability to independently collect primary texts and scholarly literature in an academic way and to critically study and analyse them in their coherence and complexity; 2.3 the ability to apply the acquired knowledge and theories, methodologies and techniques to the assessment of research within the discipline or in society.
Forming judgements 3. Graduates have the ability to formulate judgements based on incomplete or limited information, bearing in mind social and ethical responsibilities	3.1 the ability to systematically and creatively deal with complex academic and social issues and to form well-founded judgements; 3.2 the ability to form independent, critical, logical and ethical judgements about academic research in the field of Greek and linked to the application of their knowledge and judgements. Latin Languages and Cultures or Ancient History; 3.3 integrity and a critical attitude towards scholarship and society, as well as historical empathy.
Communication 4. Graduates have the ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	4.1 the ability to report both orally and in writing in an academically sound way on the results of their own research and that of others; 4.2 the ability to clearly present opinions both orally and in writing for an audience of peers and laypeople, and to exchange ideas with them.

Learning skills 5. Graduates have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	5.1 the ability to independently expand their knowledge and understanding based on the awareness that the field of Classical Studies is constantly in motion; 5.2 the ability to familiarize themselves with the labour market, work at an academic level consistent with the intended working atmosphere and function in a working environment related to their field of study; 5.3 the ability to independently plan and implement tasks at a professional level and the ability to learn and to organize their time effectively and to meet deadlines; 5.4 the ability to effectively and efficiently use IT as a study and communication tool.
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Appendix 2. Programme curriculum

The degree programme has the following Master's tracks:

1. Greek and Latin Languages and Cultures (Classics)
2. Ancient History

The Master's tracks in Classics and Ancient History are structured as follows: Compulsory course units within the track (20 ECTS), interdisciplinary and/or research seminars (20 ECTS), MA thesis within the track (20 ECTS).

1. Classics track

The course units interdisciplinary course (5 ECTS), Thesis and Thesis Course (20 ECTS) are compulsory as well as a choice of 20 ECTS of thematic courses, research seminars or literature course and a choice of 15 ECTS of other electives.

Classics track

Compulsory course units

No.	Course unit	Student workload in ECTS
	choice of 35 ECTS in total out of:	
1	Research Seminar Greek I	10 ECTS
2	Research Seminar Latin I	10 ECTS
3	Research seminar Greek II	10 ECTS
4	Research seminar Latin II	10 ECTS
5	Ancient & modern literature course (in translation)	10 ECTS
6	Other elective*	5/10 ECTS
7	placement	10 ECTS
	mandatory	
8	Interdisciplinary Course	5 ECTS
9	MA Thesis in Greek and Latin 20 ECTS consisting of:	
	Thesis & methods course	5 ECTS
	Thesis in Greek and Latin	15 ECTS

*Students may choose the research seminars of the Ancient History track as elective and they may choose a 5 or 10 ECTS course unit from the national MasterLanguage programme in Classical Languages (see <http://masterlanguage.nl/cursusaanbod/klasseke-talen>).

Ancient History track

The course units Research Seminar Ancient History 1 and Research Seminar Ancient History 2 are compulsory, as is a thesis in the field of Ancient History.

Compulsory course units

No.	Course unit	Student workload in ECTS
1	Research Seminar Ancient History 1	10 ECTS
2	Research Seminar Ancient History 2	10 ECTS
3	Interdisciplinary Course	5 ECTS
4	Elective*	10 ECTS
5	Elective/Placement*	5/10 ECTS
6	MA Thesis in Ancient History (20 ECTS) Thesis & methods course Thesis in Ancient History	5 ECTS 15 ECTS

*5 or 10 ECTS from Elective or Elective /Placement may be replaced by a course unit from the national MasterLanguage programme in Classical Languages (see <http://masterlanguage.nl/cursusaanbod/klassieke-talen>).

Electives for both Master's tracks

No.	Course unit	Student workload in ECTS
1	Ancient & modern literature course (in-translation)(for the Master's track in Ancient History)	10 ECTS
2	Research seminars Greek I and Latin I (for the Master's track in Ancient History)	10 ECTS
4	Research Seminar Ancient History 1 (for the Master's track in Classics)	10 ECTS
5	Research Seminar Ancient History 2 (for the Master's track in Classics)	10 ECTS
6	Research Seminar Classical & Mediterranean Archaeology 1	10 ECTS
7	Research Seminar Classical & Mediterranean Archaeology 2	10 ECTS
8	Interdisciplinary Research Seminar 3	10 ECTS
9	Greek Epigraphy	5 ECTS
10	Greek and Latin Epigraphy: tutorial	5 ECTS
11	Latin for Research (for the Master's track in Ancient History)	10 ECTS
12	Greek for Research (for the Master's track in Ancient History)	10 ECTS

Students must choose one of the course units listed above or electives related to Antiquity from the range offered by Classics, Ancient History, Archaeology, European Languages, Philosophy, Theology or Law. In addition, a History course unit may be followed by students who started the programme based on a BA degree in History or a placement or course units in Classics/Ancient History at a different university. Note that approval by the Board of Examiners is required for all these options.

Course Units Masterlanguage 2024-2025**Semester 1**

Language	Course Unit
Classical Languages	<i>Griekse epigrafie I</i>
Classical Languages	<i>Griekse epigrafie II</i>
Classical Languages	<i>Creatieve imitation (in Latin Literature)</i>

Semester 2

Language	Course Unit
Classical Languages	<i>Latijnse epigrafie I</i>
Classical Languages	<i>Latijnse epigrafie II</i>
Classical Languages	Canonicity (Greek literature)

See <https://masterlanguage.nl/en/language/classical-languages/>.

Appendix 3. Programme of the site visit

Van	Tot	Wat	Rol
09:00	09:05	welkom / aankomst panel	Decaan Faculteit Letteren
			Vice Decaan Faculteit Letteren
09:05	09:45	Intern overleg	
09:45	10:30	Gesprek faculteitsbestuur	Decaan Faculteit Letteren
			Vice Decaan Faculteit Letteren
10:30	11:15	Gesprek programmamanagement	Voorzitter bestuur cluster 4
			Lid bestuur cluster 4
			Programmacoördinator BA GLTC en MA Classics & Ancient Civilizations
11:30	12:30	Gesprek studenten bachelor en master	Student BA; OC-lid
			Student BA; auteur studentenhoofdstuk
			Student MA (track classics); alumnus BA
			Alumna track Ancient History
			Student MA (track Ancient History)
12:30	13:30	Lunch en intern overleg panel	
13:30	14:30	Gesprek docenten bachelor en master	UD Latijn, voorzitter OC, coördinator voorlichting BA
			UD Oude Geschiedenis, secretaris OC
			Hoogleraar Oude Geschiedenis
			Hoogleraar Latijn
			UD Antieke Wijsbegeerte
14:30	14:45	Pauze en intern overleg panel	
14:45	15:15	Gesprek examencommissie	Lid Expertiseteam cluster 4
			Lid Expertiseteam cluster 4
			Ambtelijk secretaris examencommissie
			Voorzitter ECL (overkoepelende examencommissie)
15:15	17:00	Bespreken en opstellen bevindingen en conclusies	

Van	Tot	Wat	Rol
09:00	09:30	Welkom en intern overleg	
09:30	10:15	Terugkoppeling bevindingen en conclusies panel	Vice Decaan Faculteit Letteren
			Programmacoördinator BA&MA
			Voorzitter bestuur cluster 4
			Lid bestuur cluster 4
10:15	10:30	Pauze en wisseling van ruimte	
10:30	11:00	Ontwikkelgesprek 1 - werving studenten	UD Oude Geschiedenis
			UD Latijn
			Hoogleraar Latijn
		Ontwikkelgesprek 2 - herziening BA en MA	UD Antieke Wijsbegeerte
			Hoogleraar Grieks
			UD Oude Geschiedenis
		Ontwikkelgesprek 3 - voorbereiding op de arbeidsmarkt	Hoogleraar Oude Geschiedenis
			UD Oude Geschiedenis
			UD Grieks
			UD Latijn
11:00	11:30	Intern overleg panel	
11:30	11:45	Mondelinge rapportage	Alle betrokkenen bij de visitatie
11:45		Einde	

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

General

- Strategic Plan University of Groningen 2021-2026
- Strategic Faculty of Arts 2021-2026
- Assessment Policy University of Groningen 2021-2026
- Rules and Regulations of the Faculty Board of Examiners 2024-2025
- Annual reports faculty Board of Examiners 2021-2022, 2022-2023, 2023-2024
- Policy Plan about studying with a disability University of Groningen 2018

Programme-specific

- Self-evaluation Classics and Ancient Civilizations 2024
- Programme learning outcomes 2024-2025
- Matrix of learning outcomes 2024-2025
- Overview of teaching team
- Quantitative data of teaching-learning environment
- Teaching and Examination Regulations 2024-2025
- Programme assessment plan 2024-2025
- Programme year cards 2024 and 2025
- Thesis Brochure MA Classics September 2024
- Annual reports programme committee 2022-2023, 2023-2024, 2024-2025
- Example courses:
 - Course 1: Text, language and religion
 - Course 2: Hero-Worship in Ancient Mediterranean Colonialism
 - Course 3: Research seminar Greek I