



M Classics and Ancient Civilizations
Leiden University

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Project code P2413

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Summary

Standard 1. Intended learning outcomes

The MA CAC is a multidisciplinary programme with a special focus on language and literature, building on a centuries-old Leiden tradition. The panel finds the profile of the MA CAC clearly presented and exceptional in its covering of a broad cross-section of antiquity in four tracks: Assyriology, Classics, Egyptology, and Hebrew & Aramaic Studies. Other assets of the programme are the fact that it offers rarely taught languages and its outstandingly rich environment of several well-established institutions. Because of its unique character and excellent embedding, the committee thinks CAC strengthen its position as a European hub for expertise on ancient civilizations.

The intended learning outcomes are an appropriate translation of the programme's profile, expressing both a shared identity as well as a specialization in each of the tracks. Graduates of the MA CAC are able to analyze complex, culturally sensitive problems. They are not only trained for careers in teaching and research, but also for the heritage sector, government and policy. Accordingly, the programme pays ample attention to transferable skills. The intended learning outcomes are of the appropriate academic level, follow the structure of the Dublin Descriptors and align with the expectations of the professional field.

Standard 2. Teaching-learning environment

Admission requirements for the programme are appropriate. The panel agrees with the choice for English (and the use of an English programme name) as the formal language of instruction. The curriculum enables students to achieve the intended academic level through a complex but coherent curriculum with a clear structure. The panel appreciates the successful strengthening of coherence between tracks, and the Ancient World Seminar as a central and unifying component. It also values the strong integration of research and teaching, the embedding of leading heritage and research institutions, the serious attention given to academic skills and outreach, and the high level of student satisfaction with the programme's content quality and freedom of choice.

The panel judges that the programme offers strong and highly valued individual student support, reflected in clear guidance, personal study plans, low dropout rates, and acceptable progression and completion figures. At the same time, the panel notes that while students highly value the individual guidance they receive, some – especially those new to Leiden – experience the range of options as overwhelming. Therefore, the panel suggests improving the timing and flexibility of the enrolment process, for example by holding intake meetings earlier or allowing greater flexibility in course registration. Overall, the panel considers the programme feasible and academically robust, noting that extended study duration is usually due to external factors rather than structural flaws. The panel is particularly impressed by the academic quality, accessibility, and flexibility of the teaching staff, their proactive attitude towards improvement, and their solidarity and creativity in responding to sector-wide budget cuts. It sees this attitude as exemplary for the humanities and as a basis for sustaining quality through collaboration and interdisciplinarity. The panel warns that any further reduction in teaching staff, for example through unreplaced retirements, would endanger the programme's learning outcomes and therefore strongly urges that staffing levels be maintained.

The panel finds that AI and digital humanities are not yet sufficiently embedded in the programme and considers it essential that these are more systematically integrated at programme and disciplinary level. Overall, it endorses the programme's didactic vision, small-scale teaching formats, and improved job market orientation. It encourages further strengthening the programme by streamlining parts of the curriculum and

embedding career preparation more structurally. These processes have already been kick-started by the programme itself.

Standard 3. Student assessment

The panel considers the MA CAC's assessment system appropriate and well designed. The assessment formats are valid and sufficiently varied, with a special focus on communication skills, as fits the intended learning outcomes and the programme's ambitions for graduates' careers. There is a concentration of deadlines at the end of each term, but the panel finds this acceptable, provided it is clearly communicated well in advance. The quality of assessment is sufficiently safeguarded. Theses are assessed with care and precision by pairs of examiners. The Board of Examiners functions excellently: it places current issues on the agenda and, in doing so, keeps lecturers, administrators, and students alert. One such issue is the role of generative AI in assessment. The Examination Board addresses this proactively and brings the programmes along in this process. The panel recommends that expertise in generative AI should, in the future as well, always be assigned to at least one designated person.

Standard 4. Achieved learning outcomes

Master theses produced in the MA CAC meet the standard and demonstrate that graduates have realised the intended learning outcomes. Graduates combine subject knowledge about ancient civilizations with transferable skills and find work quickly: 83% secure a position within six months, mainly in secondary education or academic research, with others spread across public service, the arts, publishing, and tourism. This proves that the programme serves a societal demand. Notably, nearly a third proceed to PhD research despite the presence of a parallel Research Master, which reflects positively on the programme.

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,

Prof. dr. Kristoffel Demoen, panel chair
Date: 10 March, 2026

Drs. Mariette Huisjes, panel secretary

Introduction

Procedure

Assessment

On 19 and 20 November, the master's programme Classics and Ancient Civilizations of Leiden University was assessed by an independent peer review panel as part of the cluster assessment 'WO Regiostudies 2'. The assessment cluster consisted of 10 programmes, offered by the University of Groningen, University of Amsterdam, Vrije Universiteit Amsterdam, Leiden University and Radboud University. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the cluster. Fiona Schouten acted as coordinator in the cluster assessment and Mariette Huisjes acted as secretary for the assessment of the programmes of Leiden University. 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. The composition of the panels was designed in such a way that at least one panel member also participated in another assessment panel in the cluster.

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 12 May 2025.

Preparation

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

The programme provided the coordinator with a list of graduates over the academic years 2019-2020, 2020-2021, 2021-2022, 2022-2023, 2023-2024, and 2024-2025. In consultation with the coordinator, the panel chair selected 15 theses of the programme. They took the diversity of final grades and examiners into account, as well as the various specializations. From the specialization Classics 10 theses were selected, from the specialization Egyptology 2, Assyriology 2, and from the specialization Hebrew and Aramaic Studies 1 thesis was selected. This selection reflected the number of graduates in each particular specialization proportionally. Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self-evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary

meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visit and report.

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 an outline of the findings, general observations of the panel and suggestions for development themes.

Report

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

Panel

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

- Prof. dr. Kristoffel Demoen, full professor in Ancient Greek Literature at the Faculty of Arts and Philosophy, department of literary studies, at Ghent University (Belgium) [panel chair];
- Prof. dr. I.E. (Irene) Zwiep, full professor in Hebrew, Aramaic and Syrian Languages and Cultures at the Faculty of Humanities at the University of Amsterdam;
- Dr M.L. (Michèle) Meijer, subject librarian for Theology, Religion studies, and Philosophy at the University Library of the Vrije Universiteit Amsterdam;
- H.H. (Hugo) Oostdijk, research master student Classics and Ancient Civilizations at the Amsterdam Centre for Ancient Studies and Archaeology (ACASA; University of Amsterdam/Vrije Universiteit Amsterdam) [student member].

Each panel member, the panel secretary and the programmes 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:	Leiden University
Address:	Rapenburg 70, 2311 EZ Leiden
Website:	www.universiteitleiden.nl
BRIN-number:	21PB
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	M Oudheidstudies (M Classics and Ancient Civilizations)

ISAT number:	60821
Orientation of the programme:	Academic
Level of the programme:	Master (NLFQ 7)
Number of credits:	60 EC
Language of instruction:	English
Professional requirements:	no
Specializations or tracks:	Assyriology Classics Egyptology Hebrew and Aramaic Studies
Location:	Leiden
Mode(s) of study:	Fulltime
Assessment group:	WO Regiostudies 2
Awarded degree:	MA
Submission date NVAO:	1 May 2026

Description of the assessment

Organization

The master's programme Classics and Ancient Civilizations (CAC) is offered by the Faculty of Humanities, one of Leiden University's seven faculties and also its largest. The Faculty serves around 7,500 students across 24 Bachelor's programmes, 19 Master's programmes, and 8 Research Master's programmes. A key pillar of education within the Faculty of Humanities is the constructive integration of research and teaching, using teaching methods that actively encourage students to engage in independent inquiry.

The Leiden Faculty of Humanities is organized as a matrix of research institutes and degree programmes. Academic staff are appointed within one of the Faculty's research institutes, where they also conduct research. The MA CAC falls under the responsibility of a programme board, which consists of a chair from the academic staff and a student member. The programme board operates under the direct authority of the Faculty Board and receives solicited and unsolicited advice from a programme committee composed of students and lecturers. The Board of Examiners for Classics and Ancient Civilizations oversees the assessment quality of CAC, as well as that of three other related programmes and the faculty-wide minor Rhetoric. Each year, around 20 students enrol in the programme.

Recommendations previous panel

The previous assessment panel in 2020 advised sharpening the programme's interdisciplinary profile and communicating it more confidently to prospective students, including a clearer articulation of labour-market relevance. It advised making lifelong learning skills explicit in the intended learning outcomes and harmonizing these across tracks to enhance transparency. Greater integration of the different tracks was encouraged. The panel also called for structural reinforcement of the Board of Examiners. Finally, it recommended increasing variation and creativity in assessment, rotating examiners more systematically, and broadening students' career perspectives beyond academia and teaching. The present assessment panel concludes that the programme has been working on all of these aspects and that the results are up to the mark, even though in some cases it remains work in progress.

Standard 1. Intended learning outcomes

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

Findings

Profile

The MA Classics and Ancient Civilizations (CAC) combines the study of Greek and Latin with the study of ancient Middle Eastern languages and cultures, in particular Akkadian, Egyptian, Hebrew, Aramaic and other Northwest Semitic languages. Students joining the MA programme apply for one of the four tracks (1) Assyriology; (2) Classics; (3) Egyptology and (4) Hebrew & Aramaic Studies. The majority of students who complete the Classics track continue their training to become teachers of Classics in Dutch secondary schools; the graduates of the other tracks aim mostly for positions in research or cultural heritage management. For Assyriology, Egyptology and the study of ancient Hebrew and Aramaic, Leiden is the only Dutch university where they are taught at master's level. Typical for the programme is that ancient cultures are studied primarily through texts, which are read in original languages or translations. Knowledge of such languages is considered indispensable, and consequently students devote a substantial part of their time to

language learning. While language and literature thus play a large role, the programme adopts a multidisciplinary perspective on the ancient world. Students learn how various disciplines can contribute to our knowledge and understanding of ancient societies, including linguistics, philosophy, literary theory, material culture, archaeology, economic, social and legal history, and reception studies. The programme exists alongside the Research Master programme of the same name, also offered by Leiden University. While the regular MA CAC is a one-year programme with a broad, interdisciplinary focus that combines subject knowledge with research-oriented coursework, the two-year ReMA covers similar specializations but places much stronger emphasis on advanced research methods, independent projects, and intensive academic training.

The panel finds that the MA CAC has a clear profile, exceptional for its breadth across the ancient world. An MA programme that combines four tracks such as CAC is not only unique in the Netherlands, but also rare in Europe. On the one hand, it is a brave endeavour to combine the four tracks, for a programme of this breadth risks incoherence. On the other hand, the combination is intellectually strong, because it treats the ancient Mediterranean and Near Eastern worlds as an interconnected cultural-historical system, linked by shared networks, texts, and material practices. The focus on language and literature is a conscious continuation of a strong Leiden tradition, which has built up over centuries. The panel appreciates that the programme harbours some rarely-taught languages, such as Ugaritic, Moabite, and Phoenician. The programme draws strength from the close integration of teaching and research that lies at the heart of Leiden University. A major asset is its outstandingly rich environment, including the Leiden Papyrological Institute, the manuscript collections of the University Library, and the National Museum of Antiquities. Because of its unique character and excellent embedding, the committee thinks CAC can become a European hub for expertise on ancient civilizations, possibly in combination with the BA Ancient Near Eastern Studies, if this could become a mixed-language programme.

Intended learning outcomes

The MA CAC trains students for careers in secondary education as well as in research, museums, private collections, publishing and other academia-adjacent industries. Graduates are able to analyze complex problems, actively engaging with culturally specific information such as languages, writing systems, belief systems and history in their analyses. The intended learning outcomes of the programme have been revised since the previous site visit. They are aligned with NLQF- level 7 and structured around knowledge and understanding, application of knowledge and understanding, judgement, communication, and learning skills, in accordance with the Dublin Descriptors. There is a set of general intended learning outcomes for all students in the programme, such as ‘the ability critically to select and assess relevant primary source material’, ‘the ability to take on a research topic of moderate size and bring it to a conclusion under expert supervision’ and communication skills. On top of that, each track has its own set of intended learning outcomes, which all describe knowledge and understanding of the language and literature that is at the heart of the track. For the Classics track, this is for instance ‘a diverse and well-balanced view of Greco-Roman antiquity on the basis of an integrated linguistic, literary, cultural-historical approach, reflection on the connections between different ancient civilizations, and reflection on the relation between classical antiquity and later periods (in particular early modern Europe and the twenty-first century world)’. For Egyptology, one of the intended learning outcomes is ‘the ability to interpret the complex connections between Egypt and other ancient civilizations on the basis of primary and secondary sources’. For Assyriology, an intended learning outcome is ‘the ability to interpret the complex connections between Mesopotamia, Anatolia, and other ancient civilizations on the basis of primary and secondary sources’. For Hebrew and Aramaic studies, an intended learning outcome is ‘the ability to interpret the complex connections between the ancient Levantine cultures and other ancient civilizations on the basis of primary

and secondary sources'. A full overview of the intended learning outcomes can be found in appendix 1.

The committee finds the intended learning outcomes a convincing translation of the profile. They are of the appropriate academic level and align with international expectations of an MA programme in the academic field and the professional domain. Behind the intended learning outcomes is a clear vision on the kind of careers that students are prepared for, resulting in due regard for transferable skills. Through the integration of sub-disciplines and the development of their own specialism, students are actively prepared to approach questions and problems from a plurality of angles. While each track has its own specified intended learning outcomes, there is sufficient coherence across the disciplines, the committee found. Knowledge and skills in language and literature which form the core of the programme are well described in the intended learning outcomes. The programme is geared to students who are interested in a career in teaching and research, but also in the heritage and museum sector, art and culture, and government and policy.

Considerations

The panel finds the profile of the MA CAC clearly presented and exceptional in its covering of a broad cross-section of antiquity in four tracks: Assyriology, Classics, Egyptology, and Hebrew & Aramaic Studies. The MA CAC is a multidisciplinary programme with a special focus on language and literature, building on a centuries-old Leiden tradition. Other assets of the programme are the fact that it offers rarely taught languages and its outstandingly rich environment of several well-established institutions. Because of its unique character and excellent embedding, the committee thinks CAC can strengthen its position as a European hub for expertise on ancient civilizations.

The intended learning outcomes are an appropriate translation of the programme's profile, expressing a shared identity as well as a specialization in each of the tracks. Graduates of the MA CAC are able to analyze complex, culturally sensitive problems. They are not only trained for careers in teaching and research, but also for the heritage sector, government and policy. Accordingly, the programme pays ample attention to transferable skills. The intended learning outcomes are of the appropriate academic level, follow the structure of the Dublin Descriptors and align with the expectations of the professional field.

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

The criteria for admission to the programme are defined in its Course and Examination Regulations. All students admitted to the MA CAC need to have a BA from a Dutch research university or an international equivalent. Another basic requirement is a sufficient command of the English language. In addition, there are track-specific requirements: for Assyriology this means 30 EC in modules related to languages, literature, history and/or Archaeology of ancient Mesopotamia and Anatolia; for Classics, students need to have completed 95 EC on Greek and Latin literature (45 EC have to include the study of original texts); for Egyptology, 30 EC on modules related to languages, literature, history and/or Archaeology of ancient Egypt; and for Hebrew & Aramaic 15 EC in Biblical/Classical Hebrew or a related Northwest Semitic language. Those aspiring students who fall slightly short of the requirements, may complete a reading list or follow a pre-

master programme, mostly designed on an individual basis. The programme holds online ‘open days’ to recruit new students from all over Europe. At the start of each academic year, new students are invited to an individual meeting with the study advisor and the leader of their chosen track, in order to discuss their study programme.

The panel agrees with the admission requirements and is satisfied with the flexible pre-master programmes that are well-suited to creating a diverse international classroom. The panel notes that some students – particularly those from abroad – have their first one-on-one conversation with the study advisor in September, by which time they also should have registered for their classes. The MA CAC offers an abundance of choices and sets requirements for the courses that some students find confusing or need help to understand, especially if they have not done their BA at Leiden University. In the panel’s view, it would therefore make more sense either to have such a conversation before students register for their courses, or to offer students the possibility to switch courses. The panel advises the programme to consider these options.

Language of instruction

The language of the MA CAC is English. The panel supports this choice, since it enables participation in global research networks, which is crucial for small fields such as those in CAC. Offering the programme in English also enables international recruitment and consequently an international classroom. This in turn fosters comparative perspectives on how antiquity has shaped different cultures and societies, which strengthens the programme.

Curriculum

The curriculum of the MA CAC consists of 60 EC. All students take the Ancient World Seminar (10 EC), spread over both semesters, which brings together students from all tracks to explore the interconnected ancient Mediterranean and Near Eastern worlds, while at the same time training academic and transferable skills. Students learn to do group work and encounter literature from each other’s tracks. The module also functions as a thesis seminar, with guidance towards writing the MA thesis. Students follow 35 EC of seminars within their chosen track. These seminars develop specialized disciplinary knowledge and skills. With approval, one module may be replaced by a course from another track. Within the 35 EC of track seminars, there is room for choice and tailoring, including the option to take selected modules outside Leiden or a specialized module offered by a postdoctoral researcher at the Netherlands Institute for the Near East (NINO). The programme concludes with an MA Thesis (15 EC), based on original research within the scope of the MA. For a full overview of the curriculum, see appendix 2.

The modules in the programme are designed to align, either directly or indirectly, with the programme’s intended learning outcomes. The Ancient World Seminar and the MA thesis are core modules that ensure that the programme-specific learning outcomes are covered. In the *Assyriology* track, students take 30 EC of advanced seminars, with the option to choose from a wide range of modules centred on Akkadian, Hittite, and Sumerian sources, with courses focusing on historical, philological, and linguistic analysis of cuneiform texts from Mesopotamia and Anatolia. The aim is to train students in working directly with primary sources within their regional and historical contexts. In the *Classics* track, students complete at least 10 EC each in Greek and Latin language and literature, to meet the requirements for the Teacher Training programme for Classics teachers in secondary schools. Additionally, they can choose 10 EC in cultural-historical or literature-expanding modules, and they take the mandatory course ‘Classics Now!’ (5 EC), which connects ancient Greece and Rome to contemporary debates. In the *Egyptology* track, all students take ‘Egyptology in the Field’ (15 EC), a mandatory Cairo-based fieldwork module focused on archaeological practice and research infrastructures. Those students who have not followed the Leiden-based BA in Ancient Near Eastern Studies

are obliged to take the course Method and Theory (5 EC). They then have 10 or 15 EC of free choice modules, in which they can take on for instance 'Egyptian Temple inscriptions from the Greco-Roman Period', or 'Documentary Texts from Deir el-Medina and their Social and Cultural Setting', or a class on Middle Egyptian. In the *Hebrew & Aramaic Studies* track, students take a coherent set of seminars (25 EC mandatory, 10 EC freely chosen) devoted to classical Hebrew and early Aramaic corpora, primarily the biblical and related Northwest Semitic texts. The intellectual goal is to develop close textual competence alongside historical insight into the Levant and adjacent regions from the late second millennium BCE to late antiquity.

The panel finds that the curriculum allows students to reach the appropriate level. It has a complex but clear structure, aligned with the intended learning outcomes. The programme has successfully carried out the previous panel's recommendation to create more coherence between the tracks. This is especially done by the Ancient World Seminar, which functions as a cornerstone of the programme. The panel appreciates the strong intertwining of research and teaching in the programme, where senior staff and young guest lecturers teach about their own research projects. The integration of the National Museum of Antiquities, the Netherlands Institute for the Near East and the Papyrological Institute in the courses as places for training is also a valuable asset of the programme. Furthermore, the panel is pleased with the focussed attention given to reception studies and outreach. Students are not only taught about ancient cultures, but also how they have impacted later eras and how this can be shared with a large audience. Academic skills as well are taken seriously in the programme; the Guide for Academic Skills for instance is impressive. From the interviews with students, the panel derived that they are happy with the wealth of choices the curriculum offers them, as well as with the content and quality of the courses. Compared to the research master Classics and Ancient Civilizations, the students find that the MA programme offers more freedom to choose their own path. For instance, for those students who already followed the BA 'Oude Nabije Oosten Studies' and already formed a specific idea of what interests them, the MA might be the better choice. The Ancient World Seminar receives mixed reviews, the panel found both from the self-evaluation and the interview during the site visit. Some students criticize it, as too broad and therefore vague, or as disjointed. Yet, the panel sees the Ancient World Seminar as a valuable and unifying element in the curriculum, as is also acknowledged by some of the students. As a relatively new module, the seminar is still evolving. The panel advises aligning the seminar with students' interests step by step. For example, instead of reading source texts, perhaps the seminar could devote more time to seek interconnections between the different fields and compare methodologies.

The panel studied the students' online learning environment and is satisfied with the content of the courses and the way in which information is provided.

The panel observed that AI and digital humanities are not yet systematically embedded in the programme, where a largely cautious attitude towards these technologies prevails. To prepare students adequately for the future, the panel considers it essential that they are made aware of the opportunities and risks of these tools within their discipline, even if some of these remain prospective. Although a faculty-wide course in Digital Humanities is currently under development, the panel considers it unwise to leave this aspect of the programme entirely to the shared core curriculum. Connections with AI and digital humanities should also be made from within the individual fields, as these will play an increasingly important role in both discipline-specific research and transferable skills. The panel therefore recommends that the teaching staff familiarize themselves with discipline-specific developments and applications in the field of AI and digital humanities, develop a shared vision on this basis, and implement it across the courses.

Thesis writing, internships and orientation on the job market

Students collectively prepare for their thesis as part of the Ancient World Seminar, where they give each other support and feedback. In the final semester of the programme, supervisors closely monitor, guide, and

support students through the thesis process, including finalizing a research question, conducting a review of literature, defining – and refining – their methodology, doing their research and writing their thesis. For those students who choose to do an internship, a supervisor is assigned to monitor, guide, and support the student throughout the internship process. The committee heard from students that they are content with the supervision they receive. Internships are not actively stimulated by the programme, as the curriculum is already overcrowded. But for those few students who do wish to do an internship, opportunities are available through the programme's network.

As for job market orientation, students in the Classics track (which is also the largest track within CAC) who aim to become teachers in Dutch secondary schools may profit from the programme's well-established links with schools as well as the teacher-training programme at Leiden University. In the 'Classics Now!' module students are also prepared for this career. For all students, the Ancient World Seminar dedicates time to job market transitions. Additionally, there is a job fair for which alumni from across the tracks are invited to give introductions to their career paths and choices. The committee found that job market orientation has improved in the past few years and is now sufficiently present in the curriculum. However, lecturers and students agree that it can still be improved and be given more structural attention. The panel encourages the programme to do so.

Didactic vision and teaching formats

The didactic vision behind the MA Classics and Ancient Civilizations is that its students study the ancient world primarily through texts in their original languages, combining specialization in one field with broader, multidisciplinary perspectives through a shared seminar. Research-based learning is central, alongside systematic training in oral and written academic communication. The panel agrees with this vision, which is well-aligned with the Leiden tradition. Given the specialized character and limited student numbers in this programme, all teaching formats are small-scale and accentuate students' ownership of their own learning trajectory, demanding frequent oral presentations and papers. In the panel's view, these didactic forms match the intended learning outcomes.

Guidance and support

At the start of each academic year, incoming students develop an individual study plan in consultation with the study advisor and their track leader. There is an introductory meeting at the beginning of the year to explain the structure of the degree, as well as to familiarize students with what they can do during their time in Leiden, and what they have to do in order to successfully complete their degrees. Track leaders are present at this meeting and talk to students on 'their' track. The study advisor guides students in their choices and advises them when either practical or personal problems arise that interfere with their progress. The faculty and university provide additional professional counselling provisions to support students in difficulties. For students with disabilities, Leiden University offers a range of facilities and support services, which they can request directly through the central student registration system uSis. Within the Faculty of Humanities, most facilities – such as additional examination time or the option to take exams on a laptop – are managed by a dedicated coordinator. At programme level, the study adviser ensures that students receive the appropriate facilities and support by referring them, where necessary, to the university's expertise centre for students with disabilities (Fenestra) or to the faculty Student Counsellor for Disabilities.

The panel found that students are very happy with the individual support the programme offers them, characterized by personal study plans, clear expectations, and a high level of tailored guidance. The panel suggests that perhaps non-mandatory model-pathways could improve orientation and decision-making.

Feasibility

Most students finish their MA CAC in 18 months. The dropout rate in the MA CAC is very low, with no more than one or maximally two per year. Many students voluntarily complete more than the required 60 EC. The programme has so much to offer that they do not want to limit their use of it to one year, the panel was told. Some students divide their attention between two degrees. In the self-evaluation, students write that the scheduling of some tracks needs attention, the Classics and Egyptology tracks in particular, where students noted either courses being overly loaded into semester one, or courses being run concurrently. The panel encourages the track leaders to look into this. It finds the student progression and completion rate of the MA CAC acceptable, since it is comparable with similar programmes. The panel is convinced that the feasibility of the programme is in order, and that, if students take longer than the nominal duration of the programme, this is due to external factors.

Teaching staff

The programme has a diverse team of teaching staff, who are active researchers with significant research records. All teaching staff have at least a University Teaching Qualification, with the exception of recently hired staff members and guest teachers. Recent retirements combined with the financial difficulties of the faculty have impacted the programme. For instance, expertise in Coptic is severely curtailed and expertise in Demotic and abnormal hieratic is lost, at least temporarily.

The panel is impressed by the highly qualified, diverse and specialized teaching team. It found that lecturers' expertise and accessibility is highly appreciated by the students. What stands out is the flexibility with which the teaching staff respond to the diverse backgrounds, talents and interests of their students. In doing so, they succeed in bringing out the best in each student, which makes the MA CAC a strong programme. From the self-evaluation and the interviews during the site visit, it struck the panel that the lecturers have an open and proactive attitude to any imperfections in the programme and that they are quick to address them. This is worthy of a compliment.

The panel commends the teaching staff of the three programmes at Leiden University that are part of the cluster Area Studies 2 for their attitude and actions in the face of the budget cuts affecting the humanities across the Netherlands. They have acted in solidarity, with programmes that have relatively high student numbers making sacrifices to preserve 'small' but unique programmes, whose preservation at Leiden University transcends local interests. Rather than becoming discouraged, the teaching staff have sought creative solutions, with collaboration across disciplines. This collaboration has not only resulted in a necessary gain in efficiency through shared courses such as the Ancient World Seminar, it has also generated new energy and broken down barriers between disciplines. In the panel's view, this course of action serves as an example for other humanities programmes. The future of the humanities lies in solidarity and cooperation: it enables the preservation of valuable unique offerings and enriches education with an interdisciplinary perspective.

The panel is concerned about the future of the teaching staff capacity in the MA CAC in light of the impending budget cuts. The current staffing level is just sufficient to sustain the programme, but has reached a critical minimum. Any further reductions –such as not replacing retiring staff– would jeopardize the achievement of the intended learning outcomes. The panel therefore strongly advises maintaining the programme's staffing levels.

Considerations

Admission requirements for the programme are appropriate. The panel agrees with the choice for English (and the use of an English programme name) as the formal language of instruction. The curriculum enables

students to achieve the intended academic level through a complex but coherent curriculum with a clear structure. The panel appreciates the successful strengthening of coherence between tracks, and the Ancient World Seminar as a central and unifying component. It also values the strong integration of research and teaching, the embedding of leading heritage and research institutions, the serious attention given to academic skills and outreach, and the high level of student satisfaction with the programme's content, quality, and freedom of choice.

The panel judges that the programme offers strong and highly valued individual student support, reflected in clear guidance, personal study plans, low dropout rates, and acceptable progression and completion figures. At the same time, the panel notes that while students highly value the individual guidance they receive, some – especially those new to Leiden – experience the range of options as overwhelming. Therefore, the panel suggests improving the timing and flexibility of the enrolment process, for example by holding intake meetings earlier or allowing greater flexibility in course registration. Overall, the panel considers the programme feasible and academically robust, noting that extended study duration is usually due to external factors rather than structural flaws. The panel is particularly impressed by the academic quality, accessibility, and flexibility of the teaching staff, their proactive attitude towards improvement, and their solidarity and creativity in responding to sector-wide budget cuts. It sees this attitude as exemplary for the humanities and as a basis for sustaining quality through collaboration and interdisciplinarity. The panel warns that any further reduction in teaching staff, for example through unreplaced retirements, would endanger the programme's learning outcomes and therefore strongly urges that staffing levels be maintained.

The panel finds that AI and digital humanities are not yet sufficiently embedded in the programme and considers it essential that these are more systematically integrated at programme and disciplinary level. Overall, it endorses the programme's didactic vision, small-scale teaching formats, and improved job market orientation. It encourages further strengthening in areas such as streamlining some parts of the curriculum and embedding career preparation more structurally, processes that have already been kick-started by the programme itself.

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

Assessment system and practice

The assessment policy of the MA CAC is largely governed by the Teaching and Examination Regulations of the Faculty of Humanities, a faculty-wide assessment framework, and the rules and guidelines of the Board of Examiners of Classics and Ancient Civilizations (see below). The programme has an assessment plan that ensures alignment between assessments, the intended learning outcomes of each course, and the programme's overall learning objectives. The methods of assessment are sufficiently varied and show that students have achieved the intended learning outcomes. Essays are most frequently used, followed by group presentations and individual presentations, other forms of written assignments, such as making up a fictitious inscription with commentary, and of course the final thesis. Some modules include translation and text- and source-critical forms of writing. Students are offered a feedback tutorial after they have received

feedback on written work. For oral presentations, the MA CAC uses a format sheet to help structure feedback and grades and to improve the comparability of marks. Syllabi and the e-prospectus contain detailed information about the assessment that may be expected. In case of an internship, it is concluded with a reflective internship report. The external internship supervisor provides the internal internship lecturer with input for the assessment, using a standardized feedback form. The internship lecturer determines the final assessment, based on the reflective report and the input from the external internship advisor.

The panel judges the MA CAC's assessment policy to be consistent, valid, and reliable. A range of assessment formats is used, well aligned with the intended learning outcomes. Assessment forms focus strongly on written and oral communication skills, which aligns with the programme's ambitions. Assessment procedures are transparent and clearly communicated. Students are generally satisfied with the assessment methods, the panel derived from the self-evaluation, although they are dissatisfied with the clustering of deadlines at the end of each term. The lecturers state that this is unavoidable, since many modules use a term paper in order to assess a module as a whole, making a deadline late in the semester necessary for such a paper. The panel finds a clustering of deadlines acceptable, as long as it is clearly communicated well in advance. Students may then be expected to plan and manage such a peak in workload, as part of their training in transferable skills. Not all grades are returned in a timely manner, as the programme admits in the self-evaluation. But the programme is aware of this issue and doing its best to improve it.

Quality assurance

Each lecturer is responsible for the assessment of a specific course; the Programme Board and the Board of Examiners monitor the variety and distribution of assessment formats across the programme. After grading and the publication of results, the lecturer offers students an individual tutorial to gain insight into the rationale behind their grade. Finally, the lecturer archives the complete assessment file (assessment, answer key, and marked scripts). Other quality assurance measures fall under the responsibility of the Board of Examiners (see below).

The panel considers the quality of assessment in CAC to be adequately safeguarded through the combination of an assessment plan, clearly assigned responsibilities, the option of post-assessment review sessions, and the active role of the Board of Examiners.

Use of AI tools

The use of generative AI is not permitted in any form of examination, unless explicitly stated by the examiner. The programme monitors the progress of the capabilities of generative AI, and plans to adjust its regulations to suit future contexts. In cases of suspected use of generative AI, examiners have access to support in checking texts without using commercial companies, thus avoiding a breach of students' copyright. The panel considers this policy sufficient to prevent misuse of AI. As noted under Standard 2, it recommends that the programme approach AI not only defensively as a potential tool for fraud, but also integrate it proactively into the curriculum.

Assessment of theses

Final theses are checked for plagiarism immediately after submission, using Turnitin. The thesis supervisor acts as first examiner, who is seconded by a second examiner. The two examiners use an online system with three forms: one for each assessor individually and one for the joint final assessment, which the first examiner completes after discussing the respective individual assessments with the second examiner. The assessment criteria follow the five Dublin descriptors: knowledge and understanding (research questions), application of knowledge and understanding (methodology), judgement (argumentation in the thesis), communication (clarity, structure, and substantiation), and learning skills (the thesis process). There is no

prescribed weighting of the criteria; the programme deliberately uses a non-numerical scale for each of the five categories (unsatisfactory, satisfactory, good, very good) and a single overall final grade. The final grade is the average of the grades awarded by the first and second assessor. If these differ by two points or more, the Board of Examiners appoints a third assessor, which in practice is rarely necessary.

The panel reviewed both the thesis assessment procedure and a sample of completed assessment forms. On this basis, it concludes that the assessment of final projects in CAC is robust. Thesis assessments are generally very thorough and detailed. In a few cases, the evaluations are somewhat brief, but this is then compensated for by the second reader (or vice versa). Largely, the panel agrees with the grading.

Board of examiners

Assessment in the MA CAC is overseen by the Board of Examiners of Classics and Ancient Civilizations. This board is responsible for four degree programmes and one minor. In addition to the MA CAC, these are the BA Greek and Latin Languages and Cultures, the BA Ancient Near Eastern Studies, and the Research MA in Classics and Ancient Civilizations, and the minor Rhetoric. The board currently consists of five regular members and one external member and is supported by an administrative secretary. Four of the five members have completed training courses on the legal framework and functioning of Board of Examiners; the chair and the administrative secretary also regularly participate in workshops on recent developments and challenges in the practice of Boards of Examiners.

The Board of Examiners monitors the quality of assessments (reliability and transparency) and safeguards the level of examinations. Its main tasks include advising on the faculty Teaching and Examination Regulations, approving assessment plans, approving exemptions, internships, and courses taken during study abroad, and granting additional resits or alternative assessments when well-founded requests are submitted. The Board of Examiners ratifies individual study programmes when they deviate from the standard. The latter phenomenon happens regularly in the Assyriology, Egyptology and Hebrew & Aramaic Studies tracks. The reason for this is that the unique status of these disciplines requires the tracks to admit students with different backgrounds and prior training, for whom individual programmes must be developed. The board also validates graduation files and awards the *cum laude* distinction where applicable. In addition, it ensures assessment quality by evaluating assessment files on a sample basis, following a cyclical process so that all courses are reviewed once every six years. A key focus for the Board of Examiners is safeguarding the quality of final projects. It officially appoints a second (and, if necessary, third) assessor and annually reviews a number of theses, including their assessments, to verify that the programme's assessment criteria are applied correctly. Complaints from students about assessment are rare, but when they do arise (as signalled by the study adviser or programme committee), the Board of Examiners treats them seriously and investigates the matter.

The panel is impressed by the functioning of the Board of Examiners. It is well organized, with a clear division of responsibilities and regular consultation with other Boards of Examiners. In particular, the panel commends the board's proactive approach: on key themes such as AI in assessment, it stays closely attuned to developments outside the university and translates these into internal workshops. This approach keeps staff and students at all academic levels alert and engaged. The panel recommends that, should the composition of the Board of Examiners change, expertise in generative AI should always be explicitly assigned to one member, to ensure that this expertise is retained.

Considerations

The panel considers the MA CAC's assessment system appropriate and well designed. The assessment formats are valid and sufficiently varied, with a special focus on communication skills, as fits the intended

learning outcomes and the programme's ambitions for graduates' careers. There is a concentration of deadlines at the end of each term, but the panel finds this acceptable, provided it is clearly communicated well in advance. The quality of assessment is sufficiently safeguarded. Theses are assessed with care and precision by pairs of examiners. The Board of Examiners functions excellently: it places current issues on the agenda and, in doing so, keeps lecturers, administrators, and students alert. One such issue is the role of generative AI in assessment. The Examination Board addresses this proactively and brings the programmes along in this process. The panel recommends that expertise in generative AI should, in the future as well, always be assigned to at least one designated person.

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

The panel read a sample of the MA theses and found them all of the appropriate level, demonstrating that all graduates have realised the intended learning outcomes. One or two of the theses stood out as excellent.

Graduates of the programme have acquired, in addition to substantive knowledge, transferable skills in critical thinking, creativity, collaboration, information management, problem-solving, and communication. Employers know this, apparently, for 83% of graduates have found a position within six months after finishing their degree. Surveys by the faculty's alumni officer show that graduates end up in a variety of positions, with two main categories: teaching in a secondary school (39 %) and research, usually as PhDs (28 %). Employers that the programme has been in touch with assure that they value the CAC alumni and the skills they bring. A substantial number of the Classics track graduates continue with a one-year MA Teaching Classics (a teacher training programme) at ICLON, the Leiden University Graduate School of Teaching: all Classics graduates of the MA programme qualify for this programme because of the substantial number of Greek and Latin texts read in the programme (45 EC). Recent research into the careers of those who graduated in the Classics track shows that in addition to teaching and research, Classics graduates find employment as civil servants and related professions (11%); in the art sector (11%); in the travel and holiday sector (6%) and with publishers (6%). The panel finds these results satisfying and well balanced across different sectors of the job market. It is striking – and may serve as a compliment to the programme – that almost a third of students enter into academic research, even though there is a parallel two-year Research Master programme in Classics and Ancient Civilization at Leiden University.

Considerations

Master theses produced in the MA CAC meet the standard and demonstrate that graduates have realised the intended learning outcomes. Graduates combine subject knowledge about ancient civilizations with transferable skills and find work quickly: 83% secure a position within six months, mainly in secondary education or academic research, with others spread across public service, the arts, publishing, and tourism. This proves that the programme serves a societal demand. Notably, nearly a third proceed to PhD research despite the presence of a parallel Research Master, which reflects positively on the programme.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel judges that the master's programme Classics and Ancient Civilizations meets standard 1 (Intended learning outcomes), standard 2 (Teaching-learning environment), standard 3 (Student assessment) and standard 4 (Achieved learning outcomes). The panel's assessment of the master's programme Classics and Ancient Civilizations is therefore positive.

Recommendation

1. As a programme, develop a clear vision on the applications and risks of AI and the digital humanities in the study of Classics and Ancient Civilizations, and apply this vision consistently in the curriculum.

Appendix 1. Intended learning outcomes

1. Knowledge and understanding

- a. Knowledge and understanding of one of the following fields of study: Assyriology, Classics, Egyptology or Hebrew and b. Aramaic Studies, and its principal languages, concepts, heuristic instruments, research methods and techniques;
- b. Knowledge and understanding of interdisciplinary aspects of the specialisation, such as connections with the other specialisations within the programme and connections with other disciplines.

2. Applying knowledge and understanding

- a. The ability to apply different methodologies relevant to the specialisation;
- b. The ability to analyse a problem and formulate a research question, under expert supervision;
- c. The ability to take on a research topic of moderate size and bring it to a conclusion under expert supervision.

3. Judgement

- a. The ability critically to select and assess relevant primary source material;
- b. The ability critically to assess secondary literature and to actively engage with scholarly debate

4. Communication

- a. The ability to give a clear and well-argued oral presentation on a research topic in accordance with the academic standards of the relevant specialisation;
- b. The ability to give a clear and well-argued oral presentation that aims at a wider audience of humanities scholars and / or the general public;
- c. The ability to write a clear and well-argued written presentation on a research topic in accordance with the academic standards of the relevant specialisation.

5. Learning skills

- a. The learning abilities required to be able to follow post-master's professional training or PhD training;
- b. The ability to demonstrate domain specific skills and transferable skills in an academic and professional environment;
- c. The ability to develop a personal and professional profile for employability on the future job market.

Learning outcomes per specialisation

Graduates of the specialisation Assyriology will have attained the following achievement levels:

1. Knowledge and understanding

- a. Knowledge and understanding of the formal and linguistic aspects of the Akkadian, Sumerian and / or Hittite language and scripts, and an adequate reading level;
- b. Knowledge and understanding of literary, historical and cultural aspects of Akkadian, Sumerian and / or Hittite texts;
- c. Familiarity with scholarly approaches to the history and archaeology of ancient Mesopotamia and / or Anatolia;
- d. A diverse and well-balanced view of ancient Mesopotamia and / or Anatolia on the basis of an integrated linguistic, literary, cultural-historical approach, and reflection on the connections between different ancient civilizations.

2. Applying knowledge and understanding

- a. The ability to formulate and discuss research questions concerning the interpretation of the Akkadian, Sumerian and / or Hittite language and scripts;
- b. The ability to formulate and discuss research questions concerning the interpretation of Akkadian, Sumerian and Hittite texts and archaeological evidence;
- c. The ability to formulate and discuss research questions concerning the history and archaeology of ancient Mesopotamia and / or Anatolia;
- d. The ability to interpret the complex connections between Mesopotamia, Anatolia, and other ancient civilizations on the basis of primary and secondary sources.

Graduates of the specialisation Classics will have attained the following achievement levels:

1. Knowledge and understanding

- a. Knowledge and understanding of the formal and linguistic aspects of ancient Greek and Latin texts;
- b. Knowledge and understanding of literary, historical and cultural aspects of Greek and Latin texts;
- c. Familiarity with scholarly approaches to the history of ancient Greece and Rome and / or ancient philosophy;
- d. A diverse and well-balanced view of Greco-Roman antiquity on the basis of an integrated linguistic, literary, cultural-historical approach, reflection on the connections between different ancient civilizations, and reflection on the relation between classical antiquity and later periods (in particular early modern Europe and the twenty-first century world).

2. Applying knowledge and understanding

- a. The ability to formulate and discuss research questions concerning the semantics and the communicative functions of Greek and Latin texts;
- b. The ability to formulate and discuss research questions concerning literary devices in Greek and Latin texts, and to assess their functions in a broader literary context;
- c. The ability to formulate and discuss research questions concerning the history of ancient Greece and Rome and / or ancient philosophy;
- d. The ability to interpret the complex connections between classical antiquity and the modern world on the basis of primary and secondary sources.

3. Graduates of the specialisation Egyptology will have attained the following achievement levels:

1. Knowledge and understanding

- a. Knowledge and understanding of the formal and linguistic aspects of the ancient Egyptian language and scripts, especially Middle Egyptian, Coptic and / or Demotic, and an adequate reading level;
- b. Knowledge and understanding of literary, historical and cultural aspects of Egyptian texts;
- c. Knowledge and understanding of the archaeology and cultural history of ancient Egypt, including familiarity with modern Egypt and its research facilities;
- d. A diverse and well-balanced view of ancient Egypt on the basis of an integrated linguistic, archaeological, cultural-historical approach, and reflection on the connections between different ancient civilizations.

2. Applying knowledge and understanding

- a. The ability to formulate and discuss research questions concerning the interpretation of ancient Egyptian scripts and languages;
- b. The ability to formulate and discuss research questions concerning the interpretation of Egyptian texts and archaeological evidence;
- c. The ability to formulate and discuss research questions concerning the history and archaeology of ancient and Coptic Egypt;

d. The ability to interpret the complex connections between Egypt and other ancient civilizations on the basis of primary and secondary sources.

4. Graduates of the specialisation Hebrew and Aramaic Studies will have attained the following achievement levels:

1. Knowledge and understanding

- a. Knowledge and understanding of the formal and linguistic aspects of Classical Hebrew and Aramaic, and an adequate reading level;
- b. Knowledge and understanding of literary, historical and cultural aspects of Hebrew and Aramaic texts;
- c. Familiarity with scholarly approaches to the history and archaeology of the ancient Levant (i.e., Israel / Palestine, Jordan, the Lebanon and Syria);
- d. A diverse and well-balanced view of the ancient Levant on the basis of an integrated linguistic, literary, cultural-historical approach, and reflection on the connections between different ancient civilizations.

2. Applying knowledge and understanding

- a. The ability to formulate and discuss research questions concerning the semantics and communicative functions of the Classical Hebrew and Aramaic languages;
- b. The ability to formulate and discuss research questions concerning the interpretation of Classical Hebrew and Aramaic texts and archeological evidence;
- c. The ability to formulate and discuss research questions concerning the history and archaeology of the ancient Levant;
- d. The ability to interpret the complex connections between the ancient Levantine cultures and other ancient civilizations on the basis of primary and secondary sources.

Appendix 2. Programme curriculum

Semester 1

Assyriology	Classics	Egyptology	Hebrew & Aramaic
5 EC Ancient World Seminar (continues in 2nd semester)			
25 EC seminars	5 EC Classics Now!	5 EC Methods and Theory in Egyptian Archaeology	25 EC seminars
	20 EC seminars	5 EC Egyptology in the Field (continues in 2nd semester)	
		15 EC seminars	

Semester 2

Assyriology	Classics	Egyptology	Hebrew & Aramaic
5 EC Ancient World Seminar (continued from 1st semester)			
10 EC seminars	10 EC seminars	10 EC Egyptology in the Field (continued from 1st semester)	10 EC seminars
15 EC MA thesis			

Appendix 3. Programme of the site visit

Woensdag 19 november 2025

09.00	09.30	Ontvangst
09.30	10.00	Intern overleg panel
10.00	10.45	Gesprek opleidingsmanagement
10.45	11.15	Pauze
11.15	12.00	Gesprek studenten en alumni B GLTC (incl. leden OC)
12.00	12.45	Gesprek docenten B GLTC (incl. leden OC)
12.45	13.45	Lunch
13.45	14.30	Gesprek studenten en alumni B ONOS (incl. leden OC)
14.30	15.15	Gesprek docenten B ONOS (incl. leden OC)
15.15	15.30	Pauze
15.30	16.15	Ontwikkelgesprek (twee parallelle sessies)
16.15	17.30	Intern overleg panel / opstellen bevindingen bachelors

Donderdag 20 november 2025

09.00	09.45	Gesprek studenten en alumni M CAC (incl. leden OC)
09.45	10.30	Gesprek docenten M CAC (incl. leden OC)
10.30	11.00	Pauze
11.00	11.45	Gesprek examencommissie Classics
11.45	12.30	Intern overleg panel / opstellen bevindingen
12.30	13.15	Lunch
13.15	14.30	Intern overleg panel / opstellen bevindingen
14.30	15.15	Eindgesprek management
15.15	15.45	Intern overleg panel
15.45	16.45	Ontwikkelgesprek
16.45	17.00	Mondelinge rapportage

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses of the master's programme Classics and Ancient Civilizations. Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

- The self-evaluation report with its appendices
- Information on the Faculty of Humanities
- Prospectus for the MA Classics and Ancient Civilizations
- A copy of the Education Dashboard
- Course and Examination Regulations for MA programmes at the Faculty of Humanities
- Course and Examination Regulations for the MA programme Classics and Ancient Civilizations
- Staff overview of the MA CAC
- Assessment plans for each of the four tracks (2025/2026)
- Rules and Regulations for the Board of Examiners
- Vision on Teaching and Learning
- Teaching Evaluation Framework for the Faculty of Humanities
- Guide to Teaching Quality Assurance
- Manual for the Board of Examiners
- Manual for programme committees at the Faculty of Humanities
- Assessment framework for the Faculty of Humanities
- A document on the assessment of theses at the Faculty of Humanities
- Guide to academic skills 2022
- A brief on AI policy
- Annual reports on the Board of Examiners
- Minutes of the Programme Committee
- Annual reports of the Programme Committee
- Written answers to some factual questions before the site visit
- Course materials for the programme