

**B African Studies
M African Studies
Leiden University
Assessment report**

26 maart 2026



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1. Summary

This report describes the programme assessment of the academic bachelor African Studies and master African Studies¹ offered by Leiden University.

Standard 1 – Intended learning outcomes

The panel finds that both the bachelor's and the master's programmes in African Studies present clear, coherent and academically well-positioned profiles. The bachelor's programme offers a multidisciplinary introduction to Africa's literatures, cultures, languages and histories, approached explicitly through African perspectives and supported by compulsory African language learning and a study-abroad period. The master's programme likewise adopts a broad, interdisciplinary orientation, drawing on seven academic disciplines and structured around six cross-cutting themes, with an embedded research project that enables students to conduct empirical research in collaboration with professional organisations.

According to the panel, the profiles of both programmes are distinctive within the Dutch and European academic landscape. The bachelor integrates anthropology/history, linguistics and literature/arts in a decolonial approach that foregrounds African perspectives, while the master's programme is regarded as unique in the Netherlands and uncommon in Europe due to its thematic structure, international orientation and embedded research component. The panel considers the narrative of both programmes strong and coherent, while noting that clearer external communication could further enhance visibility and support student recruitment.

The panel concludes that the intended learning outcomes of both programmes are clearly formulated and appropriate for their respective academic levels, aligned with the Dublin Descriptors for NLQF 6 (bachelor) and NLQF 7 (master). The bachelor's ILOs articulate the expected knowledge, skills and competencies across the core humanities disciplines of African Studies. The master's ILOs reflect an advanced interdisciplinary focus, balancing theoretical grounding, methodological reflexivity and empirical research skills. In the panel's view, these learning outcomes adequately reflect the academic demands of the field and prepare students for further study or professional engagement.

Finally, the panel finds that the programmes maintain the relevance of their intended learning outcomes through sustained interaction with a broad academic and professional network, including the African Studies Centre Leiden and numerous partner institutions. These ongoing collaborations ensure that developments in the field continue to inform the programmes.

¹ At the time of writing, the programme is still formally registered under the Dutch name Afrikastudies. In this report, however, the panel uses the international name African Studies, which corresponds to the name consistently used in practice and for which the programme has submitted a formal name-change request.

The panel approves the proposed name change from master Afrikastudies to master African Studies.

Overall, the panel concludes that both the bachelor's and the master's programmes meet **Standard 1 – Intended learning outcomes**.

Standard 2 – Teaching-learning environment

The panel concludes that the bachelor's and master's programmes in African Studies offer coherent, well-structured and academically robust curricula in which interdisciplinarity and African perspectives are consistently embedded. Both programmes draw on expertise from history, anthropology, linguistics, literature, digital humanities and related fields, resulting in a rich and varied learning environment. The bachelor combines compulsory core courses, electives, language acquisition and a compulsory study abroad period in Africa, while the master integrates three core courses with a mandatory Embedded Research Project that provides students with authentic research experience in collaboration with professional organisations.

Students in both programmes report positive experiences with the curriculum, describing it as intellectually stimulating and valuing the opportunities to engage with current debates, develop critical thinking, and acquire digital and research skills. At the same time, the panel notes several points for further improvement. In the bachelor's programme, the increasingly heterogeneous student intake calls for continued attention to the development of academic reading and writing skills, and an introductory course in African Studies may support first-year students more effectively. In the master, students experience the first semester as demanding due to the simultaneous coursework and preparation for the Embedded Research Project; the panel advises careful monitoring of workload.

The panel is positive about the transferable skills developed in both programmes – critical analysis, digital literacy, intercultural communication and independent research - but recommends making employability skills more explicit so that students better understand how these competencies translate into professional contexts. It also suggests offering further guidance on responsible and effective use of Generative AI (hereafter also referred to as GenAI), given the programme's emphasis on interpretation and critical reflection.

The teaching staff are knowledgeable, diverse and connected to the African Studies Centre Leiden and/or the Faculty of Humanities, contributing to a supportive and internationally oriented academic environment. Students consistently praise lecturers for their accessibility and engagement. Study guidance is well organised, with a dedicated study adviser and clear support structures, including facilities for students with disabilities. The compulsory study abroad period in the bachelor and the Embedded Research Project in the master are seen as valuable and distinctive components that

strengthen academic development and employability; the panel welcomes the programmes' ongoing attention to their further development.

Overall, the panel concludes that both programmes meet **Standard 2 – Teaching-learning environment**.

Standard 3 – Student assessment

The panel concludes that the bachelor's and master's programmes in African Studies have a coherent and professionally implemented system of assessment, firmly grounded in the faculty-wide framework for testing and examination. The assessment plans clearly demonstrate the constructive alignment between intended learning outcomes, the curriculum, and the assessment programme, and show that all learning outcomes are covered through a diverse and balanced set of assessment formats. Students value this variety, which includes written assignments, oral components, presentations, podcasts, and fieldwork-based tasks.

The panel notes that both programmes have taken significant steps in recent years to strengthen rubric design and clarify expectations, though it advises continuing attention to the transparency of criteria; particularly for creative and multimodal assignments. The programmes' approach to GenAI in the context of assessment is considered appropriate: the varied assessment landscape supports the verification of students' own work.

Thesis assessment procedures are applied consistently and in line with faculty policy, with generally well-substantiated feedback and balanced judgments from examiners. The panel recommends further refinement of the link between written feedback, assessment criteria and final grades, and welcomes the calibration practices already in place.

The Examinations Board carries out its statutory tasks with care, monitoring assessment quality systematically and engaging proactively with developments such as GenAI and innovative assessment formats.

Overall, the panel concludes that both programmes meet **Standard 3 – Student assessment**.

Standard 4 – Achieved learning outcomes

The panel concludes that both the bachelor's and the master's programmes in African Studies successfully achieve their intended learning outcomes. The panel's review of a representative sample of recent bachelor's and master's theses confirms that all final projects meet the academic level expected for their respective degree cycles, with several examples exceeding those expectations. Bachelor's theses demonstrate solid academic skills, critical engagement with literature, and, in many cases, meaningful contributions to under-researched areas. Master's theses are characterised by clear argumentation,

strong academic writing and, in numerous cases, originality, interdisciplinary synthesis and empirical depth through fieldwork or innovative formats.

While the assessors identified some areas for improvement – such as more explicit critical reflection, more focused research questions or clearer structural alignment - these points were appropriately reflected in the grading and do not detract from the overall positive impression of the achieved final level.

Graduate performance further confirms the attainment of the intended learning outcomes. Bachelor's graduates progress successfully into a wide range of relevant master's programmes or enter the labour market in sectors such as the third sector, media, creative industries and development-related roles. Master's graduates likewise secure positions across diverse fields, including research, NGOs, journalism, finance and policy environments, with many reporting that research and analytical work form a substantial part of their professional responsibilities. Alumni testimonies underscore the value of the programmes' interdisciplinary approach in preparing graduates to navigate complex contemporary issues.

Overall, the panel concludes that both programmes meet **Standard 4 – Achieved learning outcomes**.

Both programmes meet all four NVAO standards. The panel therefore issues a positive recommendation to the NVAO for the accreditation of the bachelor's programme African Studies and the master's programme African Studies at Leiden University.

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

Date: 26 March 2026



Prof. Dr. Gert Buelens
(chair)



Daniëlle de Koning MSc
(secretary)

2. Introduction

Procedure

Leiden University has appointed Odion Onderzoek to coordinate the external quality assessment of the following programmes: the master's programme in North American Studies, the bachelor's and master's programmes in African Studies, the bachelor's and master's programmes in Middle Eastern Studies, the bachelor's and master's programmes in Latin American Studies, the bachelor's programme in Russian Studies, the master's programme in Russian and Eurasian Studies, the bachelor's programme in International Studies, the bachelor's programme in Chinese Studies, the bachelor's programme in Korean Studies, the master's programme in Asian Studies (60 EC), the master's programme in Asian Studies (120 EC), the bachelor's programme in South and Southeast Asian Studies, and the bachelor's programme in Japanese Studies. This assessment takes place in the context of the accreditation of the programme cluster *WO Regiostudies 1/ Area Studies 1*. This cluster comprises 24 programs offered by four institutions: Leiden University (16 programmes, reviewed during two multi-day site visits), University of Groningen (4 programmes), University of Amsterdam (3 programmes), and Radboud University Nijmegen (1 programme). From Odion Onderzoek, dr. Alexandra Paffen served as cluster coordinator until August 1, 2025, after which Julia Roosenboom MSc took over her role.

The assessment was conducted in accordance with the procedures and standards of the *Assessment Framework for the Accreditation System of Higher Education in the Netherlands* of the NVAO (*Staatscourant* 2024, no. 6405). The programmes within the WO Regiostudies 1/ Area Studies 1 cluster are existing programmes, and the institutions involved have successfully completed the Institutional Quality Assurance Audit.

Given the number of programmes at Leiden University, it was decided to divide the programmes into two site visits. During the first visit (3, 4, and 5 November 2025), the master's programme in North American Studies, the bachelor's and master's programmes in African Studies, the bachelor's and master's programmes in Middle Eastern Studies, the bachelor's and master's programmes in Latin American Studies, the bachelor's programme in Russian Studies, and the master's programme in Russian and Eurasian Studies were reviewed. During the second visit (8, 9, and 10 December 2025), the bachelor's programme in International Studies, the bachelor's programme in Chinese Studies, the bachelor's programme in Korean Studies, the master's programme in Asian Studies (60 EC), the master's programme in Asian Studies (120 EC), the bachelor's programme in South and Southeast Asian Studies, and the bachelor's programme in Japanese Studies were reviewed.

In consultation with the programmes, Odion Onderzoek composed a panel of peers (assessment panel) to carry out the assessment of the first nine programmes at Leiden University.

- Prof. Dr. Gert Buelens (chair), Professor of English and American Literature, Ghent University
- Prof. Dr. Christian Lange (member), Professor of Arabic and Islamic Studies, Utrecht University
- Carlijn van Esch MSc (member), Freelance foreign journalist and researcher/author
- Dr. Lisa Gaufman (member + external reviewer), Assistant Professor of Russian Discourse and Politics, University of Groningen
- Veerle van der Put MSc (student-member), Alumna master North American and Middle Eastern studies, University of Groningen
- Prof. Dr. Clarissa Vierke (external reviewer), Professor of African Studies, University of Bayreuth
- Dr. Matthias Schwartz (external reviewer), specialized in Eastern European literatures and cultures, and in the dynamics of cultures in warless Eastern Europe, Deputy Director *Leibniz-Zentrum für Literatur- und Kulturforschung*.
- Dr. Rozenn Guerois (external reviewer), Researcher in African Linguistics at the CNRS and Director of the laboratory
- Prof. Dr. J.M. Michiel Baud (external reviewer), Emeritus Professor of Latin-American Studies, University of Amsterdam
- Prof. Dr. Brigitte Adriaensen (external reviewer), Professor of Hispanic Studies, Radboud University
- Dr. Pieter Coppens (external reviewer), Associate Professor of Islamstudies Veni-laureaat History of Quranic exegesis, Vrije Universiteit Amsterdam
- Prof. Isa Blumi (external reviewer), Professor of Turkish and Middle Eastern Studies, University of Stockholm
- Dr. Katy Hull (external reviewer), Assistant professor of Modern Gender History, American Studies, University of Amsterdam
- Dr. Maggie Dwyer (external reviewer), Senior Lecturer of African Studies and International Development Programme Director, University of Edinburgh
- Prof. Nadia Lie (external reviewer), Professor of Spanish and Latin-American Literature and Movies at KU Leuven
- Dr. Boris Noordenbos (external reviewer), Associate Professor of Literary Studies, University of Amsterdam, PhD in Slavic Studies, University of Groningen
- Prof. Diana Castilleja (external reviewer), Professor of Spanish and Latin American Literature, Vrije Universiteit Brussel and the UCLouvain Saint-Louis – Bruxelles
- Dr. Dorien Nieuwenhuijsen (external reviewer), Associate Professor Spanish Linguistics, Director of Studies of the Graduate School of Languages, Literature and Communication (TLC) of the Faculty of Humanities, Utrecht University

The panel was supported by Odion Onderzoek through Julia Roosenboom MSc (process coordinator and secretary for North American Studies), Barbara Roemers (secretary for the bachelor's programme in Russian Studies, and the master's programme in Russian and Eurasian Studies), and Daniëlle de Koning MSc (secretary for the bachelor's and master's programmes in African Studies, the bachelor's and master's programmes in Middle Eastern Studies, and the bachelor's and master's programmes in Latin American Studies). All three have extensive experience as NVAO-certified secretaries. The NVAO reviewed the accountability form for the panel composition and confirmed that the panel meets the required expertise. In addition, the panel members, the institution, and the secretaries provided written declarations confirming that the panel and secretaries perform their tasks independently. On 23 October 2025, the NVAO approved the panel composition (approval form PA-2492a).

Prior to the assessment process, the chair was trained by Julia Roosenboom MSc and Daniëlle de Koning MSc on the NVAO's *Assessment Framework for the Accreditation System of Higher Education in the Netherlands* (2024). The cluster coordinator reviewed the standards, procedures, and responsibilities with the chair, in line with the *Profile of the Chair* (NVAO 2016) and the guidelines from the NVAO training *Train the Chair*. The other panel members were instructed and informed during a cluster-wide start meeting by the cluster coordinator and chair about the content and intent of the assessment framework, as well as the procedure, attitude, working methods, and planning within the cluster.

Prior to the site visit, the Faculty of Humanities of Leiden University provided the secretaries with a list of recent graduates per programme. In consultation with the cluster coordinator, the panel chair selected fifteen final projects per programme, taking into account the distribution of grades, assessors, and, where applicable, variants and tracks. The panel studied the selected final projects with their corresponding assessment forms, as well as the programmes' self-evaluation report. The theses were assessed in accordance with the NVAO guideline for the review of final projects (Implementation Regulations, September 2024). An overview of the reviewed material, including the selected theses and an explanation of the selection process, is included in Appendix 5.

After reviewing the documentation, the panel members formulated their initial impressions and shared them with the secretaries. The secretaries compiled these and distributed the compilation to the panel. During a preparatory meeting prior to the site visit on 3, 4, and 5 November, the panel members discussed their first impressions and identified key topics for discussion.

Staff and students of the programmes within the visitation group WO Regiostudies 1/ Area Studies 1 at Leiden University were informed in advance by the faculty about the opportunity to speak confidentially with the panel. They could register for this through the secretaries. An *open consultation hour* was scheduled during the preparatory meeting for potential participants. As no registrations were received, this *open consultation hour* was cancelled.

On 3, 4, and 5 November 2025, the panel conducted a site visit at Leiden University. The draft programme of the visit, including representative stakeholders, had been submitted in advance by the programmes to the chair and secretaries. Appendix 4 contains information about the site visit.

At the conclusion of the site visit, the panel formed an independent judgment of the programmes, based on the four standards of the NVAO's *Assessment Framework for the Accreditation System of Higher Education in the Netherlands* (2024). The chair presented the main conclusions in a public oral feedback session.

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

Institution

Leiden University was founded in 1575 and is therefore the oldest university in the Netherlands. The institution is publicly funded. Over the past three years, the number of LU students has fluctuated around 36,000, spread across 48 bachelor's programmes and 83 master's programmes². The university has seven faculties: Archaeology, Humanities, Medicine (LUMC), Governance & Global Affairs, Law, Social Sciences, and Science. The university's profile is described on its website³. In short, Leiden University aims to equip new generations to make a difference in a global society. Its core values are Connecting, Innovative, Responsible, and Free. Leiden University attaches great importance to partnerships. Within the Netherlands, it collaborates extensively with Delft University of Technology and Erasmus University Rotterdam⁴, and internationally, among others, within the League of European Research Universities⁵.

Programme

The bachelor's and master's programmes in African Studies at Leiden University offer a multidisciplinary and humanities-based exploration of the African continent, drawing on perspectives from history, anthropology, linguistics, literature and related fields. The bachelor provides students with broad foundational knowledge of Africa's histories, languages, cultures and epistemologies, with explicit attention to recentring African voices and knowledge systems. Through engagement with oral traditions, literature, multilingual practices and contemporary debates within African scholarship, the BA

² See: <https://www.universiteitleiden.nl/over-ons/feiten-en-cijfers>

³ See: <https://www.universiteitleiden.nl/over-ons/profiel>

⁴ See: <https://www.leiden-delft-erasmus.nl/nl/home>

⁵ See: <https://www.leru.org/>

programme aims to equip students with the analytical and intercultural skills needed to navigate a rapidly changing global context from informed and decolonial perspectives.

The master's programme builds on this foundation with a one-year interdisciplinary curriculum that integrates seven relevant disciplines in the humanities and social sciences. Students engage with advanced theoretical and methodological debates and carry out an Embedded Research Project in collaboration with organisations working in or on Africa. This structure allows students to work with African knowledge production on its own terms and to apply interdisciplinary approaches to contemporary issues.

Both programmes are small-scale and community-oriented, offering a close-knit learning environment with intensive interaction between students and staff. The teaching team is highly qualified, internationally diverse and connected to both the Faculty of Humanities and the African Studies Centre Leiden, ensuring that students are embedded in current scholarship and benefit from a strong research network.

Curriculum redesign

Both curricula have undergone significant reform since the previous accreditation. The new bachelor's programme, introduced stepwise from 2022 onward, enhances the balance between anthropology/history, linguistics and literature/arts, and embeds digital humanities more explicitly across the curriculum. The revision also strengthened methodological training and introduced a clearer disciplinary structure, while maintaining the programme's multilingual and decolonial orientation.

The master's curriculum was likewise redesigned and implemented in full at the time of the site visit in November 2025. The first semester now consists of three integrated 10 EC courses structured around six cross-cutting themes, offering a more focused and coherent learning trajectory. Methodological training has been reinforced through an interdisciplinary methodologies and methods course, while the previous research internship has been reoriented into an Embedded Research Project with clearer expectations and a more streamlined preparation process. These changes reflect global developments in African Studies, recommendations from the mid-term review, and new faculty-wide programme standards.

Further details regarding the profile, design, and content of both programmes are provided in the subsequent standards of this report.

Developments since the last accreditation

The previous accreditation (2020) resulted in several recommendations for both the bachelor's and the master's programmes. The current panel examined how the programmes have addressed these points. The programmes provided written updates in their Plans of Action and elaborated on these developments during the site visit. The panel concludes that most recommendations have been followed up adequately, or that the programmes have presented clearly justified alternative solutions. The programmes have therefore made demonstrable positive progress since the last accreditation. Many recommendations have resulted in substantial and meaningful improvements, especially in curriculum structure, methodological training, digital humanities, internship organisation and calibration. Any remaining points are comparatively minor, well-understood by the programmes, and already the focus of continued development. In the sections below, the panel summarises the main actions taken by the bachelor's and master's programmes respectively; where relevant, these developments are further discussed under the corresponding standards.

Since 2020, both programmes have clearly acted upon the earlier panel's remarks. In the bachelor, the curriculum was redesigned to strengthen methodological training and to give digital humanities a more prominent and coherent place, supported by initiatives such as the African Digital Past project and plans for a structured MediaLab. The shift to English-medium instruction – already envisioned in the previous accreditation – has been implemented, enabling the programme to attract a more diverse student population and better align with its international academic orientation. In response to concerns about the study abroad component, the programme has improved coordination and guidance for students, for instance through clearer information channels.

The master's programme likewise has introduced several meaningful adjustments. In order to reduce workload pressure and create a more balanced trajectory, the curriculum was restructured, initially with a tighter integration of research and internship activities into a single research internship, which was then further restructured into an Embedded Research Project, and a redistribution of EC across both semesters. Methodological training has been strengthened through the initial introduction of the Intensive Methods Clinic (which was subsequently integrated in the interdisciplinary methodologies and methods course) and improved alignment between courses that address methods and research design. Both programmes have also taken concrete steps to enhance the quality and consistency of thesis assessment by organising calibration sessions, clarifying expectations for reviewers and embedding the discussion of thesis criteria more firmly within the teaching team.

Overall, the panel finds that the programmes have acted constructively and effectively on the recommendations of the previous accreditation.

3. Programme assessment

Standard 1: Intended learning outcomes

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

Findings and considerations

Profile bachelor

The BA African Studies is a multidisciplinary programme that provides students with insight into Africa's literatures, cultures, languages, and histories. It approaches contemporary issues relating to the continent through African perspectives, enabling students to develop informed and context-sensitive understandings of Africa in a globalised world. The curriculum integrates anthropology/history, linguistics, and literature/arts, and includes compulsory African language learning as well as a study-abroad period. Students explore different regions of Africa, engage with African scholarly work, and acquire the analytical and methodological tools needed for meaningful engagement with African societies.

The panel considers the profile clear and well-defined, characterised by a distinct interdisciplinary approach that brings together anthropology/history, linguistics and literature/arts. It values the programme's explicit decolonised orientation, in which students learn to connect these disciplines and study Africa from African perspectives. According to the panel, the combination of African language learning in Leiden and a second African language during the compulsory study-abroad semester ensures authentic engagement with African cultures and multilingualism. The panel also notes that the programme aligns well with international benchmarks, with a disciplinary breadth that exceeds that of many comparable programmes in Europe and North America. Overall, the panel finds that the programme has developed a strong and coherent narrative, resulting in a profile with a distinctive and nearly unique position in Europe.

Profile master

The MA African Studies is a multidisciplinary one-year programme that examines contemporary issues in and on Africa from a humanities and social-science perspective. Drawing on seven disciplines (anthropology, economics, history, human geography, linguistics, literature, and political science) the programme combines thematic study with methodological training. A set of six cross-cutting themes⁶ provides impressive conceptual and structural coherence across the curriculum, introducing students to

⁶ 'Framing Africa', 'Developing?', 'Decolonising?', 'Dwelling and moving', 'Caring' and 'World-viewing'

key debates and approaches in African Studies. The programme includes an embedded research project, through which students carry out independent empirical research in collaboration with a professional organisation working in or on Africa.

The panel is positive about the profile of the MA African Studies and considers the programme unique in the Netherlands and uncommon in Europe, due to its multidisciplinary foundations, international orientation, and embedded research-cum-internship component. The six thematic areas that structure the curriculum are seen as well-defined and conceptually clear, providing a coherent organising framework. The panel also values the programme's strong emphasis on fostering a critical attitude towards dominant frames and representations of Africa, enabling students to interrogate how such frames are constructed and how African perspectives can be centred.

Across both the bachelor's and master's programmes, the panel is enthusiastic about the clarity, coherence and academic positioning of the profiles. In its view, the programmes have *"really nailed the narrative about their programmes"* in the self-evaluation reports, presenting strong internal narratives that convincingly articulate their aims, structure and distinctive characteristics. At the same time, the panel identifies opportunities to strengthen external communication, noting that a clearer presentation of the programmes' unique features could enhance their visibility and potentially stimulate increased student intake.

Learning outcomes of the programme

The panel finds that the intended learning outcomes (ILOs) of both programmes are clearly formulated and appropriate for their respective academic levels⁷. For the bachelor's programme, the learning outcomes are explicitly aligned with the Dublin descriptors for NLQF level 6. They articulate the expected knowledge, skills, and competencies across the core humanities disciplines relevant to African Studies, including linguistic, historical, cultural, and literary perspectives, as well as academic skills such as critical analysis, independent research, and intercultural awareness. In addition, the bachelor's programme has formulated explicit language-proficiency outcomes for Swahili or Berber and for a second African language. Graduates are expected to achieve CEFR level A2+ to B1+ in Swahili/Berber⁸, with an emphasis on oral proficiency, and level A1 in another African language of regional significance. The panel considers these ILOs to be coherent, well-structured, and effectively geared towards the expectations of the field and further academic study.

⁷ See annex 2 for the intended learning outcomes of the bachelor and master program

⁸ At the time of the site visit, Berber was still listed in the programme's ILOs and OER because a small group of students who enrolled prior to September 2024 had already completed the relevant Berber courses. Since Berber has no longer been part of the curriculum from 2024–2025 onward, the associated proficiency requirements will be removed from the ILOs in the near future (as of 2026–2027).

For the master's programme, the intended learning outcomes correspond to Dublin descriptors for NLQF level 7. They reflect an appropriate balance between advanced theoretical knowledge, methodological competence, and the ability to conduct independent empirical research within the interdisciplinary field of African Studies. The learning outcomes show a strong academic orientation by emphasising theoretical grounding, methodological reflexivity, research skills, and the ability to work in cross-cultural professional environments. The panel concludes that the ILOs meet the expectations of both the academic discipline and the international professional field, although it did note that the ambition to familiarise students with all seven core disciplines while developing deeper expertise in at least two is demanding within the scope of a one-year programme.

Maintaining the relevance of the intended learning outcomes

The panel observes that both programmes operate within a broad and active academic and professional ecosystem that helps ensure the continued relevance of their intended learning outcomes. The programmes maintain close connections to the African Studies Centre Leiden (ASCL) and benefit from the expertise of its researchers, collaborative research groups, and extensive international networks. Students and staff regularly engage with external partners in Africa and Europe, including collaborating universities, NGOs, cultural institutions, and professional organisations involved in development, governance, media, and community-based work. Guest lecturers, many of whom are active researchers or practitioners in African contexts, further contribute contemporary perspectives to the curricula. For the master's programme in particular, the panel notes the presence of an impressive network of experts and institutions, strengthened through the embedded research projects and long-standing institutional partnerships. Although neither programme has a formal advisory body dedicated to the periodic review of learning outcomes, the panel considers the continuous interaction with this wide professional and academic network to be a meaningful mechanism through which developments in the field inform teaching and curricular reflection.

Name Change programme

The master's programme indicates that it wishes to change its name from master Afrikastudies to master African Studies. The master's programme in African Studies is taught entirely in English. In addition, courses make use of relevant languages and linguistic sources from African regions. The programme's target group consists of both Dutch and international students. Since the programme's inception, the English name has already been used – for example, on recruitment and programme information pages, as well as in the Study Guide. This is in line with the university's policy, in which master's programmes are offered in English. By changing the formal name to master African Studies, the programme ensures that the official name corresponds to the name by which it is known among all students and staff. This improves recognizability.

The panel concludes that the name change meets the NVAO criteria listed below and therefore issues a positive recommendation.

- The name provides sufficient insight into the content of the programme;
- The name aligns with what is customary within the sector to which the programme belongs and within the intended visitation group;
- There is no substantial change in content that would require a New Programme Assessment.

Conclusions

Based on the documents reviewed and the discussions held during the site visit, the panel concludes that the bachelor's and the master's programmes present clear, coherent and academically well-positioned profiles, each with a distinct multidisciplinary orientation grounded in African perspectives. The intended learning outcomes of both programmes are appropriately formulated, demonstrably aligned with the relevant Dublin Descriptors and NLQF levels, and effectively reflect the academic expectations of their respective degree cycles. The panel is satisfied that the learning outcomes are sufficiently comprehensive, well-structured and suited to preparing students for further study or professional engagement within the field of African Studies.

The panel also finds that both programmes maintain the relevance of their intended learning outcomes through sustained interaction with a broad academic and professional network, including the African Studies Centre Leiden and a wide range of collaborating institutions and practitioners. This ongoing engagement provides meaningful input for curricular reflection and ensures that developments in the field continue to inform the programmes.

With regard to the proposed name change, the panel issues a positive judgement regarding the name change from master Afrikastudies to master African Studies. The panel concludes that the new name accurately reflects the content, language of instruction and international orientation of the programme, aligns with sectoral conventions, and does not imply a substantive change in programme content.

Based on the interviews and the review of the underlying documentation, the panel concludes that both the bachelor's and the master's programmes meet the criteria of 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 and considerations

Content and structure of the curriculum

The panel observes that both the bachelor's and the master's programmes offer curricula that are well designed in terms of structure, coherence and academic level. During the site visit staff emphasised that the broad range of disciplines within African Studies constitutes a major strength of the programmes. Expertise from history, anthropology, linguistics, literature studies and digital humanities is brought together, providing students with a rich and varied intellectual environment. At the same time, this interdisciplinarity requires continuous alignment across departments and institutes. Staff explained that they have invested considerable effort in redesigning the curriculum and achieving an appropriate balance, particularly because lecturers are affiliated with different institutes within the university.

Curriculum bachelor

The bachelor's programme in African Studies is a three-year, fulltime programme of 180 EC that offers a multidisciplinary introduction to the study of Africa, combining perspectives from history and anthropology, linguistics, and literature and the arts. The curriculum integrates disciplinary foundations with language acquisition, methodological and digital skills training, and a compulsory study abroad semester in Africa.

- In the first year (60 EC), students follow a set of compulsory courses across the core disciplines, including *African Languages Lab*, *Introduction to African History*, *Introduction to African Studies*, *Introduction to African Literatures and Arts* and *Activating the Past*. They also begin their language trajectory with 10 EC of Swahili, and receive structured training in digital and academic skills, which helps prepare them for the BA thesis, through assignments involving linguistic fieldwork, blogging, and working with digital archives. Methodological grounding is strengthened through the course *Research in Present-day Africa* later in the year.
- In the second year (60 EC), students continue with compulsory courses such as *Swahili II*, *Philosophy of Culture* and *Area Studies Core Curriculum*, supplemented by elective choices that allow for disciplinary focus within the broader interdisciplinary framework, thus also laying a possible foundation for the BA thesis. A defining feature of the second year is the mandatory study abroad semester (25 EC) in Africa, during which students enrol in courses or undertake an internship at a partner university and study a second African language. This period abroad offers immersive linguistic, cultural and academic experience, deepening students' understanding of African societies and contributing directly to key programme learning outcomes in language acquisition, intercultural communication and regional expertise.

- In the third year (60 EC), students consolidate their knowledge through a project-based course (*Africa Today*), which requires them to apply disciplinary and methodological skills to contemporary societal issues. They further tailor their academic profile through electives or a minor, and complete the programme with the bachelor's thesis (10 EC), an independent research project supervised within one of the contributing disciplinary areas.

Although the programme does not offer formal tracks, students are able to deepen their disciplinary interests – in areas such as linguistics, history/anthropology, or literature and the arts – through their choices in electives and thesis topics. Across all three years, the curriculum is designed to support a coherent progression from foundational knowledge to more advanced, integrative and research-oriented learning. A detailed overview of the curriculum structure, including course components and credit distribution, is provided in Annex 3.

The panel finds the curriculum well balanced and logically organised. According to the panel, the programme offers meaningful opportunities for students to explore interdisciplinary connections while still providing room for individual academic focus. A key strength, in the panel's view, is the integration of multiple disciplinary perspectives throughout the curriculum. The panel also notes that the programme maintains strong alignment with current debates and developments in African Studies, and that African perspectives are consistently foregrounded in both teaching materials and classroom discussions.

The panel recommends that the programme continue exploring the possibility of offering a broader selection of African languages. Currently, only Swahili is taught in Leiden, which limits the linguistic diversity available to students. The panel recognises the financial and logistical constraints involved, as well as the value of maintaining an indigenous African language at the core of the curriculum. The programme explained these constraints clearly during the site visit. Students do have the option to study other languages (including Portuguese) and one student shared this experience. The panel advises the programme to communicate these possibilities more explicitly, as not all students appeared aware of them. The panel also recommends that the faculty review the accessibility of elective courses offered in The Hague. Students of African Studies reported that they cannot always enrol in these courses due to priority given to local programmes, despite the fact that several electives offered there are highly relevant to their field of study.

During the site visit students confirmed that the programme provides sufficiently broad regional coverage and that all major regions of Africa are meaningfully represented in the curriculum, while minority groups also make a significant appearance. They also report that the programme consistently provides new perspectives on social and political issues. Several students highlighted that they develop the ability to understand contemporary issues through an Africanist lens, including colonialism and post-/neo-colonialism, which they consider a valuable academic skill. Students explain that the strong

emphasis on African languages aligns with the programme's decolonial orientation and was, for many, an important reason to choose African Studies. In addition to language instruction, students appreciate the linguistics courses in which they learn how African languages are structured and which linguistic principles underlie them. Students also value the excursions embedded in courses such as *Activating the Past*; they mentioned, for instance, visiting the archives to study slavery-related materials and producing a blog post based on this experience. In the student chapter, students express satisfaction with the variety of courses and describe the overall study load as manageable, although they find the study abroad component demanding due to the combination of the local workload and the BA project requirements.

Curriculum master

The master's programme in African Studies is a one-year, full-time programme of 60 EC, taught in English, and designed to provide advanced, multidisciplinary and research-oriented training in the study of Africa. Building on the diverse disciplinary backgrounds of incoming students, the programme offers an integrated curriculum that combines theoretical depth, methodological training, digital skills and independent empirical research in Africa or an Africa related setting. Across all components, the curriculum aims to develop an academically rigorous and critically reflective understanding of African societies through humanities and social science perspectives.

- The first semester integrates an interdisciplinary methodology and methods course (*Framing Africa: Approaches and Methods*) with two multidisciplinary content courses: *Language, Literature and Communication in Africa* and *African History, Politics, Economy and Geography*. These three courses run in parallel and are structured around six cross-cutting themes – *Framing Africa; Developing?; Decolonising?; Dwelling and Moving; Caring; and World-viewing* – which connect the disciplinary perspectives and ensure thematic and methodological coherence across the curriculum. Students also receive training in qualitative, digital and multimodal research methods, including hands-on workshops in the faculty's MediaLab+ (e.g. video essays, podcasting, blogging). During this semester, students prepare a full research proposal for the Embedded Research Project under guidance of their academic supervisor, integrating theoretical insight, methodological rigour and practical fieldwork preparation.
- In the second semester (30 EC), students undertake the Embedded Research Project (15 EC), typically conducted over ten weeks in Africa or within an Africa-related professional organisation. Working in collaboration with a host institution, students collect empirical data, navigate cross-cultural settings and apply methodological and analytical skills in practice. The data gathered form the basis of the master's thesis (15 EC), which is written under the supervision of an academic staff member and supported by the MA Thesis Seminar (0 EC). Through the thesis, students demonstrate their ability to integrate multidisciplinary perspectives, engage critically with theory and empirical material, and reflect on positionality and research ethics in African Studies.

A detailed overview of the curriculum structure, including course components and credit distribution, is provided in Annex 3.

The panel finds that the six thematic areas provide a clear and well-defined framework for the master's curriculum. These themes are conceptually sharp and immediately meaningful to both lecturers and students, offering a coherent structure that ties together the programme's theoretical, methodological and empirical components. In the panel's view, this thematic design encourages students to develop a critical attitude towards dominant frames and representations of Africa, prompting them to examine how such frames are constructed and to centre African perspectives in their analyses. The panel also observes that the programme's multidisciplinary orientation is consistently reflected across the curriculum. This is evident in the structure of the taught courses as well as in the master's thesis, where students are expected to draw on multiple disciplinary perspectives in formulating and analysing their research. However, the panel also noted that some disciplinary areas, such as linguistics, are less prominently represented within the one-year programme's structure.

During the visit students confirm that they appreciate the diversity of topics covered in the first semester and feel that this prepares them well for the Embedded Research Project. They report that the compulsory core courses address both qualitative and quantitative approaches, although they note that the programme overall places stronger emphasis on qualitative methods. In *Framing Africa*, students engage in intensive discussions and work in digital and creative labs where positionality and reflexivity are central. Students also value the inclusion of guest speakers, mentioning sessions with authors and practitioners, for example, two Ugandan authors in the languages course. They appreciate the intellectual challenge of the programme, the space offered for engaging with current debates, and the opportunity to pursue their own interests through coursework and the thesis. The workload in the first semester is considered high due to the simultaneous preparation for the Embedded Research Project, but students regard this as manageable.

Transferable skills

Both programmes offer students a range of transferable skills that are relevant across academic and professional contexts. These include critical thinking, academic writing, independent research, digital skills, intercultural communication and the ability to analyse complex issues from multiple perspectives. Digital humanities have become a structural component in both programmes. In the bachelor, digital skills are embedded through collaboration with the Digital Skills Hub, where students learn to work with digital archives, create podcasts, or produce online texts; in the master, digital assignments such as podcasting, video essays and blogging are integrated into methodology and thematic courses.

The panel is positive about the development of these skills within both curricula. It notes that critical thinking is strongly emphasised and consistently linked to questions of positionality, representation and

framing. The integration of digital skills, both in the bachelor and in the master, is seen as a valuable and increasingly distinctive component.

Students in both programmes express a desire for clearer articulation of how the skills they acquire translate into professional contexts and potential career paths. In light of this, the panel recommends that both programmes make employability skills more explicit, ensuring that students gain a clearer understanding of how their academic, analytical, intercultural and digital competencies can be applied beyond the university setting.

Generative AI

The panel discussed GenAI with both staff and students in the context of teaching and learning. As described in the self-evaluation report, the programmes operate within the faculty-level framework in which the use of GenAI is addressed through course-specific guidance and faculty workshops. Lecturers noted that, given the programme's emphasis on interpretation, contextualisation and critical reflection, AI tools play a different role than in more data-driven fields, and they explicitly warn students about structural biases and gaps in online information about Africa. In methodology-oriented courses, lecturers address issues of source criticism, positionality and the risks of uncritically reproducing external narratives, which helps students approach AI-generated output cautiously and analytically. Students indicated that they increasingly encounter AI tools in academic and professional contexts, but that expectations for responsible use are generally clear. The panel suggests that the programmes continue to develop discipline-appropriate guidance on how to work effectively and responsibly with GenAI in research and writing. Issues related to the use of GenAI in assignments and assessment are discussed separately under Standard 3.

Internship, study abroad and Embedded Research Project

As indicated above, the bachelor's programme includes a compulsory 25EC study abroad period in the second semester of the second year. Students study at a partner university or institute of higher learning in Africa, or complete an internship, and they follow a second African language during this period. The study abroad component is structurally embedded in the curriculum and is supported through the course Research in Practice. The panel considers the study abroad period an important enrichment of the bachelor's programme. Students confirm that the experience is academically and personally valuable, though demanding due to the combined workload of the host institution and the BA project requirements. The panel advises continued attention to ensuring that the workload during the study abroad remains realistic and manageable, and that information about available courses at partner institutions is kept up to date, as students reported inconsistencies in the practical information received. In addition, while students currently tend to choose predominantly East African destinations – partly because Swahili is widely spoken and offered in the programme – the panel encourages the programme

to continue monitoring the regional diversity of study abroad options and student choices, without implying any need for structural change.

The master's programme includes a mandatory Embedded Research Project, conducted in the first half of the second semester in collaboration with a professional organisation working in or on Africa. Students collect empirical data for their thesis while being embedded within the host organisation. They may participate in field schools, work with research institutes or NGOs, or complete their project within an academic partnership. The panel considers the Embedded Research Project a valuable component of the curriculum. It provides real-world experience and significantly enhances students' employability. The Embedded Research Project is regarded as highly beneficial for academic development, personal enrichment, and alignment with the professional field. The panel also views it as an excellent solution following the discontinuation of internships, as it offers students the opportunity to conduct data collection for their thesis in an authentic professional context. Students value the learning experience and consider the data collection for the thesis meaningful. In the student chapter, they report that earlier cohorts experienced stress around selecting a topic, arranging logistics and understanding what was expected in terms of 'embeddedness'. During the site visit, staff explained that the design of the Embedded Research Project has been refined in recent years, with a clearer focus on the research component and stronger involvement of the academic supervisor. The panel encourages the programme to continue along this path.

Admission, enrolment and academic alignment

For the bachelor's programme, general admission requirements apply: students are eligible with a Dutch *vwo* diploma, or with a *propedeuse* obtained at a university of applied sciences or a research university. For the master's programme, students must hold a relevant bachelor's degree in the humanities or social sciences – such as African Studies, History, Anthropology, Linguistics, International Studies, Political Science or related fields – and must demonstrate sufficient prior knowledge of Africa, typically evidenced by at least 30 EC of Africa-related coursework (for instance attained in the Leiden-Delft-Erasmus (LDE) minor in African Dynamics) and/or a relevant bachelor's thesis. The LDE minor also serves as a premaster bridging programme for applicants with deficiencies regarding prior knowledge of Africa. Students with a Leiden BA in African Studies are directly admissible.

The panel observes that both programmes attract a diverse student intake, which enriches the learning environment but also requires careful attention to alignment and support. In the bachelor's programme, the student population has changed considerably in recent years: whereas African Studies was previously often taken as a second degree, many students now enter directly from secondary education. This shift results in greater variation in academic preparedness, particularly in academic reading and writing. Students confirm that the start of the programme can be demanding for those without prior experience in academic skills, though they appreciate the support provided by lecturers and the accessibility of the

Writing Lab. The panel notes that the programme provides flexibility for students with prior knowledge, for example by allowing advanced placement in Swahili courses. For students who require additional language support, facilities such as the Academic Language Centre are available, though these may involve additional time or cost.

In the master's programme, the cohort is similarly diverse in terms of nationalities, academic backgrounds and levels of prior disciplinary knowledge of Africa. The panel regards this diversity as a clear strength, as it encourages lively discussions and multiple perspectives. At the same time, students with significant prior expertise sometimes find aspects of the curriculum insufficiently challenging, while others – with limited specific disciplinary background in African Studies – require more grounding. Students and staff indicate that levelling across backgrounds remains a challenge.

Across both programmes, the panel concludes that alignment between student backgrounds and the curriculum is generally adequate, but that the increasing heterogeneity of the student intake – especially in the bachelor – calls for continued attention. In this regard, the panel sees room for further development: it suggests monitoring how academic reading and writing skills are supported throughout the bachelor's programme. The panel further considers that, in light of the changing student population, an introductory course in African Studies could be valuable for first-year students. Students themselves indicated during the visitation that an introductory course in linguistics might also help address differences in prior knowledge, especially because the African Languages Lab quickly moves into more advanced material and Swahili currently starts in the second semester.

Study advice and student guidance

The panel finds that study guidance in both programmes is well organised and contributes to an inclusive learning environment. Both programmes offer a clear and accessible system of study guidance. A dedicated study adviser acts as the primary point of contact for students, monitors study progress, holds individual meetings at key points throughout the programme, and refers students to relevant support services when needed. Students who require additional support due to a disability are directed to Leiden University's Fenestra Disability Centre and may receive further assistance from the faculty's adviser for students with functional impairments. The small scale of the programmes allows the study adviser and teaching staff to maintain close contact with students, enabling early identification of potential study delays or personal difficulties.

Lecturers are described by students as approachable and supportive, offering guidance outside class when students experience challenges with academic skills, disciplinary background differences or the demands of the study abroad period (BA) or the Embedded Research Project (MA). The guidance is complemented by peer support and community building through the study association MUGUSA, which students consider valuable for academic and social integration and for exploring career interests.

Teaching staff bachelor and master

The panel finds that the teaching staff are well qualified in terms of subject expertise, research activity and didactic competence. The bachelor's and master's programmes in African Studies are taught by a diverse group of lecturers affiliated with several institutes across Leiden University. Teaching staff are drawn from the African Studies Centre Leiden (ASCL), the Leiden University Institute for History (LUIH), the Leiden University Centre for Linguistics (LUCL), the Leiden University Centre for the Arts in Society (LUCAS), and, in the bachelor's programme, the Leiden Institute for Philosophy. This composition brings together expertise across anthropology, history, linguistics, literature, arts and philosophy⁹, reflecting the multidisciplinary nature of the programmes. Lecturers are active researchers and contribute their disciplinary perspectives and ongoing research to the classroom. When PhD candidates or postdoctoral researchers teach, this is done under the supervision of a senior lecturer or full professor, ensuring didactic and academic quality.

The panel highlights the diversity of the teaching team - both in disciplinary backgrounds and personal profiles - as a strength, contributing to a learning environment in which African perspectives and multiple academic lenses are consistently represented. Students describe lecturers as knowledgeable, passionate and approachable, and report positive communication and strong support, including guidance outside regular office hours when needed. The panel notes that the close-knit academic community contributes to an open and inviting atmosphere in both programmes. In the master's programme, lecturers have also recorded short introductory video clips in which they present themselves and their research themes; although staff indicated that making these videos felt somewhat awkward, students reported that they greatly appreciated this effort, as it lowered the threshold for approaching potential supervisors. Overall, the panel concludes that the teaching staff are well suited to deliver both programmes.

Language of instruction

Both the bachelor's and the master's programmes in African Studies are taught in English. As explained in the self-evaluation reports, this choice is motivated by three considerations. First, English is the main academic language in the international field of African Studies and aligns with the programmes' academic orientation, in which students engage with global scholarship and African research communities. Second, English reflects the professional relevance of the programmes: graduates increasingly work in international or internationally oriented environments – within NGOs, research institutes, policy settings or cultural organisations – where English is the primary language of communication. Third, offering the programmes in English supports accessibility for international students and contributes to the creation

⁹ For the master's programme also in (political) economy, political science, and in human geography (including demography).

of an international classroom, which the panel considers an important added value, as it exposes students to diverse perspectives and enhances academic exchange.

The panel concludes that these considerations adequately justify the choice of English as the language of instruction for both programmes, as well as the use of an English programme name. All lecturers meet the university's language requirements and are proficient to a level appropriate for academic teaching in English.

Conclusion

The panel concludes that both the bachelor's and the master's programmes in African Studies offer a coherent and well-structured curriculum in which interdisciplinarity, African perspectives and academic skill development are consistently embedded. The teaching–learning environment is supportive and intellectually engaging, with small-scale instruction, accessible study guidance and a diverse teaching team that brings together expertise from across the university and the African Studies Centre Leiden. Students value the quality of teaching, the inclusive academic community and the opportunities for personal and academic growth provided through digital skills training, fieldwork, and the compulsory study abroad period or Embedded Research Project.

The panel has noted several areas for further refinement, including monitoring the workload during the bachelor's study abroad period and the master's first semester, strengthening the articulation of employability skills, and supporting students in navigating methodological and academic skill development within increasingly diverse cohorts. At the same time, the panel is positive about the improvements already implemented – particularly the refinement of the Embedded Research Project – and encourages the programmes to continue these developments.

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

Standard 3: Student assessment

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

Findings and considerations

Assessment principles

The assessment policy of both programmes is aligned with the faculty-wide framework for testing and examination. It is laid down in the *Faculty Course and Examination Regulations* (OER), the *Faculty Assessment Framework*, and the joint *Rules and Regulations of the Board of Examiners*. The panel notes that these documents provide clear principles for valid, reliable and transparent assessment, including procedures for appointing examiners, preventing and detecting plagiarism (e.g. via Turnitin¹⁰), and ensuring constructive alignment between learning outcomes, teaching activities and assessment methods. The panel reviewed the assessment plans of the bachelor's and master's programmes and confirms that all intended learning outcomes are addressed across multiple courses. The assessment plans consist of two matrices:

1. a matrix linking each intended learning outcome to specific courses, including Leiden level indicators and EC weight;
2. a matrix linking each course to its assessment formats, specifying the weight of each component.

The panel finds that these matrices make the relationship between the ILOs, the curriculum and the assessment programme transparent and traceable. In its view, the assessment system is coherent and provides a solid structure for monitoring coverage and progression.

Assessment programme and assessment methods

The assessment plan shows that the bachelor's programme employs a wide variety of assessment methods, including essays, written exams, oral presentations, group work, podcasts, weekly assignments, fieldwork-based assignments (such as interviews), take-home exams, participation components, and the bachelor's thesis. Several courses combine multiple assessment formats to ensure that different aspects of the ILOs are addressed. Examples include *Activating the Past*, which uses essays, presentations and fieldwork components, and *African Networks*, which combines essays, presentations and written exams. The *Thesis Seminar* and *BA Thesis* form the capstone of the assessment trajectory in the third year.

The master's programme likewise makes use of a diverse range of testing formats, as evidenced by the assessment plan. These include written exams, essays, final papers, presentations, weekly assignments, group work and multimodal products such as podcasts or video-based assignments. The Embedded

¹⁰ Turnitin is used as the plagiarism-detection tool for all assessments (including papers and the thesis) that are uploaded to Brightspace.

Research Project is assessed through project reports and reflective components, and the programme culminates in the master's thesis and thesis seminar. The panel notes that this diversity ensures that theoretical, methodological and practical skills can be assessed in complementary ways.

The panel finds that the assessment system of both programmes is robust and professionally organised, with clear alignment to the faculty framework and explicit attention to constructive alignment. It values the wide variety of assessment methods and appreciates the way assessments support students' learning process. The panel highlights that both programmes make effective use of innovative and multimodal forms of assessment – such as podcasts, blogs and video essays – which students experience as engaging and relevant. For the master's programme, the panel also notes that the interdisciplinary nature of the thesis (see also standard 2) is effectively safeguarded by requiring that the second reader comes from a different disciplinary background than the first reader (supervisor). This ensures that students' work is considered from multiple perspectives and reinforces the programme's interdisciplinary assessment culture.

Students confirm that they appreciate the variety of formats, noting that creative and reflective assignments allow them to approach material from different angles. At the same time, students in both programmes report that assignment guidelines and grading criteria are not always sufficiently explicit, particularly for creative or multimodal assignments. Some master's students indicated that expectations for podcasts, video essays and blogs can be unclear, which makes it difficult to judge how their work will be evaluated.

Staff acknowledged these concerns during the site visit. They explained that, in recent years, substantial effort has gone into professionalising assessment practices, including the use of clearer rubrics and stronger alignment between course objectives and assessment formats. Within the Programme Committee, explicit attention is paid to the consistency and clarity of rubric design, especially given the interdisciplinary nature of the programmes. Lecturers indicated that there is now a clear expectation that rubrics must be finalised before the start of each course and communicated to students early in the semester.

Overall, the panel concludes that the assessment policies and practices of both programmes are appropriate, well aligned with programme objectives, and supportive of student learning, while recommending continued attention to transparent communication of assignment expectations and assessment criteria.

Generative AI

During the site visit, the panel discussed the use of GenAI with lecturers, students and the Examination Board, focusing amongst others on its implications for assessment and academic integrity. As mentioned

in standard 2, staff explicitly warn students about biases, inaccuracies and representational gaps in online information about Africa, and students confirmed that this shapes a cautious approach to GenAI use. The panel considers it positive that both programmes already employ a wide variety of assessment methods, which limits opportunities for students to rely on AI-generated text alone and enables examiners to verify whether students genuinely understand the material. Lecturers in the bachelor pointed out that some courses deliberately combine written assignments with oral follow-up discussions, allowing them to probe students' reasoning and interpretive choices. In the master's programme, staff explained that reflection components are increasingly built into assessments, which similarly help to ensure authenticity of student work.

The panel encourages the programmes to continue engaging all stakeholders – lecturers, students and the Examination Board – in refining how GenAI is addressed in teaching and assessment. In the panel's view, the key aim should be to ensure that students learn to work with AI tools in responsible and discipline-appropriate ways while maintaining assessment formats that allow examiners to ascertain whether students have mastered the intended learning outcomes.

Thesis assessment forms

Both programmes use thesis assessment forms that are based on the faculty's assessment policy. These forms require examiners to evaluate each intended learning outcome separately and to provide a written justification for the grade. Theses are assessed by two examiners independently, each completing an individual form before discussing a final grade. In cases where the two assessments differ significantly or consensus cannot be reached, the Examinations Board appoints a third examiner, who determines the final grade while taking into account the previous assessments. The panel confirms that this procedure is evident in the thesis assessment plans and reflected in the reviewed sample of theses.

The external reviewers who reviewed a selection of bachelor's and master's theses found that most assessment forms were completed adequately and that written feedback generally substantiated the awarded grades. External reviewers observed that examiners typically provided balanced and detailed comments, identifying strengths, weaknesses and opportunities for improvement. They also noted that independent assessments often complemented each other, contributing to a nuanced and well-considered final grade. In both programmes, the assessors observed serious engagement with core learning outcomes such as research skills, academic writing and disciplinary knowledge.

At the same time, the external reviewers identified some recurring issues, particularly occasional discrepancies between written feedback and numerical scoring, and limited transparency regarding how individual assessment criteria contribute to the final grade. They noted, for instance, that the thesis assessment form contains five broad categories with qualitative judgements rather than numerical

weights, which sometimes made it difficult to see how lower scores on one or more categories resulted in the overall final grade. These issues were observed in both programmes, though not systematically.

The panel therefore recommends the programme to continue strengthening the consistency of thesis assessments by making the link between feedback, criteria and final grade more explicit, and by providing clearer guidance on the weighting of assessment categories. The panel welcomes the calibration practices already in place – where staff jointly review a selection of theses to harmonise expectations and foster consistent application of criteria – and encourages the programmes to maintain and further develop these calibration activities. In this context, the panel considers it helpful for examiners to have access to contextual information – such as typical grade distributions from recent years – to support shared expectations regarding what constitutes a particular grade.

Examinations Board¹¹

The panel finds that the Examinations Board responsible for both the bachelor's and the master's programmes performs its statutory duties in a conscientious and transparent manner. During the site visit, the Board explained how it safeguards the quality of assessment by monitoring grade patterns, reviewing samples of theses annually, and checking the consistent application of procedures such as the use of a second reader. The Board also analyses feedback–grade alignment, potential grade inflation and the distribution of pass rates across courses, enabling it to identify trends and intervene where necessary. In its collaboration with staff, the Board emphasises the importance of shared understanding of procedures, criteria and expectations; both lecturers and Board members described this relationship as constructive.

The panel notes that the Board is actively engaged in current discussions within the faculty, including those concerning the pedagogical and legal implications of GenAI. While the Board awaits updated faculty-wide guidelines, it regularly discusses how GenAI may affect assessment integrity and how programmes can safeguard learning outcomes in a changing landscape. The Board is also attentive to the increasing use of innovative assessment formats and considers this development positive, provided that clear and discipline-appropriate rubrics are in place. Lecturers are therefore encouraged to ensure transparent criteria and consistent application across all assessment types.

The panel values the Board's systematic quality checks, including blind reviews of theses and feedback to all examiners, and notes that calibration sessions in the master's programme further support a consistent assessment culture. Overall, the panel concludes that the Examinations Board effectively safeguards the validity, reliability and independence of assessment within both programmes.

¹¹ The Examinations Board consists of two staff members (of which one in the role of chairperson), one external member, and is supported by an administrative secretary. One staff member is from the ASCL, the other from the Faculty of Humanities.

Conclusion

The panel concludes that both the bachelor's and the master's programmes have a solid and professionally organised assessment system, well aligned with the faculty's principles for valid, reliable and transparent testing. The assessment plans clearly demonstrate how all intended learning outcomes are covered through a balanced mix of assessment formats, and the wide variety of testing methods—ranging from essays and written exams to podcasts, oral components and fieldwork-based assignments—supports both academic and transferable skills.

The panel appreciates the programmes' ongoing efforts to professionalise assessment practices, particularly through clearer rubrics and improved alignment between learning objectives and assessment criteria. It also recognises that students value the diversity of assignments, while encouraging the programmes to further strengthen the transparency of expectations and grading criteria, especially for creative or multimodal assessments. The panel considers the programmes' approach to GenAI to be discipline-appropriate and notes that the varied assessment landscape provides a sound basis for verifying the authenticity of student work.

With respect to the theses, the panel finds that procedures are consistently applied and that assessments are generally well substantiated. It recommends the programmes to continue enhancing the explicit link between feedback, criteria and final grades, and welcomes the calibration practices already in place. Providing examiners with contextual grade distributions may further support transparent and consistent use of the existing qualitative assessment framework. Finally, the panel estimates that the Examinations Board safeguards assessment quality in a careful and proactive manner, including through systematic monitoring and engagement with current developments such as GenAI and innovative assessment formats.

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

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

The totality of the examinations (including the thesis) guarantees that all intended learning outcomes are achieved. The panel confirms that the assessment system in both the bachelor's and the master's programme adequately covers all intended learning outcomes, with the thesis serving as the key indicator of the achieved final level. Prior to the site visit, the panel reviewed a representative selection of recently completed final projects from both programmes, together with the corresponding assessment forms. For the bachelor's programme, the panel reviewed all twelve available final projects; for the master's programme, fifteen final projects were selected to ensure a balanced spread of grades and assessors (see Appendix 5).

Final projects bachelor

The panel finds that all bachelor's theses meet the intended learning outcomes and are fully appropriate for the level expected of a bachelor's degree. Students demonstrate a solid command of academic skills, including the application of knowledge, critical engagement with literature and, in several cases, independence in conducting research or fieldwork. The theses cover a wide range of relevant and timely topics within African Studies, such as Afrikaner nationalism, music and politics in Uganda, ritual practices in Liberia and feminism among Maasai students. Some works stand out for their originality and analytical depth. Across the sample, students make meaningful descriptive contributions to under-researched areas, draw on up-to-date literature and, at times, demonstrate effective interdisciplinary engagement, incorporating perspectives from fields such as law, gender studies and linguistics. Many theses are clearly structured, logically argued and make thoughtful use of theoretical frameworks, including critical race theory, as well as mixed methods and historical contextualisation.

While all theses meet the required standard, the assessors noted a few areas where further improvement could be encouraged. In particular, some theses would benefit from more explicit critical reflection, especially regarding the student's own positionality, as well as greater methodological transparency or clearer justification of research choices. These aspects are reflected in the grading of the relevant theses. Importantly, these observations do not detract from the overall positive impression: the theses collectively demonstrate that students achieve the intended learning outcomes.

Final projects master

The panel also finds that all master's theses meet the intended learning outcomes and are appropriate for the level expected of a master's degree. Students demonstrate strong academic writing, clear communication of ideas and the ability to formulate well-grounded judgements. The theses cover a wide range of timely and academically relevant topics, including gender-based violence in South Africa, AI

ethics, hip hop in Mauritania, youth perspectives in Casamance and the political economy of Ghana's tomato industry. Several projects stand out for their originality and innovative formats, such as websites and documentaries, as well as for their empirical depth through fieldwork, interviews or multimedia components. Many students show a high level of critical thinking, interdisciplinary synthesis and ethical awareness, and the strongest theses integrate theoretical frameworks with clarity and conceptual precision.

While overall quality is good, the assessors noted a few points for improvement. Some theses would benefit from deeper critical reflection and more distance from personal narrative formats, particularly when students are closely involved in the topic or medium. In several cases, research questions were too broad, affecting focus and cohesion. A small number of theses would benefit from a clearer overall structure, for example through stronger alignment between written and audiovisual components.

Performance of graduates

The panel concludes that graduates of the bachelor's programme are well prepared for further study and perform successfully in a range of follow-on master's programmes. A majority of alumni progress to fields such as African Studies, History, Area Studies, Linguistics and International Studies, where they are able to build on the academic skills, the distinctive language acquisition component and interdisciplinary foundations acquired during the bachelor. Others transition directly into the labour market, taking up positions in the third sector, media, creative industries and administrative or development related roles.

Master's graduates likewise perform well in the labour market. They find employment across a broad spectrum of sectors, including research, NGOs, journalism, the financial sector and policy environments. A notable proportion of students complement the MA African Studies with an additional mono-disciplinary master's degree, thereby expanding their methodological and thematic expertise. Many graduates report that research forms a substantial part of their professional responsibilities, often in combination with communication, coordination or advisory tasks. Alumni testimonies during the site visit further underline the value of the programme's interdisciplinary approach, which equips students to connect theoretical insight with practical application and to navigate complex contemporary issues from multiple perspectives.

Conclusion

The extent to which the intended learning outcomes are achieved is evident from the results of the examinations and assignments, from the quality of the theses, and from the way in which the graduates perform in further education or in professional practice.

The panel concludes that both the bachelor's and the master's programme successfully achieve their intended learning outcomes. The panel's review of a representative sample of recent final projects

confirms that all bachelor's theses meet the expected bachelor's level, while all master's theses meet the expected master's level, with several examples in both programmes exceeding these expectations. The theses address timely and academically relevant topics, demonstrate solid academic writing and critical engagement, and in many cases show originality, interdisciplinary awareness and methodological rigour. Although the panel identified some areas where further improvement could be encouraged – such as deeper critical reflection – these points are appropriately reflected in the grading and do not detract from the overall positive impression of the achieved learning outcomes.

The panel also finds that graduates of both programmes perform well in their subsequent academic and professional trajectories. Bachelor's graduates progress successfully into a range of relevant master's programmes or enter the labour market in sectors such as the third sector, media, creative industries and development-related roles. Master's graduates likewise secure positions across diverse fields, including research, NGOs, journalism, the financial sector and policy environments, with many reporting that research forms a substantial part of their professional responsibilities.

Based on the interviews and the review of the underlying documentation, the panel concludes that both the bachelor's and the master's programmes meet the criteria of Standard 4: Achieved learning outcomes.

Final conclusion

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

Standard	Judgement	
	Bachelor African Studies	Master African Studies
Intended learning outcomes <i>Standard 1: The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline and international requirements.</i>	Meets the standard	Meets the standard
Teaching-learning environment <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	Meets the standard	Meets the standard
Student assessment <i>Standard 3: The programme has an adequate system of assessment in place.</i>	Meets the standard	Meets the standard
Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Meets the standard	Meets the standard
Final conclusion	Positive	Positive

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

- Clear and academically robust profiles: both programmes articulate coherent, well-positioned profiles with a strong interdisciplinary and decolonial orientation.
- Clearly formulated intended learning outcomes: the ILOs are well-defined, aligned with the Dublin Descriptors and appropriate for the academic levels of both programmes.
- Highly qualified and engaged teaching staff: lecturers bring strong disciplinary expertise, active research engagement and a high level of accessibility and commitment to students.
- Strong integration of research and teaching: the close link with the African Studies Centre Leiden (ASCL) and associated networks ensures a research-rich environment.
- Inter- and multidisciplinary approach: the programmes effectively integrate multiple disciplines – anthropology, history, linguistics, literature, digital humanities and related fields - across the curriculum.
- Diverse and authentic learning environment: the compulsory study abroad period (BA) and the Embedded Research Project (MA) offer valuable real-world experience and contribute meaningfully to academic and professional development.
- Rich and varied assessment landscape: the programmes make effective use of diverse, innovative and multimodal assessment formats (e.g., podcasts, blogs, oral components, fieldwork-based assignments), which support the development of both academic and transferable skills.
- Effective safeguarding of assessment quality: the Examinations Board systematically monitors assessment quality, performs regular checks on theses and assessment forms, and engages proactively with current developments such as GenAI and innovative assessment forms.
- Achievement of the intended final level: all reviewed theses meet the expected bachelor's or master's level, with several exceeding it, and graduates perform well in continued study or professional practice.

In this report, the panel makes several suggestions and observations, which are not strictly recommendations:

- External communication and visibility: the panel suggests that the programmes present their distinctive features more prominently in external communication to enhance visibility and support recruitment.
- Curriculum enrichment: continue exploring possibilities to diversify the offering of African languages and communicate more clearly about opportunities to study additional languages through other channels.
- Monitoring of workload: continue to monitor workload carefully in the bachelor's study abroad semester and the master's first semester.

- Employability skills: Improve transparency around employability skills by making explicit how academic skills relate to professional contexts, clearly communicating how these skills translate into labour-market opportunities, and guiding students in identifying relevant career paths.
- Levelling and academic skills development (BA): continue to reflect on the structure and progression of academic reading and writing skills within the bachelor.
- Monitor alignment within the bachelor: continue strengthening academic skills support for incoming students with diverse educational backgrounds.
- Develop clearer guidelines for the use of GenAI: establish explicit and programme-appropriate rules for the use of GenAI tools in assignments and assessments, in coordination with forthcoming faculty-wide policies, and ensure that students are taught the appropriate use of GenAI in preparation for a labour market that will expect familiarity with its optimal usage.

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

- Formalise calibration practices: address recurring concerns such as discrepancies between feedback and final grades and limited transparency in how assessment criteria contribute to the final mark, and formalise calibration practices by developing a more structural and recurring approach to calibration sessions to promote consistent application of assessment criteria across assessments.
- Enhance transparency and consistency in thesis grading: make the derivation of the final thesis grade more explicit by clarifying the weighting of assessment criteria and ensuring consistent alignment between written feedback and numerical scoring. To support evaluators, the programme could also provide contextual information – such as an overview of grade distributions from recent years – to help interpret assessment outcomes and promote consistent application of standards.

4. Annexes

Annex 1: Administrative data

Institution	
Name in RIO	Universiteit Leiden
Address	Rapenburg 70, 2311 EZ Leiden
Website	www.universiteitleiden.nl/en
BRIN number	21PB

Information Bachelor African Studies	
Programme name in RIO	African Studies
International name	African Studies
Location	Leiden
Programme number in RIO	56821
Orientation and level	Wo bachelor
Research master	No
Language of instruction	English
(Legal) professional requirements	No
All study programmes/tracks/specialisations	No
Joint programme	No
Distinctive feature	No
Degree awarded and addition to the degree	B of Arts
Study load in EC	180
Variant(s) (full-time, part-time, dual)	Fulltime
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO WO Regiostudies 1/ Area Studies 1
Submission date of accreditation report	May 1, 2026
Other (e.g. name change or extension of study duration)	No

Information master African Studies	
Programme name in RIO	Afrikastudies
International name	African Studies
Location	Leiden
Programme number in RIO	60837
Orientation and level	Wo master
Research master	No
Language of instruction	English
(Legal) professional requirements	No
All study programmes/tracks/specialisations	No
Joint programme	No
Distinctive feature	No
Degree awarded and addition to the degree	M of Arts
Study load in EC	60
Variant(s) (full-time, part-time, dual)	Fulltime
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO WO Regiostudies 1/ Area Studies 1
Submission date of accreditation report	May 1, 2026
Name change MA Afrikastudies to MA African Studies	Yes

Annex 2: Intended learning outcomes

Intended learning outcomes bachelor African Studies

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

1. Knowledge and understanding

- a. thorough knowledge and understanding of the language situation in Africa as a whole and in the different regions and countries, the interaction between language, history and culture, and the varieties of communication;
- b. thorough knowledge and insight into ancient history, modern history, postmodern history and anthropology of Africa;
- c. thorough knowledge and understanding of the role of oral word art in African literature and society; from written literature from Africa and the African diaspora;
- d. thorough knowledge and understanding of African linguistics: insight into the different language structures, knowledge of the current classifications of African languages, insight into the role of language for the development of a country.
- e. able to situate African societies as being part of the world, and able to grasp diversity of African languages, histories and cultures.

2. Applying knowledge and understanding

- a. being able to analyse (whether or not oral) texts as a research method;
- b. being able to draw up and deepen arguments on issues in the field of languages, histories and cultures in Africa, with a critical attitude and from different perspectives;
- c. able to function in a society in Africa.
- d. able to apply digital techniques in the realm of methods, methodology and analysis in relation to the understanding of languages, histories and cultures of Africa.

3. Language Acquisition

- a. command of Swahili/Berber with an emphasis on oral language skills;
- b. command of another African language of regional significance at a basic level;
- c. qualification according to the European Framework of Reference for Language Proficiency:

<i>Swahili/Berber</i>		<i>Second language</i>	
Listening	A2+	Listening	A1
Reading	B1+	Reading	A1
Spoken interaction	A2+	Spoken interaction	A1
Spoken production	A2+	Spoken production	A1
Writing	B1+	Writing	A1

4. Judgement

- a. Students are able to critically assess literatures and knowledge from and with Africa;
- b. Critical thinking is an important capability of a student in African Studies.

5. Communication

- a. Students are able to communicate in an academic environment;
- b. Students have the skills to translate academic findings to a wider audience.

6. Learning Skills

Students have:

- a. the ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective and to reflect on that;
- b. the ability to work both independently and in a group on an assignment (including peer-review), that is: to plan and work result-oriented;
- c. the ability to use the digital space for their academic development and for dissemination;
- d. the learning skills that are required to follow a relevant master's programme.

Intended learning outcomes master African Studies

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

1. Knowledge and understanding

The graduate has:

- a. Multidisciplinary knowledge of and insight into African societies, including their global connections, at an advanced level.
- b. A thorough understanding of the societal relevance of African studies.
- c. General knowledge of and insight into current issues and debates within the overall field and across the main disciplines of African Studies (History, Political Science, Economics, Human Geography, Literature, Linguistics, and Anthropology, insofar as relevant to African Studies).
- d. Advanced knowledge and understanding of the main theories, key concepts and methodological approaches and techniques of at least two of the following disciplines in relation to African Studies: History, Political Science, Economics, Human Geography, Literature, Linguistics, and Anthropology.

2. Applying knowledge and understanding

The graduate has:

- a. The ability to apply theoretical insights, key concepts, and research methods of the mentioned disciplines in African Studies to independent research in African Studies.
- b. The ability to develop a coherent and feasible research proposal and write a Master's thesis.
- c. The ability to develop, arrange and execute a research project with a professional organization in an Africa-related setting, to liaise with various stakeholders of a different nature, and the ability to work in a cross-cultural environment.
- d. The technical and cognitive skills to collect, select, analyse and critically evaluate empirical data and academic literature, in order to formulate an answer to research questions.
- e. The ability to work with a complex body of sources of diverse nature and present one's analysis orally, visually and/or in written form.
- f. The ability to apply academic knowledge and insights to other professional domains, such as policy, development, business, arts or journalism.

3. Ability to formulate judgements

The graduate is able to:

- a. Critically assess questions and problems in the field of African Studies, based on information that is available.
- b. Analyse complex questions, taking into account social, cultural, political, historical, economic, methodological and ethical aspects.
- c. Critically analyse one's positionality in relation to specific questions/fields within African Studies.

4. Communication

The graduate has:

- a. Oral, audio-visual, digital, and written skills to clearly communicate the outcomes of one's own academic research to professionals as well as the broader public.

5. Learning Skills

The graduate:

- a. Has the learning skills to continue further study at a professional level or to start in a PhD program, or to develop one's skills further in a professional setting.
- b. Is able to assess where one's own research/work can contribute to academic or practitioners' fields.

Annex 3: Curriculum outline

Programme bachelor African Studies

First year

Vak	EC	Semester 1	Semester 2
First semester			
Introduction to African Studies	5		
Activating the Past: Heritage, Sources & Public History of Africa	5		
Introduction to African Literature & Arts	5		
Introduction to African History	5		
African Languages Lab	10		
Second semester			
African Networks: international relations, connectivity, diaspora	10		
Oral Performance in Africa	5		
Research in Present-day Africa	5		
Language acquisition I			
Swahili I	10		

Second year

Vak	EC	Semester 1	Semester 2
Compulsory courses			
Core Curriculum: Area Studies	5		
Philosophy of Culture	5		
Elective courses (Choose 2)			
> Core Curriculum: World Art and Beyond	5		
> Language, Culture and Society in Africa	5		
> Climate, Health and Medical Encounters in Africa	5		
Language acquisition II			
Swahili II	10		
Compulsory courses			
Study in Africa	25		
Research in Practice	5		

Third year

Vak	EC	Semester 1	Semester 2
Compulsory courses			
Africa Today	10		
Language acquisition III			
Swahili III	5		
Electives/Minor			
> Electives/Minor	30		
Tied electives (Choose 1)			
> African Religions and Philosophies: Understanding Diversity and World Connections	5		
> Swahili Libraries and Indigenous Heritage	5		
> Anthropological Linguistics	5		
Bachelor thesis			
Thesis Seminar BA African Studies			
BA Thesis African Studies	10		

Programme master African Studies

Vak	EC	Semester 1	Semester 2
Compulsory courses			
Language, Literature and Communication in Africa	10		
African History, Politics, Economy and Geography	10		
Framing Africa: Approaches and Methods	10		
Embedded Research Project	15		
MA thesis			
MA Thesis	15		
MA Thesis Seminar African Studies	0		
Recommended extracurricular elective			

Annex 4: Programme site visit

Cluster WO Regiostudies 1/ Area Studies 1 – site visit 1

Day 1: 3 November 2025

- **MA North American Studies (NAS)**
- **BA/MA African Studies (AS)**

8:30	8:45	Welcome
8:45	9:15	Internal panel discussion
9:15	9:45	Faculty management
9:45	10:30	Programme management MA NAS en BA/MA AS
10:30	11:00	Internal panel discussion
11:00	11:45	Students MA NAS
11:45	12:30	Lunch + internal panel discussion
12:30	13:15	Lecturers MA NAS
13:15	13:30	Internal panel discussion
13:30	14:15	Students BA/MA African Studies
14:15	14:30	Internal panel discussion
14:30	15:15	Lecturers BA/MA African Studies
15:15	15:30	Internal panel discussion
15:30	16:15	Board of Examiners BA/MA AS en MA NAS
16:15	16:30	Internal panel discussion
16:30	17:15	Development dialogue (2 parallel sessions)
17 :15	18 :00	Internal panel discussion / drafting findings + Additional questions programme management

Day 2: 4 November 2025

- **BA/MA Middle Eastern Studies (MOS)**
- **BA/MA Latin American Studies (LAS)**

8:30	9.00	Welcome + internal panel discussion
9:00	9:45	Programme management BA/MA MOS en BA/MA LAS
09:45	10.15	Internal panel discussion
10.15	11.00	Students BA/MA MOS
11:00	11:15	Internal panel discussion
11.15	12.00	Lecturers BA/MA MOS
12:00	12:45	Lunch + internal panel discussion
12.45	13.30	Students BA/MA LAS
13:30	14:00	Internal panel discussion
14.00	14.45	Lecturers BA/MA LAS
14:45	15.00	Internal panel discussion
15.00	15:45	Board of Examiners BA/MA MOS en BA/MA LAS
15:45	16.00	Internal panel discussion
16:00	16:45	Development dialogue (2 parallel sessions)
16.45	18.00	Internal panel discussion / drafting findings + Additional questions programme management

Day 3: 5 November 2025

- **BA/MA Russian Studies (RUS)**

8:30	8:45	Welcome
08:45	09.30	Internal panel discussion
09.30	10.00	Programme management BA/MA RUS
10.00	10:15	Internal panel discussion
10.15	11.00	Lecturers BA/MA RUS
11.00	11.45	Students BA/MA RUS
11.45	12:00	Internal panel discussion
12:00	12.30	Board of Examiners (BA/MA RUS)
12.30	13.15	Lunch
13.15	15.00	Internal panel discussion / drafting findings
14.30	15.00	Additional questions programme management
15:00	15:45	Development dialogue (BA/MA RUS)
15.45	16.30	Final management meeting for all programmes
16:30	17.15	Internal panel discussion
17.15	17.30	Oral report

Annex 5: Documents

Self-evaluation reports and annex

- Self-evaluation report Bachelor African Studies
- Self-evaluation report Master African Studies

The digital appendices to the self-evaluation reports are listed below:

- A. Faculty of Humanities 2025 – concise description of the Faculty of Humanities’ organisation.
- B. Prospectus BA and MA African Studies (*Studiegidsen*)
- C. Description of the contents of the programme components, with a specification of the learning outcomes, objectives, teaching methods used, method of assessment, assigned literature, teaching staff and number of study credits.
- D. Educational Dashboard (Onderwijsdashboard) – access via guest account.
- E. Course and Examination Regulations
 - 1. BA and MA Faculty regulations (general stipulations)
 - 2. BA and MA African Studies (programme-specific stipulations)
- F. Staff overview African Studies
- G. Assessment plan BA and MA African Studies
- H. Rules and Regulations of the Board of Examiners
- I. Vision on Teaching and Learning Leiden University and Faculty of Humanities
- J. Manuals
 - 1. Guide to Teaching Quality Assurance
 - 2. Manual for Board of Examiners
 - 3. Teaching Evaluation Framework
 - 4. Manual for Programme Committees
 - 5. Faculty of Humanities Assessment Framework
- K. Thesis Assessment at the Faculty of Humanities

Additional documentation

- AI guide for teachers FGW Leiden University
- Implementing AI in your curriculum FGW Leiden University
- Guidelines for Student Use of Generative AI FGW University Leiden
- Annual Reports of the Board of Examiners
- Minutes of the Programme Committee
- Annual reports BA and MA African Studies

Selection of final products

Prior to the site visit, the panel reviewed fifteen final projects from the bachelor's programme in African Studies. The programme does not offer any specialisations. The selection ensured a balanced distribution in terms of grades, topics, and supervisors.

Grade Range	Number of theses	Selected
5,5-6,9 sufficient	2	2
7,0-8,4 good	6	6
8,5-10 very good	4	4
Total	12	12

The details of the reviewed final projects are known to Odion Onderzoek and are available upon request.

Selection of final products

Prior to the site visit, the panel reviewed fifteen final projects from the master's programme in African Studies. The programme does not offer any specialisations. The selection ensured a balanced distribution in terms of grades, topics, and supervisors.

Grade Range	Number of theses	Selected
5,5-6,9 sufficient	7	4
7,0-8,4 good	42	10
8,5-10 very good	8	1
Total	57	15

The details of the reviewed final projects are known to Odion Onderzoek and are available upon request.