

Bachelor Koreastudies
Leiden University
Assessment report

20 April 2026



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1. Summary

This report describes the programme assessments of the academic bachelor (BA) Korean Studies (Dutch: *Koreastudies*) offered by Leiden University.

Standard 1 – Intended learning outcomes

The BA Korean Studies is a distinctive Area Studies programme that provides students with a broad and critical understanding of contemporary Korean society and culture, firmly embedded in regional and historical contexts. Central to the programme's profile is the integration of Korean language acquisition as a scholarly instrument, enabling students to engage directly with locally produced sources. Through a multidisciplinary approach—including history, cultural studies, linguistics, politics, and the social sciences—students develop a nuanced, contextualized perspective on Korea beyond narrowly defined state boundaries, alongside reflection on the epistemological and methodological foundations of area studies. The panel judges that the programme has a clear, coherent, and internationally distinctive profile. The intended learning outcomes are well formulated, aligned with the Dublin descriptors, and appropriate to bachelor's level. Graduates acquire solid historical and contemporary knowledge of Korea, strong academic and transferable skills, and Korean language proficiency up to TOPIK level 4. The panel values the ambitious and integrated language-content approach and is impressed by students' language competencies.

Overall, the panel concludes that **Standard 1 – Intended learning outcomes** is met.

Standard 2 – Teaching-learning environment

The BA Korean Studies offers a carefully balanced, academically rigorous curriculum with clear progression in language proficiency (65 EC), content knowledge (six compulsory courses plus shared modules in Philosophy of Science and Introduction to Area Studies), and academic/transferable skills. Students personalize their path via nine electives (including the advanced language options Hanmun, Classical Chinese, East Asian Linguistics), and 30 EC discretionary space (2x 15 EC, divided over both semesters of BA3, to be filled with internship, minor or package of elective courses). In year 2 students either take the selective SNU study-abroad course (15 EC) or the on-campus shadow programme (15 EC), that allows students who did not complete all first-year courses in time to continue with the language programme and obtain a comparable proficiency. Across BA2–BA3, transferable skills are systematically strengthened through discussions, debates, and research assignments, culminating in a 10,000-word thesis scaffolded by a targeted BA3 elective and a Thesis Seminar that emphasizes research design, academic writing, and the use of Korean-language sources. The didactic models (CLT and flipped classroom) are effective and valued by students. Study guidance is well organized and contributes to an inclusive learning environment and teaching staff are highly qualified and committed. Regarding the decline in enrolment, the panel finds the programme's response active and well considered, but advises

systematically monitoring the effects of matching and information provision (e.g., BA1 progression/withdrawal) to stabilize and better align intake. In conclusion, within the context of a phased restructuring prompted by faculty-wide financial constraints, the panel encourages the programme and the faculty to safeguard the distinctive academic identity of Korean Studies, selectively leveraging joint offerings where they demonstrably enhance student learning.

Overall, the panel concludes that **Standard 2 – Teaching-Learning environment** is met.

Standard 3 – Student assessment

The panel judges that the programme assessment policy is clear, coherent and aligned with faculty frameworks, applying the principles of validity, reliability, transparency and constructive alignment. The panel commends the effective use of diverse and innovative assessment methods. The panel is particularly positive about the frequent, incremental assessments in language courses and the use of small formative moments, which dovetail with the flipped-classroom approach and demonstrably support continuous learning. The Board of Examiners fulfils its statutory duties in a conscientious, transparent, and systematic manner and provides appropriate oversight. At the same time, the panel concludes that the Board operates largely reactively. Moving towards a more proactive and strategically embedded approach would, according to the panel, further strengthen the programme's assessment quality culture. This shift presupposes clear institutional positioning and adequate organizational support, enabling the Board to assume full ownership of its mandate. The panel therefore recommends that the programme strengthens the institutional positioning of the Board of Examiners by ensuring that it adopts a more proactive and strategically embedded role in safeguarding assessment quality. Regarding generative AI, the panel advises developing a more integrated strategy that explicitly links GenAI to intended learning outcomes, pedagogy, and assessment. In conclusion, the panel concludes that the Board is aware of the need for a shared benchmark in thesis assessment, and has initiated calibration sessions. However, to fully safeguard consistent application of standards, the panel recommends a more structural and systematic embedding of calibration across the programme.

Overall, the panel concludes that **Standard 3 – student assessment** is met.

Standard 4 – Achieved learning outcomes

Based on its review of fifteen bachelor's theses and interviews with alumni, the panel concludes that students in the BA Korean Studies programme achieve the intended learning outcomes and demonstrate an adequate bachelor's level. In some cases the research approach is predominantly descriptive, and in lower-graded theses the formulation of research questions could be sharper. At the same time, the methodological chapters provide clear evidence that the programme develops academic research skills and a reflective scholarly attitude beyond language acquisition and cultural understanding. Most graduates progress smoothly into relevant master's programmes—such as Asian Studies—and bachelor's

graduates who enter the labour market generally secure suitable positions within a reasonable timeframe. Overall, the panel judges that the programme sufficiently prepares students for further academic study as well as for their professional careers.

Overall, the panel concludes that **Standard 4 – Achieved learning outcomes** is met.

The bachelor programme Korean Studies meets all four standards. Considering this, the panel arrives at the final opinion 'positive' to the NVAO for the accreditation of the Bachelor Korean 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.

20 April 2026:



Dr. Remco Raben
(chair)



Julia Roosenboom MSc, drs. Vladimir Bartelds
(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 *Area Studies 1*. This cluster comprises 24 programmes 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 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 second seven programmes at Leiden University.

- Dr. Remco Raben (chair), Utrecht University, Associate professor, Department of History of International Relations
- Prof. dr. Henning Klöter (member), Humboldt University of Berlin, professor of Modern Chinese Languages and Literatures
- Prof. dr. Mark Teeuwen (member), University of Oslo, professor of Japanese Language and History
- Dr. Lisa Gaufman (member and external reviewer), University of Groningen, Assistant professor of Russian Discourse and Politics
- Elliott Bickerton (student-member), University of Amsterdam, student American Studies
- Dr. Vladimir Glomb (external reviewer), Free University of Berlin, Guest professor at the Institute of Korean Studies
- Dr. Anders Karlsson (external reviewer), University of London, senior lecturer in Korean Studies
- Prof. dr. Christian de Pee (external reviewer), University of Michigan, professor of Chinese History
- Prof. dr. Christoph Anderl (external reviewer), Ghent University, professor of Chinese Language and Culture
- Dr. Jonathan Spencer (external reviewer), University of Edinburgh, emeritus professor of South Asian Language, Culture and Society
- Prof. Roger Goodman (external reviewer), University of Oxford, professor of Modern Japanese Studies
- Dr. Lorena De Vita (external reviewer), Utrecht University, Associate professor in the History of International Relations
- Prof. dr. Gerben Nooteboom (external reviewer), Radboud University, Professor Anthropology and Development Studies

The panel was supported by Odion Onderzoek through Julia Roosenboom MSc (process coordinator and secretary for the bachelor Japan Studies, bachelor Korean Studies, bachelor South and Southeast Asian Studies, de master Asian Studies 60 EC and the master Asian Studies 120 EC), together with drs. Vladimir Bartelds, and Inge van der Hoorn MSc (secretary for the bachelor Chinese Studies and the bachelor International Studies). Both secretaries 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-2492b).

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 2025). An overview of the reviewed material, including the selected theses and an explanation of the selection process, is included in Annex 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 25 November, the panel members discussed their first impressions and identified key topics for discussion.

Staff and students of the programmes within the visitation group *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 8, 9, 10 December 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. Annex 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 secretary 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 (LU) 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 programmes¹. 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 website². 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 Rotterdam³, and internationally, among others, within the League of European Research Universities⁴.

Programme

The Bachelor's programme in Korean Studies at Leiden University offers an academically rigorous introduction to the language, history, culture, and society of Korea. As an Area Studies programme, it combines intensive Korean language acquisition with a broad and critical study of both premodern and modern Korea, situating developments on the Korean Peninsula within regional and global contexts. Students develop strong analytical and research skills alongside intercultural competence, enabling them to engage with Korean-language sources and scholarly debates. The programme places emphasis on historical depth, multidisciplinary perspectives, and academic skills development, and includes opportunities for specialization, a study period in South Korea, and the completion of an independent bachelor's thesis.

Developments since the last accreditation

The programme was last assessed in 2019. The previous panel issued several recommendations, which the programme has since addressed as outlined below.

To expand the contemporary, culture-oriented dimension of the curriculum, the programme has reinforced its staff with lecturers whose expertise centers on present-day Korea from anthropological, human-geographical, and political-science perspectives. As a result, students now encounter a richer range of topics—such as gender, mobility, media, democracy and politics—that often intersect with the prominence of the Korean Wave in South Korea's public image, while the programme deliberately

¹ See: <https://www.universiteitleiden.nl/over-ons/feiten-en-cijfers>

² See: <https://www.universiteitleiden.nl/over-ons/profiel>

³ See: <https://www.leiden-delft-erasmus.nl/nl/home>

⁴ See: <https://www.leru.org/>

maintains its scholarly focus rather than offering popular-culture training per se. At the same time, the historical breadth has been strengthened through the appointment of a specialist in premodern texts, and sustained attention to North Korea remains embedded in BA2 and BA3 courses. The first-year Methods and Issues course was redesigned to give students an early, structured introduction to multiple disciplinary perspectives in two-week segments, helping them orient their choices and build a foundation for BA2 and beyond.

The study-abroad component has been comprehensively reconfigured to balance academic ambition with feasibility. Where study abroad previously comprised a compulsory 30 EC semester (two language levels) in BA2 semester 2, the programme has introduced a flipped-classroom language trajectory in Leiden that raises students' proficiency more efficiently in BA1–BA2. Study abroad now takes place earlier—semester 3, for three months (15 EC, one level)—and is aligned to enable students to follow TOPIK 3-equivalent language courses in Korea. To guarantee continuity and inclusivity, the curriculum now offers a shadow track (Korean 3) in Leiden for students who do not meet the study-abroad conditions, with newly developed hybrid courses ensuring that both cohorts (in Leiden and in Korea) progress comparably. Although the third semester is intensive—combining adaptation to the Korean study environment, a 20-hour per week language load, and concurrent Leiden requirements—the programme observes stronger language gains after the first year and a further step change following the Korea semester. The semester's courses also scaffold research practice and reflection, preparing students for BA2 (second semester) thematic seminars and, ultimately, the BA3 thesis trajectory.

Following the 2019 remarks on plagiarism rules, the programme implements the faculty's guidelines in full and runs Turnitin checks on work submitted through Brightspace. In response to the rise of generative AI, the programme is evaluating two complementary pathways: (1) embedding guided reflection on AI use where academically appropriate (with explicit disclosure and critical appraisal), and/or (2) redesigning vulnerable assignments into more resilient formats (e.g., invigilated written exams in place of certain take-home papers).

The current panel has examined how the programme has followed up on the recommendations of the previous panel and concludes that the programme has initiated positive developments and has adequately addressed the recommendations.

3. Programme assessment: Bachelor Korean Studies

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 of the programme

The bachelor's programme Korean Studies is an area studies programme that provides students with a broad and critical understanding of contemporary Korean society and culture, firmly embedded in its regional and historical context, and based on a sufficient command of the Korean language to allow access to relevant local sources of information. Within the Bachelor's programme in Korean Studies, language acquisition is conceived not as an end in itself, but as an essential scholarly instrument that enables students to access, analyze, and work critically with knowledge produced within the Korean cultural sphere. The subject of study is not only defined and determined by (historically fluid) territorial (state) boundaries, but through a broader cultural framing that is not confined to the teleological logic of the nation-state. This perspective allows students to engage with Korea as a dynamic and historically constituted cultural space shaped by internal developments as well as regional and global interactions.

Throughout the programme, students are exposed to a range of disciplinary perspectives represented within the academic staff and reflected in the programme's academic orientation, including history and historiography, cultural anthropology and cultural studies, literature and sociolinguistics, politics and international relations, sociology, and human geography. This multidisciplinary framework enables students to develop a nuanced and contextualized understanding of Korean society and culture. As an academic programme, Korean Studies places emphasis not only on the acquisition of knowledge, but also on critical reflection on the production of knowledge itself. Students are encouraged to reflect on the epistemological foundations of area studies and on the distinctive methodologies and analytical approaches associated with the contributing disciplines. Upon completion, graduates are well prepared to continue in academia or to take on roles as academically trained professionals in the cultural sector, private and public international contexts, NGOs, and public services.

Within the Benelux, the bachelor's programme is unique in its positioning. In comparison with Korean Studies programmes offered in London (SOAS), Germany (Bochum) and France (Université Paris Diderot), the programme distinguishes itself through its integrative approach to language acquisition, based on communicative language teaching (CLT), as well as its slightly stronger emphasis on contemporary topics.

According to the panel, the programme demonstrates a clear and coherent profile as an area studies programme, offering students a broad and critical understanding of contemporary Korean society and culture, firmly embedded in its regional and historical context. The panel particularly values the central position of Korean language acquisition within the programme's academic profile, as it enables students to engage directly with locally produced sources and perspectives, thereby strengthening the scholarly integrity of the programme. Weighing the programme's unique position in the Netherlands and the very limited number of comparable Bachelor's programmes in Korean Studies in Europe, the panel considers the programme to be a valuable and distinctive component within the broader field of Area Studies. According to the panel, planned collaboration in joint modules with related programmes—such as Japan Studies, South and Southeast Asian Studies, and China Studies—(see Standard 2) offers opportunities for thematic enrichment and shared expertise, while it also requires attention to safeguarding the distinct profile of Korean Studies.

Learning outcomes of the programme

The programme has defined its intended learning outcomes across five categories of final qualifications, which align with the Dublin descriptors: 'Knowledge and understanding', 'Applying knowledge and understanding', 'Judgement', 'Communication', and 'Learning skills'. For an overview of the intended learning outcomes, see Annex 2.

Graduates of the programme possess a solid knowledge of modern and premodern Korean history and a broad understanding of contemporary political, social, and cultural developments on the Korean Peninsula, interpreted as historical outcomes embedded in local, regional, and global dynamics. They are familiar with the intellectual foundations and defining features of an area studies approach and have developed an in-depth understanding of at least two disciplinary perspectives relevant to Korean Studies. In addition, students have acquired Korean language proficiency equivalent to TOPIK level 4 (out of 6), enabling them to participate actively in general conversations and discussions and to process a range of Korean-language materials, including newspapers, online sources, short literary texts, and popular academic publications. Graduates are able to write short essays on general topics with the support of reference tools. Those who have completed additional coursework in Classical Chinese and Hanmun are also capable of engaging with premodern texts with the aid of a dictionary. Graduates have mastered generic and transferable academic skills as well as discipline-specific research methodologies. They are able to formulate and investigate basic research questions in accordance with disciplinary standards and to independently locate, assess, and critically use both primary and secondary sources, including Korean-language materials. Furthermore, they can communicate their findings clearly and effectively, both orally and in writing, to professional and general audiences, demonstrating sensitivity to sociolinguistic and pragmatic aspects of communication in Korean-language and culturally specific contexts.

The intended learning outcomes are, according to the panel, clearly formulated and align well with the level of a bachelor's programme as defined by the Dublin descriptors, as well as with the international orientation of the field of Korean Studies. The intended learning outcomes also reflect a broad and critical understanding of contemporary Korean society and culture, firmly embedded in regional and historical contexts. The panel values the ambitious and integrated language-content approach and is impressed by students' language competencies.

Conclusions

The panel judges that the BA Korean Studies presents a clear and coherent Area Studies profile that treats Korean language proficiency as a scholarly instrument, enabling direct engagement with locally produced sources and a critically contextualized view of Korea beyond nation-state boundaries. The intended learning outcomes are clearly formulated, aligned with the Dublin descriptors, and appropriate to bachelor level: graduates demonstrate solid knowledge of premodern and modern Korea, mastery of basic research methods and transferable skills, effective academic communication, and, typically, Korean proficiency at TOPIK level 4. Overall, the programme's profile and learning outcomes are internationally oriented, distinctive within the Benelux context, and fit for purpose at bachelor level.

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

Standard 2: Teaching-learning environment

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

Findings and considerations

Curriculum restructuring

This report pertains to the programme's performance over the past six years. From 2026–2027, the programme will undergo a phased restructuring prompted by faculty-wide financial constraints, increasing the use of shared courses in BA2 and BA3 with adjacent Asian Studies programmes (China Studies, Japan Studies, and South & Southeast Asia Studies). The panel recognizes—echoing student views—that reducing the number of Korea-specific ECs may render the curriculum slightly less Korea-focused. At the same time, it acknowledges the programme's rationale that broader thematic offerings can help students situate Korea within its regional context and allows the programme to produce relevant knowledge by addressing regional and global perspectives and comparisons. While the panel sees the potential analytical gains and efficiencies, it also encourages the programme and the faculty to safeguard the distinctive academic identity of Korean Studies, leveraging joint offerings selectively where they demonstrably enhance student learning, ensuring that the programme's distinctive profile is safeguarded (see Standard 1).

Content and structure of the curriculum

The current curriculum is a carefully balanced programme that provides a solid academic foundation in Korean Studies at bachelor's level. Courses collectively contribute to the intended learning outcomes through a coherent progression in language proficiency, knowledge acquisition, and academic/transferable skills. These skills are explicitly trained in both language and content courses, ensuring constructive alignment across the programme. For a detailed course overview, see **Appendix 2**.

The programme includes six compulsory content courses covering Korean history, culture, and perspectives, as well as shared courses in Philosophy of Science and *Introduction to Area Studies*. These courses support students in developing a more abstract understanding of the historical and methodological specificity of area studies. To accommodate students' individual interests, the programme additionally offers nine elective courses and a discretionary space of 30 EC, which students may use for an internship or for further specialization within their field of interest.

Korean language acquisition comprises 65 EC of the curriculum. Students may opt for additional language-oriented courses such as Hanmun, Classical Chinese, or East Asian Linguistics. The majority of students follow an intensive language course at Seoul National University (SNU) in their third semester (15 EC), consisting of five days per week, four hours per day of instruction. The parallel on-campus

shadow course (Korean 3) aims to reach a comparable proficiency level, albeit without the continuous immersion afforded by study abroad. Students who completed the shadow course reported that their reading proficiency often surpassed that of peers who studied abroad, while acknowledging that their conversational fluency benefitted less from the lack of immersion.

In the second and third year, students develop a range of transferable skills at increasing levels of complexity. Learning activities progress from structured classroom discussions to debates and small-scale individual or group research assignments and presentations. Through these activities, students learn to independently select and critically analyze information, formulate relevant research questions, construct well-reasoned arguments, draw substantiated conclusions, and engage constructively in giving and receiving feedback.

In the final phase of the bachelor programme, students complete an independently conducted research project, culminating in an academically written thesis of approximately 10,000 words. This thesis presents the findings and conclusions developed over the course of the third year. Preparation for the thesis begins in the first semester of BA3, when students take a 10 EC elective course aimed at disciplinary specialization and research preparation. Students choose either *Topical Reading*, taught by Korean Studies staff in variants focusing on Korean society, history, or culture, or a shared course in East Asian Linguistics offered jointly by Korean, Japanese, and Chinese Studies. Students develop a thesis proposal prior to or during the BA Thesis Seminar. Within this seminar, they work on draft components of their thesis—such as the introduction, literature review, and a preliminary version of the empirical chapter—under the guidance of course instructors and their designated thesis supervisor. Throughout this process, students are supported in refining their research question, designing and conducting their research, and developing their academic writing skills. Particular attention is paid to the use and interpretation of Korean-language sources, which can present an additional challenge for some students. Supervision is complemented by peer feedback through presentations and seminar discussions.

Students indicated that the first semester of the third year entails a relatively high workload, particularly in relation to language acquisition and the transition to advanced research tasks. At the same time, they expressed appreciation for the flexibility of the programme, especially the opportunity to tailor their curriculum and to select a thesis topic aligned with their individual academic interests.

The panel judges that the curriculum is challenging and fit for purpose, with a coherent progression from pre-modern to modern Korea that students experience as well introduced. The panel is impressed with students' language competencies and with the programme's systematic integration of language and content across courses. The mandatory use of Korean-language sources in the bachelor thesis is demanding for students, but the panel considers that appropriate resources and supervision are in place to make it feasible.

Transferrable skills

The BA in Korean Studies is academically oriented and does not train students for a single profession. Accordingly, the programme emphasizes transferable skills alongside subject-specific knowledge, which enable students to acquire suitable positions on the labour market at BA academic working and thinking level. Lecturers explicitly reference Leiden University's thirteen transferable skills to raise students' awareness. Although it is not always easy to make students aware of these transferable skills and the future job market, the perceptions of labour-market preparation are improving (NSE rising from 2.65 in 2022 to 2.98 in 2025, at faculty average). Professional orientation is further supported by the course Business Korean, faculty-wide Career Events, and activities organized by the study association Dokkaebi (e.g., Company Day, Alumni Day, workshops on study/work abroad, and company visits).

The panel judges that the programme provides adequate and strengthening attention to transferable skills and career orientation, consistent with its academic profile. The combination of strong language proficiency, intercultural competence, and explicit skills development offers a solid foundation for progression to (English-taught) master's programmes and for entry into the labour market at bachelor's level.

Educational vision

In addition to the institutional principles of Leiden University, the programme employs two didactic approaches that warrant clarification. For language acquisition, the programme has adopted a student-centred, integrated *Communicative Language Teaching* (CLT) approach. Within this model, the different dimensions of language learning are coordinated in a staggered and mutually reinforcing manner. Students are systematically exposed to multimedia input and engage in authentic communicative tasks, such as conversation practice, poster presentations, and speech contests, thereby fostering functional proficiency and confidence.

A second key element is the widespread use of *the flipped classroom* in language courses. Online learning modules are used to intensify self-study prior to class, enabling in-person sessions to focus on interaction, feedback, and in-depth practice. Students report high satisfaction with this approach: it helps them tailor their study pace in language acquisition and provides a clear structure that supports disciplined learning. Other teaching methods across the programme include seminar-based instruction, lectures, guided self-study using a diverse set of readings and sources, and—for most students—field experience during a study period in Seoul.

The panel notes with appreciation that both students and staff express strong enthusiasm for the flipped classroom model, particularly in the language sequence. In the panel's view, this didactic approach is effective and demonstrably beneficial to students' learning processes.

Student intake

The panel notes that the programme is addressing the decline in enrolment observed in recent years in an active and well-considered manner. The programme communicates clearly about the academic nature of Korean Studies (and the fact that it is not a language-training programme) and responds to increased interest by strengthening expertise in contemporary themes (media, gender, geography, digital methods) without diluting its scholarly profile. The panel welcomes the faculty's introduction of mandatory matching from 2026–2027 to manage expectations and improve study-choice fit; this is appropriate in light of drop-out among students primarily motivated by K-pop/K-drama. Against the backdrop of sector-wide uncertainties (demographics, the post-COVID context, and announced national budget cuts), the panel considers these measures appropriate and quality-oriented. The panel advises systematically monitoring the effects of matching and information provision (e.g., progression/withdrawal in BA1) and adjusting where necessary, so that intake becomes more stable and better aligned.

Internship

Students have the opportunity to undertake an internship within their elective space, subject to approval by the Board of Examiners. Due to scheduling constraints and the academic structure of the programme, completing an internship may result in a delay in study progress. During the discussions with students, however, it became clear that those who chose to pursue an internship considered the experience highly valuable and worth the additional effort. One example discussed was an internship at the Korean Embassy in Brussels, focusing on cultural diplomacy.

Students further expressed appreciation for the company visits organized by the study community *Dokkaebi*, the occasional sharing of internship and job vacancies, and the increasing encouragement from lecturers to explore internship opportunities. These initiatives contribute to students' professional orientation and awareness of potential career paths.

The panel recognizes the challenges involved in integrating internships into the academic calendar of the programme. At the same time, the panel emphasizes that the educational value of internship experience—particularly in terms of professional immersion and applied learning—should not be underestimated. The panel therefore encourages both the programme and students to continue exploring creative and flexible solutions that enable the inclusion of internships while maintaining academic coherence.

Study advice and student guidance

Students are assigned a study adviser in their first year, who supports both their academic progress and personal development throughout the programme. Students may discuss special needs or personal circumstances with their study adviser at any time. For students who face additional challenges, further support is available at both university and faculty level. In the first year, students receive a Binding Study Advice (BSA), which is positive when at least 45 of the 60 EC have been obtained and the course *Korean*

History until 1876 has been successfully completed. In addition, students are required to discuss a study plan with their study adviser each year.

Students express appreciation for the quality of study guidance, as reflected in an above-average score of 4.04 out of 5 in the National Student Survey. Last year's student feedback also indicated that student tutors were particularly helpful in supporting first-year students during the demanding initial phase of the programme. They played an important role in bridging the gap between secondary education and university-level expectations by providing accessible, course-related guidance on academic reading, writing, and research skills. Due to university-wide budget cuts, however, this tutoring system will not be continued. To compensate for this loss, the programme has strengthened the use of faculty-developed academic skills modules, which are integrated into the substantive courses. The dedicated study adviser functions as the primary point of contact for students, monitors study progress, conducts individual meetings at key stages of the programme, and refers students to appropriate support services when necessary.

Students with disabilities or functional impairments are referred to Leiden University's Fenestra Disability Centre and may receive additional support from the faculty adviser for students with functional impairments. Owing to the programme's small scale, the study adviser and teaching staff are able to maintain close and informal contact with students, facilitating the early identification of potential study delays or personal difficulties.

The panel concludes that overall, the system of student guidance contributes positively to an inclusive and supportive learning environment and adequately supports students throughout the programme.

Language of instruction

The programme adopts a pragmatic approach to the language of instruction. While Dutch is the formal language of instruction, the international composition of the teaching staff and student body necessitates that a substantial part of the curriculum is delivered in English. Operating in a plurilingual learning environment is considered an integral element of the programme and contributes to preparing students for an international academic or professional context, such as participation in English-taught master's programmes, study abroad opportunities, or careers in international settings.

The panel understands and endorses the programme's language policy and notes that the combined use of Dutch and English is widely accepted by both students and staff. The panel concludes that the chosen approach is appropriate to the programme's profile and supports the intended learning outcomes.

Teaching staff

The teaching staff of the Korean Studies programme consists of one full professor, seven assistant professors, and three language-specific lecturers. The core academic staff are actively engaged in both research and teaching, and their combined expertise encompasses Korean language acquisition, premodern and modern cultural knowledge of both Koreas, and extensive academic experience within the field of Area Studies. In addition to their contributions to the BA Korean Studies programme, core

staff members are also involved in teaching and research within the BA International Studies, the MA Asian Studies, and the MA International Relations programmes, which strengthens academic coherence and cross-programme alignment.

From a didactic perspective, all core staff members hold the University Teaching Qualification (BKO). Students perceive the teaching staff as highly committed and approachable, which is reflected in an above-average overall score of 4.23 in the National Student Survey. This positive evaluation was also confirmed during the panel's discussions with students.

The panel concludes that the teaching staff of the programme are highly qualified, professionally engaged, and strongly committed to the educational and academic objectives of the programme.

Conclusion

The panel concludes that the BA Korean Studies delivers a carefully balanced and academically rigorous curriculum with clear progression in language (65 EC), content knowledge (including shared modules in *Philosophy of Science* and *Introduction to Area Studies*), and academic/transferable skills, coherently aligned across language and content courses. The didactic models, CLT and flipped classroom, are effective and well received. Study guidance is well organized and contributes to an inclusive learning environment. The teaching staff are highly qualified and committed. Regarding the decline in enrolment, the panel concludes that the programme is addressing this in an active and well-considered manner. At the same time, the panel advises systematically monitoring the effects of matching and information provision (e.g., progression/withdrawal in BA1) and adjusting where necessary, so that intake becomes more stable and better aligned.

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

Standard 3: Student assessment

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

Findings and considerations

Testing principles

The programme's assessment principles are firmly embedded in the faculty-wide assessment policy, as articulated in the Course and Examination Regulations, the faculty assessment framework and the joint rules and regulations of the Board of Examiners. These documents collectively safeguard the core principles of validity, reliability, transparency and usability, and ensure that assessment is systematically aligned with the intended learning outcomes through constructive alignment. This alignment is clearly reflected in the Course and Examination Regulations and in the matrix linking course outcomes to the programme's intended learning outcomes. The panel considers this policy framework coherent and robust, and observes that it is consistently applied in practice.

The programme makes use of a wide and varied range of assessment formats, including, among others, open-ended questions, essays, online ethnography assignments, poster presentations, and podcasts. Language proficiency is assessed through a combination of midterm and final examinations, class debates, oral quizzes, and presentations. Transferable academic skills are assessed with increasing frequency over the course of the programme: three times in the first year, six times in the second year, and fourteen times in the final year. According to the panel, this progression corresponds well with the academic development expected of bachelor's students and supports the gradual growth of independent academic competence. To enhance transparency, students are given the opportunity to discuss their assessed work with the grading instructor. In the first year, sample questions are made available, and the digital learning environment (Brightspace) is used consistently to provide feedback and feedforward, supporting students in understanding assessment criteria and improving subsequent performance.

The panel concludes that the programme applies sound assessment principles, makes use of a broad and appropriate range of assessment methods, and provides students with timely and meaningful feedback. The panel was particularly enthusiastic about the diversity of assessment forms and the use of smaller, formative assessment moments, which align well with the programme's flipped classroom model and support continuous learning and engagement. The frequent and incremental assessment of language acquisition is seen as particularly beneficial to students' learning processes: students have indicated that they value the numerous assessment moments, as these provide continuous feedback and support steady progression in language learning. Furthermore, the relationship between the intended learning outcomes and the assessment formats is transparent and traceable: each intended learning outcome is addressed in multiple courses and linked to several assessment moments. The panel therefore finds that

the solid embedding of the intended learning outcomes is clearly reflected in the programme's assessment structure.

Generative AI

The programme demonstrates, according to the panel, clear awareness of the potential risks associated with the use of generative AI (GenAI) in assessment, particularly in written assignments such as essays. The programme is actively considering revising existing assessment formats or introducing additional assessment methods in courses that are most affected. Students are regularly informed about the inappropriate use of GenAI, with explicit warnings regarding its misuse in written work.

At faculty level, recently issued guidelines provide teaching staff with a common framework for addressing GenAI and academic integrity. These guidelines aim to enhance AI literacy among teaching staff, while students are provided with clear information on the appropriate and very limited use of GenAI in the context of assessment. This includes guidance on when and how GenAI tools may be used, requirements for disclosure, and awareness of potential pitfalls such as issues related to sourcing, bias, and factual inaccuracies.

Although the panel concludes that the programme is aware of the challenges posed by GenAI, it concludes that the programme has adopted a deliberately cautious and restrictive approach, primarily focused on preventing inappropriate use. While this approach is understandable at this stage of development, the panel advises that the programme may consider working towards a more integrated and strategic perspective on GenAI, in which implications for intended learning outcomes, the learning environment, and assessment are explicitly addressed. Given the rapid pace of developments in this field, the panel is confident that perspectives on GenAI will continue to evolve and anticipates that a future review may reflect a substantially different stage of integration.

Board of Examiners

The programme shares its Board of Examiners with the BA South and Southeast Asia Studies and the MA Asian Studies programmes (60 EC and 120 EC). Given the wide range of statutory responsibilities—such as granting exemptions, overseeing examination facilities, issuing binding study advice (BSA), and approving electives and internship proposals—the workload of the five-member Board is considerable in relation to its role in safeguarding the quality of assessment and degree certification. Over the past years, the work of the Asian Studies Board of Examiners has become increasingly systematic and professional. This development is reflected in the formal training of Board members, the appointment of an official secretary, and the establishment of a dedicated subcommittee for the quality assurance of assessment.

Through systematic sampling, the Board reviews completed theses and reports that the majority of these theses, together with their assessments, meet the required standards. When irregularities or concerns are identified, these are discussed with the assessors involved or communicated to the Programme Board

for follow-up. At present, however, the panel observes that the Board's approach is largely reactive in nature. While the Board demonstrably performs its formal duties and periodic checks, the panel considers that a more proactive role would further strengthen the programme's assessment quality culture. The panel acknowledges that the Board is evolving in its role and is confident that a more forward-looking stance, focused not only on monitoring but also on anticipating assessment-related risks and developments, would significantly enhance quality assurance. Such a role requires clear institutional positioning and sufficient organizational support, enabling the Board to fully assume ownership of its mandate. The panel therefore recommends that the programme further strengthens the institutional positioning of the Board of Examiners by facilitating a more proactive and strategically embedded role in safeguarding and enhancing assessment quality.

Quality assurance of examinations and theses

The Board reviews the quality of course assessment on a six-year cycle, while retaining the flexibility to intervene earlier when course evaluations provide reason to do so. In these reviews, the Board examines the alignment between course objectives, assessment methods and assessment criteria, and stresses the importance of systematic archiving of assessment materials to ensure transparency, traceability and effective quality control.

The Board conducts an annual blind quality check of approximately 15% of completed theses to verify whether grading is consistent with thesis quality. All theses are subjected to a plagiarism check using Turnitin. Bachelor's theses are assessed independently by two examiners. In cases where the assessments differ by two grade points or more, the Board of Examiners appoints a third examiner.

The programme makes purposeful use of external assessors, which the panel understands given the breadth of disciplines and specialised expertise required within Asian Studies. For thesis assessment, the student selects a supervisor (first examiner) based on subject-matter expertise, while the Board appoints the second examiner in light of relevant expertise and availability. As a guiding principle, the Board ensures that at least one examiner is internal or otherwise demonstrably familiar with the programme's standards.

The panel reviewed several theses for which the awarded grades did not fully align with the panel's own judgement. In this light, the panel notes that the assessment form, structured around the Dublin Descriptors, contains relatively broad categories. During the site visit, attention was therefore paid to how these criteria are weighted in practice and how the Board safeguards consistent application across examiners, particularly given the significant reliance on external assessors. The Board acknowledged the need for a shared benchmark and indicated that calibration sessions have been organised—also in response to the arrival of new colleagues. The panel appreciates these efforts, but concludes that calibration is not yet embedded in a fully systematic and programme-wide manner. The panel therefore

recommends that the programme and the Board of Examiners further strengthen and institutionalise calibration practices for thesis assessment to support a shared understanding of standards, improve consistency in grading and feedback, and safeguard reliable decision-making, particularly in borderline cases.

Conclusion

The programme's assessment policy is clear, coherent, and aligned with faculty policy, applying the principles of validity, reliability, transparency, and constructive alignment. A diverse mix of assessment formats—covering language, content, and increasingly complex transferable skills—provides comprehensive coverage of the intended learning outcomes, with transparency supported by sample questions, structured feedback/feedforward in Brightspace, and opportunities to discuss marked work. The panel is particularly positive about the frequent, incremental assessment in language courses and the use of smaller formative moments, which dovetail with the flipped-classroom approach and demonstrably support continuous learning. The panel is positive about the Board of Examiners, which fulfils its statutory duties in a conscientious, transparent and systematic manner and provides appropriate oversight of assessment quality. At the same time, the panel recommends that the Board move from a largely reactive stance to a more proactive, strategically embedded role. Regarding GenAI, the panel advises developing a more integrated strategy that explicitly links GenAI to intended learning outcomes, pedagogy, and assessment. In conclusion, according to the panel, the Board recognises the importance of a shared benchmark in thesis assessment and has initiated calibration activities. However, to ensure consistent application of standards across the programme, the panel considers it necessary to embed calibration more structurally and systematically.

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

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

Final projects

In the final semester, students complete an academically written bachelor's thesis of approximately 10,000 words (10 EC), in which they report on the findings and conclusions of an independently conducted research project developed during the third year of the programme. Throughout this process, students are supported through the BA Thesis Seminar, in which key components of the thesis—such as the introduction, literature review, and the outline of the empirical chapter—are discussed and reflected upon. In addition, students receive individual supervision, and the assessment criteria are used as guiding principles throughout the writing process.

Prior to the site visit, the panel reviewed a representative selection of fifteen recently completed bachelor's theses, including the associated assessment forms. The selection ensured an appropriate distribution across grade ranges and examiners (see Appendix 5). Based on this review, as well as interviews with alumni, the panel concludes that students in the Bachelor's programme Korean Studies achieve the intended learning outcomes and demonstrate attainment of an adequate bachelor's level. The panel notes that, in a number of theses, the research approach is predominantly descriptive, and that in the lower-graded theses the formulation of research questions could be more precise and analytically focused. At the same time, the panel observes that considerable attention is paid to methodological reflection across the theses. This emphasis demonstrates that the programme is not solely oriented towards language acquisition and cultural understanding, but also explicitly aims to develop academic research skills and a scholarly attitude.

Performance of graduates

The programme maintains active contact with its alumni. Periodically, the student community *Dokkaebi* facilitates structured interactions between current students and alumni, contributing to a sustained academic and professional network. Alumni pursue a wide range of career paths, most commonly after completing a master's programme. The main sectors of employment are government, education, and research.

According to data from the Labour Market Survey conducted in 2025 by the faculty's Career Service, 82% of respondents with a bachelor's degree in Korean Studies found employment within six months of completing a subsequent master's degree, while 68% obtained a position at an academic level immediately after graduation. Alumni identified written and oral communication skills, problem-solving abilities, creativity, and the capacity to work independently as key competences required in their current professional roles. The majority of students continue their studies in relevant master's programmes,

most notably the MA Asian Studies. Alumni and programme representatives indicate that graduates do not experience significant obstacles in transitioning to these programmes. Bachelor's graduates who enter the labour market generally find suitable employment within a relatively short period of time.

The panel notes positively that students during the site visit expressed a high level of satisfaction with the programme. The panel concludes that the programme has established effective and meaningful connections with its alumni and adequately monitors graduates' onward trajectories. The sustained alumni engagement, including structured interactions facilitated by the student community Dokkaebi, contributes positively to students' academic orientation and professional awareness. The labour market data provided demonstrate that graduates perform well in terms of employability after completing a master's degree, particularly in sectors that align with the academic profile of the programme. Overall, the panel judges that the programme prepares students adequately for further academic study as well as for their subsequent professional careers, and that graduates' positions in the labour market are consistent with expectations for a bachelor's programme in Area Studies.

Conclusion

The panel concludes that the bachelor's thesis trajectory is well designed and adequately supported through the Thesis Seminar and individual supervision, enabling students to demonstrate attainment of the intended learning outcomes at an appropriate bachelor's level. While some theses—particularly lower-graded ones—would benefit from sharper, less descriptive research questions, the consistent attention to methodological reflection evidences the programme's explicit focus on academic research skills alongside language acquisition and cultural understanding. Alumni outcomes and feedback are positive: most graduates progress smoothly to relevant master's programmes (notably MA Asian Studies) or secure suitable employment within a reasonable timeframe, and students reported high satisfaction during the site visit. Overall, the panel judges that the programme prepares students well for further academic study and for professional careers consistent with expectations for a bachelor's programme in Area Studies.

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

Final conclusion

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

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

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

- The panel considers the programme well organized, with a thoughtfully balanced spread of content, expertise development, and skills training
- The panel values the central role of Korean language acquisition, which enables direct engagement with local sources and strengthens the programme's scholarly integrity.
- The panel is impressed by students' language competencies and the systematic integration of language and content across courses.
- The panel notes strong enthusiasm among students and staff for the flipped classroom, judging this approach effective and demonstrably beneficial to learning—especially in the language sequence.

- The panel concludes that the teaching staff are highly qualified, professionally engaged, and strongly committed to the programme's educational objectives.
- The panel is particularly positive about the diverse assessment formats and frequent formative moments, which align well with the flipped classroom and foster continuous learning and engagement.
- The panel judges that the programme prepares students well for further academic study and for professional careers consistent with a bachelor's degree in Area Studies.

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

- The panel encourages the programme and the faculty to safeguard the distinctive academic identity of Korean Studies while selectively leveraging joint offerings only where they demonstrably enrich student learning.
- The panel advises systematically monitoring matching and information measures (e.g., BA1 progression/withdrawal) and adjusting where necessary to secure a more stable, better-aligned intake.
- The panel encourages the programme and students to pursue creative, flexible solutions that enable internships without compromising academic coherence.
- The panel advises moving towards a more integrated, strategic approach to GenAI, explicitly linking its use to intended learning outcomes, the learning environment, and assessment.

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

- The panel recommends that the programme strengthens the institutional positioning of the Board of Examiners by ensuring that it adopts a more proactive and strategically embedded role in safeguarding assessment quality.
- The panel recommends that the programme and the Board of Examiners further strengthen and institutionalise calibration practices for thesis assessment to support a shared understanding of standards, improve consistency in grading and feedback, and safeguard reliable decision-making, particularly in borderline cases.

4. Appendix

Appendix 1: Administrative data

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

Programme	
Programme name in RIO	Koreastudies
International name	Korean Studies
Location	Leiden
Programme number in RIO	56820
Orientation and level	Wo-bachelor
Research master	No
Language of instruction	Dutch / 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)	Full-time
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO Regiostudies 1/ Area Studies 1
Submission date of accreditation report	1 mei 2026
Other (e.g. name change or extension of study duration)	No

Appendix 2: Intended Learning Outcomes

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

Kennis en inzicht

1. Fundamentele kennis van het premoderne Korea en de moderne Korea's: de student ontwikkelt een brede blik op Noord- en Zuid-Korea en de regio.
 - a. De student heeft een grondige kennis van de belangrijkste historische ontwikkelingen van Korea, zowel op politiek, socio-economisch, cultureel als maatschappelijk gebied.
 - b. De student heeft kennis van de politieke, socio-economische, maatschappelijke en culturele ontwikkelingen in de hedendaagse Korea's, mede in de context van de regio en de rest van de wereld.
 - c. De student heeft goed inzicht in hedendaags Zuid-Korea en dan met name de hedendaagse maatschappij en cultuur, media, politiek en internationale relaties.
2. Kennis van en inzicht in de door de student gekozen disciplines: hierdoor wordt de brede blik er één met eigen accenten, waarbij het belang van een multi- dan wel interdisciplinaire benadering vooropstaat. De student doet kennis en inzicht op in minimaal twee van de volgende disciplines: premoderne en moderne geschiedenis, taalkunde, cultuurstudies, sociologie, politicologie, en internationale relaties. Deze kennis is ingebed in de koreanistische tradities en in de problematiek die het bestuderen van regiostudies met zich meebrengt.

Toepassen kennis en inzicht

3. Taalvaardigheid in het Koreaans.
 - a. Spreek- en luistervaardigheid. Goede beheersing van het gesproken Koreaans: de student is in staat deel te nemen aan gesprekken en discussies over algemene onderwerpen. Daarbij onderscheidt en hanteert de student adequaat verschillende interpersoonlijke niveaus en registers van gesproken taalgebruik;
 - b. Schrijfvaardigheid. De student kan, met behulp van een woordenboek, korte essays schrijven over uiteenlopende onderwerpen in het moderne Koreaans;
 - c. Leesvaardigheid. De student kan authentiek materiaal verwerken (kranten, essays, korte verhalen, populairwetenschappelijke artikelen en dergelijken); Daarbij kent de student elementaire Chinese karakters. Studenten die relevante keuzevakken gekozen hebben zijn in staat, al dan niet met behulp van een woordenboek, eenvoudige premoderne teksten te begrijpen;
4. De student is in staat basale onderzoeksvragen te formuleren en deze te benaderen vanuit de gekozen disciplinaire invalshoek;

5. De student beschikt over de vaardigheid om de disciplinair-methodologische kennis toe te passen bij het formuleren van beargumenteerde oplossingen.

Oordeelsvorming

6. De student beschikt over de vaardigheid basale onderzoeksvragen te beantwoorden door gebruik te maken van primaire en secundaire bronnen, die zelf te lokaliseren, en kritisch te lezen en analyseren.

Communicatie

7. De student is in staat onderzoeksvragen en -antwoorden over te brengen op een gemengd publiek van zowel specialisten als niet-specialisten.

8. De student beschikt over de vaardigheid om talig en intercultureel zowel actief als passief te communiceren in een Koreaanstalige omgeving en in dialoog te treden met lokaal geproduceerde kennis.

Leervaardigheden

9. De student is in staat om alleen en in groepsverband academische en/of professionele problemen te herkennen, te definiëren en op te lossen.

10. De student is uitstekend in staat om professioneel te functioneren in een academisch milieu, culturele sectoren, internationale omgevingen (zowel privaat als publiek) en de overheid.

Appendix 3: Curriculum outline

B Korean Studies

Year 1				
Sem. 1	Language: Korean 1 (15EC)	Content: Gedachtegoed en cultuur in Korea (5 EC)	Content: Koreaanse geschiedenis tot 1876 (5 EC)	Core Area Studies (5 EC)
Sem. 2	Language: Korean 2 (15EC)	Content: Modern Korean History (5 EC)	Content: (elective) Methods and Issues in Korean Studies or Klassiek Chinees 1 (5 EC)	Content: (elective) Introduction to Modern Japanese History or Modern Chinese History (5 EC)
Year 2				
Sem. 1	Language: Korean 3 or Korean Language Study in Korea (15 EC)	Content Perspectieven op Korea (5 EC)	Content: (elective) Hanmun Or Themes and Approaches to Korean Studies (10 EC)	
Sem. 2	Language Intermediate Korean Reading 1 (Block 1) (5 EC) Korean Language in Use (5 EC)	Language (students choose one; compulsory) Intermediate Korean Reading 2A, 2B or 2C (Block 2) (5 EC)	Content (elective) (2 out of the following courses of 5 EC each) Digital Korea Divided Korea Gender in Korea Literature in Korea Urban Korea (10 EC)	Core Wetenschaps- filosofie (5 EC)
Year 3				
Sem. 1	Language (elective) Korean for Academic Purposes 3 or Business Korean or Korean through Literature (5 EC)	Content (elective) Oost-Aziatische taalkunde or Topical Reading: Contemporary Korea and Digital Humanities or Topical Reading: (Pre)Moderne Koreaanse geschiedenis en literatuur or Topical Reading: cultuur en erfgoed in Korea (10 EC)		Minor/discretionary space (15 EC)
Sem. 2	Content BA thesis seminar (5 EC)	Content BA thesis Korean Studies (10 EC)		Minor/discretionary space (15 EC)

Appendix 4: Programme site visit

Dag 1: 8 december 2025

8:30	8:35	Reception
8:35	9:15	Internal deliberations panel
9:15	9:45	Session faculty management (voertaal: NL)
9:45	10:00	Break
10:00	10:45	Session programme management BA International Studies and BA Chinastudies
10:45	11:00	Break
11:00	11:45	Session lecturers BA Chinastudies
11:45	12:30	Session students BA Chinastudies
12:30	13:15	Lunch
13:15	13:45	Session Examinations Board BA Chinastudies
13:45	14:15	Break
14:15	15:00	Session lecturers BA International Studies
15:00	15:45	Session students BA International Studies
15:45	16:00	Break
16:00	16:30	Session Examinations Board BA International Studies
16:30	17:15	Discussing future development BA International Studies
17:15	18:00	Internal deliberations of the panel

Dag 2: 9 december 2025

09.00	10.00	Session programme management BA Korean Studies / MA Asian Studies 60 EC / MA Asian Studies 120 EC / BA SSEAS
10.00	10.30	Break
10.30	11.15	Session lecturers BA SSEAS
11.15	12.00	Session students BA SSEAS
12.00	13.00	Lunch
13.00	13.45	Session lecturers MA Asian Studies 60 EC & 120 EC
13.45	14.30	Session students MA Asian Studies 60 EC & 120 EC
14.30	15.00	Break
15.00	15.45	Session lecturers BA Korean Studies
15.45	16.30	Session students BA Korean Studies
16.30	16.45	Break
16.45	17.30	Session Examinations Board Asian studies
16.15	17.30	Internal deliberations of the panel

Dag 3: 10 december 2025

09.00	09.30	Internal deliberations of the panel
09.30	10.00	Session programme management BA Japanstudies
10.00	10.15	Break
10.15	11.00	Session lecturers BA Japanstudies
11.00	11.45	Session students BA Japanstudies
11.45	12.00	Break
12.00	12.30	Session Examinations Board Japanstudies
12.30	13.15	Lunch
13.15	15.00	Internal deliberations of the panel
15.00	15.45	Pending issues programme management all programmes
15.45	16.15	Internal deliberations of the panel
16.15	17.00	Discussing future development MA Asian Studies 60 & 120 EC
17.00	18.00	First feedback of the panel

Appendix 5: Documents

Self-evaluation report B Korean Studies

- Self-evaluation report B Korean Studies
- Appendixes
 - Faculty Appendix SER
 - Prospectus BA Korean Studies
 - Education Dashboard FGW
 - Bachelor Course and Examination Regulations – Faculty of Humanities
 - Bachelor Course and Examination Regulations – Korean Studies
 - Staff overview
 - Assessment plan BA Korean Studies
 - Rules and Regulations Board of Examiners
 - Vision on Teaching and Learning
 - Guide to Teaching Quality Assurance
 - Manual for Board of Examiners
 - Teaching Evaluation Framework
 - Manual for Programme Committees
 - Assessment Framework
 - 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 GenAI use students FGW Leiden University
- Annual report Board of Examiners
- OLC Meeting notes
- Annual Report BA Korean Studies

Selection of final products

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

Grade Range	Number of theses	Selected
5,5-6,9 sufficient	16	4
7,0-8,4 good	39	8
8,5-10 very good	15	3
Total	70	15

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