

MASTER'S PROGRAMMES

ASIAN STUDIES

FACULTY OF HUMANITIES

LEIDEN UNIVERSITY

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This report was finalised on 7 April 2020



REPORT ON THE MASTER'S PROGRAMME ASIAN STUDIES (60 EC) AND THE MASTER'S PROGRAMME ASIAN STUDIES (120 EC) OF LEIDEN UNIVERSITY

This report takes the NVAO's Assessment Framework for the Higher Education Accreditation System of The Netherlands for limited programme assessments as a starting point (September 2018).

ADMINISTRATIVE DATA REGARDING THE PROGRAMMES

Master's programme Asian Studies (60 EC)

Name of the programme:	Azië Studies
International name:	Asian Studies
CROHO number:	60839
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	East Asian Studies South Asian Studies Southeast Asian Studies History, Arts and Culture of Asia Politics, Society and Economy of Asia
Location:	Leiden
Mode of study:	full time
Language of instruction:	English
Submission deadline NVAO:	01/05/2020

Master's programme Asian Studies (120 EC)

Name of the programme:	Azië Studies
International name:	Asian Studies
CROHO number:	60840
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	120 EC
Specialisations or tracks:	Chinese Studies Japanese Studies Korean Studies
Location:	Leiden
Mode of study:	full time
Language of instruction:	English
Submission deadline NVAO:	01/05/2020

The visit of the assessment panel Region Studies to the Faculty of Humanities of Leiden University took place on 19, 20 and 21 November 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	Leiden University
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive



COMPOSITION OF THE ASSESSMENT PANEL

The NVAO has approved the composition of the panel on 4 March 2019. The panel that assessed the master's programmes Asian Studies consisted of:

- Prof. dr. P. (Peter) Van Nuffelen, research professor in Cultural History of the Ancient World at Ghent University (Belgium) [chair];
- Prof. dr. D.M. (Diederik) Oostdijk, professor in English Literature at Vrije Universiteit Amsterdam;
- Prof. dr. I. (Inge) Brinkman, attached to the section African Studies at Ghent University (Belgium);
- Prof. dr. A.F.R. (Ann) Heirman, professor in Chinese Language and Culture at Ghent University (Belgium);
- Prof. dr. V. (Vincent) Houben, professor Geschichte und Gesellschaft Südostasiens at Humboldt Universität Berlin (Germany);
- Prof. dr. D. (Daeyeol) Kim, professor at the Institut National des Langues et Civilisations Orientales (INaLCO) of the Université Sorbonne Paris Cité (France);
- Prof. dr. A. (Andreas) Niehaus, professor in Japanese Language and Culture at Ghent University (Belgium);
- L. (Lara) van Lookeren Campagne, bachelor's student in Middle Eastern Studies at the University of Amsterdam [student member].

The panel was supported by drs. E. (Erik) van der Spek, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

The master's programmes Asian Studies (60 EC/120 EC) at the Faculty of Humanities of Leiden University were part of the cluster assessment Region Studies. Between March 2019 and November 2019 the panel assessed 38 programmes at five of universities: Radboud University, Leiden University, University of Amsterdam, Vrije Universiteit Amsterdam and the University of Groningen.

Leiden University has 19 programmes in the cluster Region Studies. To ensure that the workload for panel members was evenly distributed and all programmes were properly assessed, two site visits were planned (in June and November 2019).

Panel members

The panel consisted of the following members:

- Prof. dr. P. (Peter) Van Nuffelen, research professor Cultural History of the Ancient World at Ghent University (Belgium) [chair];
- Prof. dr. D.M. (Diederik) Oostdijk, professor in English Literature at Vrije Universiteit Amsterdam;
- Prof. dr. A. (Umar) Ryad, professor in Arabic and Islamic Studies at KU Leuven (Belgium);
- Prof. dr. E.J.C. (Eibert) Tigchelaar, research professor of the research unit Biblical Studies, Faculty of Theology and Religious Studies at KU Leuven (Belgium);
- Prof. dr. G. (Gunnar) De Boel, professor in (Greek) Linguistics and Modern Greek and Byzantine Literature (Department of Literary Studies) at Ghent University (Belgium);
- Prof. dr. I. (Inge) Brinkman, professor in African Studies at Ghent University (Belgium);
- Prof. dr. G. (Gert) Buelens, professor in English and American Literature at Ghent University (Belgium);
- Dr. D. (Diana Bullen) Presciutti, senior lecturer in Art History, director of Global Studies and director of the Interdisciplinary Studies Centre at the University of Essex (United Kingdom);
- R.A. (Rianne) Clerc-de Groot MA, teacher in Classics at the Cygnus Gymnasium in Amsterdam;
- Dr. D. (Dario) Fazzi, lecturer in North American Studies and International Studies at Leiden University;
- Prof. dr. A.F.R. (Ann) Heirman, professor in Chinese Language and Culture at Ghent University (Belgium);

- Prof. dr. A. (Axel) Holvoet, professor at the Institute of the Languages and Cultures of the Baltic of Vilnius University (Lithuania);
- Prof. dr. V. (Vincent) Houben, professor Geschichte und Gesellschaft Südostasiens at Humboldt Universität Berlin (Germany);
- Prof. dr. E.M.H. (Helena) Houvenaghel, professor in Spanish Language and Culture at Utrecht University;
- Prof. dr. D. (Daeyeol) Kim, professor at the Institut National des Langues et Civilisations Orientales (INALCO) of the Université Sorbonne Paris Cité (France);
- L. (Lotte) Metz MA, teacher in Greek and Latin at the Stedelijk Gymnasium Nijmegen;
- Prof. dr. J. (John) Nawas, professor in Arabic and Islamic Studies at KU Leuven (Belgium);
- Prof. dr. A. (Andreas) Niehaus, professor in Japanese Language and Culture at Ghent University (Belgium);
- Prof. dr. J.L.M. (Jan) Papy, professor in Latin Literature at KU Leuven (Belgium);
- Dr. N.A. (Nicolet) Boekhoff-van der Voort, teacher Islam studies and coordinator Graduate School for Humanities at Radboud University;
- C. (Charlotte) van der Voort, bachelor's student in Greek and Latin Language and Culture, and pre-master's student Dutch Language and Culture at Leiden University [student member];
- L. (Lara) van Lookeren Campagne, bachelor's student in Middle Eastern Studies at the University of Amsterdam [student member];
- G.M. (Gerieke) Prins, bachelor's student in Social and Migration History with a minor in Latin American Studies at Leiden University [student member];
- E.L. (Emma) Mendez Correa, bachelor's student in Greek and Latin Language and Culture at Leiden University [student member];
- Prof. dr. L.P. (Lars) Rensmann, professor in European Politics and Society at University of Groningen [referee International Studies at Leiden University];
- Em. prof. dr. C.H.M. (Kees) Versteegh, emeritus professor in Arabic and Islam at Radboud University [referee Arabic and Middle Eastern Studies at University of Amsterdam];
- Prof. dr. H. (Harco) Willems, professor in Egyptology at KU Leuven (Belgium) and director of the excavation in Dayr al-Barshā (Egypt) [referee Ancient Near East Studies at Leiden University];
- Prof. dr. J. (Jaap) Wisse, professor in Latin Language & Literature at Newcastle University (United Kingdom) [referee Greek, Latin and Classics at the University of Amsterdam and Vrije Universiteit Amsterdam].

For each site visit, assessment panel members were selected based on their expertise, availability and independence.

The QANU project manager for the cluster assessment was dr. Els Schröder. She acted as secretary in the site visit to Radboud University and in the first site visit to Leiden University. In order to assure the consistency of assessment within the cluster, the project manager was present at the start of the site visits as well as the panel discussion leading to the preliminary findings at the other site visits and reviewed the draft reports. During her leave of absence, she was replaced by her colleagues at QANU. Dr. Irene Conradie acted as project manager in the combined site visit to the University of Amsterdam and Vrije Universiteit Amsterdam and in the second site visit to Leiden University. Dr. Anna Sparreboom acted as project manager in the site visit to the University of Groningen.

Several secretaries assisted in this cluster assessment: drs. Trees Graas, employee of QANU, also acted as secretary in the site visit to Radboud University; drs. Mariette Huisjes, freelance secretary for QANU, also acted as secretary in the first site visit to Leiden University and in the site visit to the University of Groningen; drs. Erik van der Spek, freelance secretary for QANU, acted as secretary in the second site visit to Leiden University; drs. Marielle Klerks, freelance secretary for QANU, acted as secretary in the combined site visit to the University of Amsterdam and Vrije Universiteit Amsterdam. The QANU project managers and the secretaries regularly discussed the assessment process and outcomes.



Preparation

On 22 November 2018, the panel chair was briefed by the project manager on the tasks and working method of the assessment panel and more specifically his role, as well as use of the assessment framework. Prior to the site visit, the panel members received instruction by telephone and e-mail on the tasks and working method and the use of the assessment framework. A schedule for the site visit was composed. Prior to the site visit, representative partners for the various interviews were selected. See Appendix 3 for the final schedule.

Before the site visit, the programmes wrote self-evaluation reports of the programmes and sent these to the project manager. She checked these on quality and completeness, and sent them to the panel members. The panel members studied the self-evaluation reports and formulated initial questions and remarks, as well as positive aspects of the programmes.

The panel also studied a selection of eight theses and their assessment forms for each programme, based on provided lists of graduates between 2016-2018 (see Appendix 4).

Site visit

The site visit to Leiden University took place on 19, 20 and 21 November 2019.

At the start of each site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit. During the site visit, the panel studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners. Members of the Programme Committee were included as part of the interviews with staff and students. It also offered students and staff members an opportunity for confidential discussion during a consultation hour. No requests for private consultation were received.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations. The visit concluded with a development dialogue, held in parallel sessions, in which the panel members and the representatives of the programme discussed various development routes for the programmes. The results of this conversation are summarised in a separate report, which will be published through the programmes' communication channels.

Report

After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to the project manager for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft reports to the faculty in order to have it/these checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the Faculty of Humanities and University Board.

Definition of judgements standards

In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of the standards:

Generic quality

The quality that, from an international perspective, may reasonably be expected from a higher education Associate Degree, bachelor's or master's programme.

Meets the standard

The programme meets the generic quality standard.

Partially meets the standard

The programme meets the generic quality standard to a significant extent, but improvements are required in order to fully meet the standard.

Does not meet the standard

The programme does not meet the generic quality standard.

The panel used the following definitions for the assessment of the programme as a whole:

Positive

The programme meets all the standards.

Conditionally positive

The programme meets Standard 1 and partially meets a maximum of two standards, with the imposition of conditions being recommended by the panel.

Negative

In the following situations:

- The programme fails to meet one or more standards;
- The programme partially meets Standard 1;
- The programme partially meets one or two standards, without the imposition of conditions being recommended by the panel;
- The programme partially meets three or more standards.

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The panel established that both the 60 EC and the 120 EC master's programmes in Asian Studies have interesting and rich profiles. The 60 EC programme offers the students many options, both with a regional and a disciplinary focus. The 120 EC programme has as its strong point a stay abroad of a full year in China, Japan or Korea; this is a commendable feature, according to the panel. The panel appreciates that such an extensive programme is still on offer in the Netherlands, allowing students to specialise in different Asian regions and languages.

Leiden University has a long-standing tradition in cultivating the knowledge of many cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The panel found that the faculty is committed to keeping this tradition alive and protecting small fields like Asian Studies. It wholeheartedly supports this ambition, in the interest of Dutch society as a whole.

The panel examined the intended learning outcomes of both programmes and approves of the set standards the students are supposed to achieve. It found these outcomes to be fitting for a master's programme in area studies and established that they are formulated at a proper academic level, as shown in their connection to the Dublin Descriptors. It noted that the learning outcomes in the 60 EC programme may differ within one track, depending on the electives the student takes; it believes these differences are defensible and understandable. Although it agrees with the intended learning outcomes of both master's programmes Asian Studies, it noted that the way they are formulated differs across various faculty programmes. It recommends harmonising the intended learning outcomes of different programmes within the faculty. It is understandable that they may differ, but it would enhance transparency if all programmes used the same terminology and categorisation.

Standard 2: Teaching-learning environment

In general, the panel is enthusiastic about the extensive range of both language and content courses within the master's programme Asian Studies (60 EC). The combination of five specialisations with a large number of electives allows the students substantial freedom to design their own course trajectory and enrich their knowledge and skills in very different fields. The panel read a number of course descriptions and materials and found them interesting, stimulating and composed at an appropriate master's level. It understands the adjustments in the area of methodology and approves of the extension of the 'Introduction to Asian Studies' and of the connection between electives and disciplinary methods.

The panel is also very positive about the 120 EC programme, which has the attractive feature of a full year in either Japan, China, or Korea. For the students this stay abroad is an enriching and sometimes life-changing experience, it found. In Japan and Korea, the students have a large choice of cities and universities; in China, where the choice is limited to one university, it advises exploring the possibility of cooperation with other partners and looking for educational settings in which interaction with Chinese students is stimulated. It finds the additional research project in Japan stimulating and encourages the programme to extend this research project to the other specialisations as well.

In both programmes the number of international students is substantial, varying between 30% and 40%. The panel found that the international classroom is appreciated by both staff and students, since the different perspectives on the issues covered make them more interesting. It believes it is a good idea to enhance the social cohesion between the students in the different tracks. This applies to both the 60 EC and the 120 EC programme. It agrees with the motivation to adopt English as the language of instruction and to use a foreign language name for the programme.

The panel concluded that the students are well-prepared for their thesis trajectory and that the supervision is up to par, even though the process is sometimes complicated for students who have



to start their trajectory during their stay abroad, as is the case with those in Japan. It understands the difficulties in combining a stay abroad with thesis supervision and feels that the programme has developed practical solutions for these cases. The students are generally satisfied with the guidance they receive.

Labour market orientation receives increasing attention in both programmes, both at the faculty and at the programme level. The panel found that doing an internship is encouraged, and additional funding is available for students who want to do an internship abroad. For the international students, the way towards an internship in the Netherlands might be made easier by offering all relevant internship options in English. Marking transferable skills when they occur in classroom situations may also help to increase awareness in the students about the job market skills they are developing.

Finally, the panel found that both programmes share a team of experienced, skilled and diverse lecturers and researchers. It met with representatives of the teaching staff and was impressed with the range of their expertise. It also found that the students are generally very satisfied with the skills and knowledge of their teachers. Workload is an issue within the programmes, but it found that the Faculty Management is very aware of this problem and is doing its utmost to tackle it.

Standard 3: Student assessment

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been expanded in recent years and gives the programmes more control; this is reflected, among other things, in the manuals and guidelines that have been developed. The panel is of the opinion that the faculty support is of good quality and notes that since the previous round of programme assessments, the faculty has professionalised its assessment procedures. However, the procedure in the case of plagiarism and fraud still deserves further attention; the panel feels the implementation of the guidelines in daily practice should be monitored.

The panel is of the opinion that the Board of Examiners fulfils its responsibilities. It is especially positive about the contribution of the external member, who provides a link between the various Boards across programmes. It noted that the quality assessment of the stay abroad is a matter of mutual trust between the programmes in Leiden and at a number of Asian universities; however, it must be clear what this trust is based on. For this reason, it recommends that the Board of Examiners give consideration in this case also to control instruments. One possibility is to request the course material from time to time and to check whether this contributes sufficiently to the learning objectives.

The panel established that both master's programmes use types of assessment that are suitable for the level of education. It agrees with the assessment of the theses and with the role of the supervisor and second reader. It recommends making sure that the comments of the second reader in the thesis evaluation form are clearly recognisable to the students.

Standard 4: Achieved learning outcomes

The panel established that all students of the master's programmes Asian Studies (both 60 EC and 120 EC) achieve a sufficient level and the intended learning results. The academic level is clearly shown in the master's theses the panel read. Moreover, a large number of students develop an excellent proficiency in one of the Asian languages as well, since they are able to use primary and secondary materials in the language of their specialisation in their thesis. The panel feels that the students are sufficiently prepared for the labour market, inside and outside academia, both in the Netherlands and abroad. Since it did not have access to concrete data about the careers of their alumni, it advises the programmes to monitor the careers of the alumni more systematically.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Master's programme Asian Studies (60 EC)

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

Master's programme Asian Studies (120 EC)

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

The chair, prof. dr. Peter van Nuffelen, and the secretary, drs. Erik van der Spek, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 7 April 2020

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED PROGRAMME ASSESSMENTS

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

The Faculty of Humanities at Leiden University offers two master's programmes Asian Studies, a programme of one year (60 EC) and one of two years (120 EC). The main difference is that the two-year programme has an additional year at a university in China, Japan or Korea. There is also a difference in focus: while the two-year programme focuses exclusively on the three countries mentioned above, the one-year programme also covers the regions of South and Southeast Asia. The two programmes share a large number of courses as well as a Programme Board, Programme Committee and Board of Examiners. Both are therefore covered in this accreditation report; when any findings or considerations concern one programme exclusively, this is mentioned.

The two programmes share a common profile, although each has its own specific character. Both are concerned with the study of Asia using a number of disciplines, such as economics, politics, social sciences, cultural studies and history. According to the self-evaluation report, the programme has a critical perspective, in which Asia is seen as a modern ideological creation, an 'Other' for the West. Asian Studies is therefore also a vehicle for critical reflection on scholarly assumptions and worldviews (Eurocentric), on the boundaries between disciplines, and on questions of power and knowledge.

Asian Studies focuses on the pre-modern, modern and contemporary societies and cultures of East, Southeast, and South Asia. Students are acquainted with a wide variety of disciplinary and theoretical perspectives on Asia, and specialise in one specific discipline. History, cultural studies, religious studies, philosophy, and linguistics are the principal disciplines on the humanities side, while political science, international relations, economics, anthropology, and sociology represent the social sciences side. Both programmes combine a multidisciplinary profile with a multiregional approach: the curriculum offers a mix of region- and nation-specific courses together with multiregional, thematic courses. Finally, all students have the opportunity to develop their proficiency in a modern or classical Asian language.

The master's programme Asian Studies 60 EC offers students the possibility to deepen and broaden their knowledge of Asia or one of the Asian regions. The focus lies on the methods and perspectives of a single discipline. The students can choose between five specialisations: South Asian Studies, Southeast Asian Studies, East Asian Studies, History, Arts and Culture of Asia, or Politics, Society and Economy of Asia. The latter two specialisations take a thematic, interregional approach to Asian Studies. The East Asian Studies specialisation combines regional studies with advanced language acquisition and is therefore only accessible to students who have sufficient language skills. The panel appreciates the combination of regional and disciplinary specialisations and feels the programme offers the students a lot of freedom, while maintaining a proper academic master's level.

The two-year master's programme Asian Studies (120 EC) combines instruction in Japanese studies, Korean studies, and Chinese studies (the three specialisations available) with a year *in situ*. The students follow language acquisition and content courses at a partner university in Japan, Korea, or China for one year. In this way, they combine extensive training in language acquisition with first-hand, in-depth familiarity with the social, cultural, and academic context of the chosen region. The two-year programme is selective to ensure that they are at a sufficient academic (and linguistic) level for successful participation at a partner university. The panel is positive about the combination of linguistic proficiency and disciplinary depth the 120 EC programme offers.



The panel spoke with the programme management about the absence of a South and Southeast Asian track in the 120 EC programme. During this discussion it became clear that this absence is partly due to funding; the programme receives additional funding for the so-called character languages (Chinese, Japanese and Korean). Another reason is that the latter languages are more complicated, and it takes students longer to achieve a sufficiently high level. The panel agrees with this explanation. Moreover, a South and Southeast Asian track is available in the 60 EC programme.

In general, the panel is impressed by the diversity and depth of the university's cultural profile, to which the master's programme Asian Studies contributes. A programme like this is vulnerable, because it is relatively expensive to maintain. On the other hand, the panel strongly emphasises that such special programmes are of vital importance, not only to Leiden University but to the Netherlands as a whole. If academic research is no longer done in certain specialised subfields of the humanities, the university can no longer offer broad programmes with sufficient depth, nor electives for students in other programmes. Also, academics from other faculties and universities in the Netherlands will be deprived of this specialised knowledge. And if expertise in rarely taught languages and cultures is no longer passed from one generation to the next, the Netherlands will weaken its international position.

Both Asian Studies programmes are unique in the Netherlands. The University of Amsterdam used to offer a MSc in Contemporary Asian Studies, but this programme was discontinued as of 31 December 2019. Internationally, most master's programmes with Asia as the main object of study (such as Yale and Harvard University) tend to focus on a certain region or specific social, political, and economic developments related to the target region. The closest resemblance to the Leiden 60 EC programme is formed by the MA Asian Studies at the University of California, Berkeley (UC Berkeley). The MA Asian Studies 120 EC is unique in both the Netherlands and beyond due to its year *in situ*.

Learning outcomes

For the master's programme Asian Studies (60 EC), intended learning outcomes have been formulated at both the general level and for each specialisation. They are structured in accordance with the five Dublin descriptors. The ones for the five specialisations are more specific. They specify that graduates should acquire a broad knowledge of the chosen region(s), including knowledge of the history, development, and current trends in the chosen field of study. Specialisations that include a compulsory language component require the students to be able to locate, assess and use original source material in the chosen language. The specialisations with a disciplinary focus emphasise knowledge of the theories and methods used in these disciplines. The panel noted that the outcomes not only differ per track, but may even differ within one track, depending on the electives the student takes. This especially concerns the language level the students achieve, which may differ from 'beginner' to 'excellent'. The panel accepts these differences, since they are a consequence of the broad choices offered to the students and the students' different starting levels and intrinsic difficulties in learning these diverse languages. The panel agrees with the learning outcomes. It finds them to be fitting for a master's programme in area studies and established that these outcomes are formulated at a proper level, as shown in their connection to the Dublin Descriptors.

The master's programme Asian Studies (120 EC) shares the general learning outcomes with the 60 EC programme, but doesn't include learning outcomes for each specialisation. Instead, the 120 EC programme has two additional learning outcomes concerning the level of language proficiency. Graduates are expected to have an excellent command of a modern Asian language. The students who specialise in the pre-modern period are also expected to have an excellent command of a classical Asian language. They have to be able to locate, assess, and use original sources in this language. Again, the panel feels that these learning outcomes are formulated at a proper master's level; the difference between the 120 EC programme is reflected in the high level of proficiency the students achieve in the language of their choice.

Considerations

The panel established that both the 60 EC and the 120 EC master's programmes in Asian Studies have interesting and rich profiles. The 60 EC programme offers the students many options, both with a regional and a disciplinary focus. The 120 EC programme has as its strong point a stay abroad of a full year in China, Japan or Korea; this is a commendable feature, according to the panel. The panel appreciates that such an extensive programme is still on offer in the Netherlands, allowing students to specialise in different Asian regions and languages.

Leiden University has a long-standing tradition in cultivating the knowledge of many cultures; it is an essential part of its identity and gives the university a unique position in the Netherlands. The panel found that the faculty is committed to keeping this tradition alive and protecting small fields like Asian Studies. It wholeheartedly supports this ambition, in the interest of Dutch society as a whole.

The panel examined the intended learning outcomes of both programmes and approves of the set standards the students are supposed to achieve. It found these outcomes to be fitting for a master's programme in area studies and established that they are formulated at a proper academic level, as shown in their connection to the Dublin Descriptors. It noted that the learning outcomes in the 60 EC programme may differ within one track, depending on the electives the student takes; it believes these differences are defensible and understandable. Although it agrees with the intended learning outcomes of both master's programmes Asian Studies, it noted that the way they are formulated differs across various faculty programmes. It recommends harmonising the intended learning outcomes of different programmes within the faculty. It is understandable that they may differ, but it would enhance transparency if all programmes used the same terminology and categorisation.

Conclusion

Master's programme Asian Studies (60 EC): the panel assesses Standard 1 as 'meets the standard'.

Master's programme Asian Studies (120 EC): the panel assesses Standard 1 as 'meets the standard'.

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

Programme language and name

In principle, Leiden University offers its master's programmes in English. The decision to do so was based on three arguments. Firstly, English is the lingua franca of international science to which the master's programmes intend to connect. Secondly, graduates are increasingly active in the international labour market. Thirdly, Leiden University wants to attract international students because an international classroom enriches the students' perspective.

According to the panel, the choice for English as the programme's official language of instruction and communication, and for a programme name in English, is fully justified in the case of Asian Studies. The programme has a strong international profile and a regular and consistent international intake, is committed to the concept of an international classroom, and is fully prepared to tailor it to international students' needs.

Curriculum 60 EC programme

The structure of the educational programme is based on the Leiden 100-600 level structure. In the master's programme Asian Studies, modules are only offered at the 400, 500 and 600 levels. In practice, these levels translate into a specialist course (400), an advanced course with a clear academic and research focus (500), and a very specialist course and/or master thesis project,



demanding autonomy from students and independence in the applied research methods and skills (600). In the panel's view, this course level structure reflects and safeguards the level requirements for a master's degree.

The master's programme Asian Studies (60 EC) is divided into two semesters of 30 EC each. It consists of two compulsory courses (shared with the 120 EC programme), both taught in the first semester. The students also follow two to four courses that are specific to one of five specialisations (20 EC). In the second semester, they have a choice of electives for a total of 15 EC. They can use part of their elective space to do an internship. Finally, they write their master thesis in the second semester (15 EC).

The core curriculum starts with the 'Introduction to Asian Studies' course (5 EC). This course introduces the students to key monodisciplinary approaches in Asian Studies and to the interdisciplinary (postcolonial, post-orientalist) perspectives on Asia. Four staff members are involved in this course. The second core course is the 'Thesis & Methods Class' (5 EC), which prepares the students for their thesis and introduces them to fundamental methods, to allow them to write methodologically sound research questions.

The 60 EC programme offers the students a choice between five specialisations, three with a focus on language and two disciplinary programmes:

- East Asian Studies
- South Asian Studies
- Southeast Asian Studies
- Politics, Society and Economy of Asia
- History, Arts and Culture of Asia

The East Asian Studies specialisation requires the students to follow 15 EC in advanced language courses in either Chinese, Japanese, or Korean. In addition, the students choose 20 EC of electives (10 EC in each semester) that are specific to East Asian Studies. Some of these electives are connected to the chosen language, for instance 'Chinese linguistics; The State of the Art'. Students who choose Korean are required to follow the course 'Topical Readings in Korean'. Other courses have a more general perspective, such as 'Crime and Criminal Justice: East Asian Perspectives'. Finally, students of all specialisations write a 15 EC master's thesis: see 'Thesis trajectory' below.

The South Asian Studies and Southeast Asian Studies specialisations are set up in a similar way. The students can choose from a large range of electives, 20 EC in the first semester and 15 EC in the second. This choice can include up to 15 EC in language training in Indonesian, Hindi, Sanskrit, or Classical Tibetan, but this is not mandatory. Since this specialisation is open to both students with prior knowledge of one of these languages (from the bachelor's programme South and Southeast Asian Studies) and those without any background knowledge, these courses may be followed at a beginner's or an intermediate level. Non-language courses include ones on politics and society (e.g. 'Contemporary Indian Politics') and religion ('Modern Muslim Qu'ran Interpretation').

In the Politics, Society and Economy of Asia specialisation, the students are required to select core electives for a minimum of 10 and a maximum of 20 EC. The core electives (10 EC each) include 'China's International Political Economy' and 'Economic Development and Social Change in Southeast Asia'. Students can also follow up to 15 EC of language courses, at a beginner's or an intermediate level. Apart from the languages of the specialisations mentioned above, Turkish is also available. The remainder of the electives can be chosen freely, from courses such as 'The Politics of Digital East Asia' and 'Democratizing Histories'.

The History, Arts and Culture specialisation is set up in the same way as the previous one: 10 to 20 EC core electives, up to 15 EC on language courses and a large range of other electives, varying from 'The Literature of Mature Indian Esoteric Buddhism' to 'Austronesian and Papuan Linguistics'.

In addition, the students following this specialisation may also opt for a unique 'Critical Heritage' sub-specialisation. This is a joint programme offered by Leiden University, National Taiwan University, and Yonsei University (Seoul) that allows them to pursue an additional degree. For this sub-specialisation, they have to successfully complete two courses: 'Critical Heritage Studies' and a course from the master's programme Heritage and Museum Studies. After obtaining their master's degree in Leiden, graduates can take a second degree in either Taiwan or Seoul, with financial support from LIAS. The panel applauds this enriching opportunity.

In general, the panel is enthusiastic about the extensive range of both language and content courses within the master's programme Asian Studies. They allow the students to follow their own course trajectory and enrich their knowledge and skills in very different fields. The panel read a number of course descriptions and materials and found them interesting, stimulating and composed at an appropriate master's level. Although the number of choices might seem bewildering, it found that within the specialisations, the students are clear about their options and are able to follow a trajectory that is logical for them. It therefore feels the programme offers sufficient cohesion within each specialisation.

Talented master's students (of both the 60 EC and the 120 EC programmes) with the ambition to take up management positions in the private sector are given the opportunity to follow the Leiden Leadership Programme, organised in Dutch for students from Leiden University, Delft University of Technology and Erasmus University Rotterdam. Through assessments, training sessions delivered by professionals and practical assignments, they learn to apply their own qualities.

Curriculum 120 EC programme

The 120 EC programme offers three specialisations: Korean Studies, Chinese Studies and Japanese Studies. All three specialisations are set up in a similar way. The programme is divided into four semesters: the first and the fourth semesters are taught in Leiden, while the second and third semesters are spent at a university in the country of the chosen language.

The first semester is comparable to the 60 EC programme. The students follow the same compulsory core courses: 'Introduction in Asian Studies' and 'Thesis & Methods Class' (for the recent adaptations in these core courses, see the 60 EC section). In addition, they all follow advanced language courses (10 EC) in their chosen language. The remaining 10 EC is used for elective content courses specific to their specialisation.

In the second semester, all students go abroad for a year to study in either Korea, China, or Japan. The exact moment varies, since the year abroad is geared to the academic calendar in these countries, which is not always in synch with the Dutch academic year. The primary goal of the year abroad is to improve language skills: therefore, the students in all three countries are required to follow at least 30 EC of language or content courses in the target language. At some universities, courses in English may be followed as well. The stay abroad is coordinated by a contact person for each specialisation, either from the teaching staff or from the University International Office.

In general, the students have a large choice of universities and locations in the countries of their destination. In Korea, Leiden University cooperates with five partner universities. The students leave for South Korea at the start of the second semester; the academic year in Korea starts in March. In Japan more than ten universities are available; the number of places vary slightly each year. A special feature of the stay abroad in Japan is the *in situ* field research: in addition to their courses, the students do a research project, in which they write two field reports, which are graded by their supervisor in Leiden. The panel learned that field research is also encouraged in the Korean and Chinese specialisations, but is not mandatory in these cases. It is enthusiastic about the field research projects, since they combine language skills with social and cultural immersion in the host countries' societies. Another feature of the stay abroad in Japan is that students can follow a number of courses in English. However, staff reported that this has a downside as well: the availability of English courses resulted in higher entry requirements for courses that are taught in Japanese.



In China, the setup is somewhat different: all students go to Shandong University in Jinan. The focus of this year is on language acquisition, allowing the students to obtain at least the HSK-level 5 (advanced) upon returning to Leiden. While the students in Korea and Japan join an exchange programme, in China they follow separate courses that are paid for by Leiden University. Because of this setup, the panel noted that the immersion is less prominent than in the other two specialisations. It encourages the Chinese specialisation to explore the possibilities of cooperation with other Chinese universities and to look for educational settings in which interaction with Chinese students is stimulated.

In all three specialisations, the students return to Leiden for their final semester. In this semester, they all write a 15 EC master's thesis, as in the 60 EC programme. That leaves room for 15 EC additional courses, generally an advanced language course (5-10 EC) and an advanced content course (5-10 EC). In the Korean specialisation, students who obtained the TOPIK level 5 in Korea are exempted from the language course in Leiden.

The panel is also very positive about the 120 EC programme. For the students, this stay abroad is an enriching and sometimes life-changing experience, it found. In Japan and Korea, the students have a large choice of cities and universities; in China, where the choice is limited to one university, it advises exploring the possibility of cooperation with other partners and looking for educational settings in which interaction with Chinese students is stimulated. It finds the additional research project in Japan stimulating and encourages the programme to extend this research project to the other specialisations as well.

Thesis trajectory

In both 60 and 120 EC programmes, the students write a master's thesis (15 EC) in their final semester. This is a scholarly report (15,000 words) based on independent research. Apart from the general requirements for a master's thesis, such as a substantial use of primary sources and the understanding and analysis of the relevant scholarly literature, the specialisations that focus on advanced language training have an additional requirement: the use of primary and/or secondary Asian-language material.

The panel learned that some students found the theory on offer in the 'Thesis & Methods' course too generic. To solve this issue, the programme has restructured the core curriculum with regard to thesis preparation. In the new setup, 'Introduction to Asian Studies' will be extended to a full seminar (12 weeks), while currently it covers only one period (6 weeks). This course will then include the thesis process and thesis proposal preparation. The methods part will be moved to a number of key electives, in which specific disciplinary methods will be taught. The students will be required to follow at least one of these electives with a focus on methodology. In this new setup, which will start in the academic year 2019-2020, the 'Thesis & Methods' course will therefore not be part of the curriculum anymore. The panel understands these adjustments and approves of the connection between the electives and disciplinary methods. After following these courses, the students will be guided through the thesis trajectory by their supervisors.

Some specialisations have a different setup. In the 120 EC Japanese Studies specialisation, the students start their thesis preparation during their stay abroad, since they only return to Leiden in the last period of the last semester. Therefore, they have to follow two 'Thesis Tutorials' (5 EC each) in the first and second semester of the second year. The first part of the supervision has to be done online, on a one-to-one basis. The panel understands the difficulties in combining a stay abroad with thesis supervision and feels that the programme has developed practical solutions for these cases.

Teaching methods

Both the 60 EC and the 120 EC programmes adhere to the Leiden University vision on integrating research and teaching. All students start with the 'Introduction to Asian Studies' course, which focuses on research challenges in the field across its regions and disciplines, their histories, and their ongoing evolution. Until the academic year 2019-2020, research skills were also covered in the

'Thesis & Methods Classes'; these skills will now be integrated into the 'Introduction to Asian Studies' and in a number of electives, as explained above. In the core and elective courses, the students get first-hand experience with recent research in their field of study; these courses are generally taught by lecturers who are themselves active researchers in the subjects they teach.

The educational approach and teaching methods can be illustrated with an example. A good example of an interdisciplinary course is 'Asia through Consumption', which is organised around a single scholarly theme: the historical transformation of consumption and its impact on society. The students get acquainted with the methodologies of several disciplines and their application to a single historical phenomenon. They are exposed to different teaching methods. They read and discuss a variety of texts written by sociologists, anthropologists, historians, and philosophers. For each session, they prepare and post a scholarly question or proposition along with a real-life example from Asia. They have weekly class discussions that are based on these readings and postings. The course is completed with an individual and analytical research paper (4,000 words). The panel finds the way this course is set up to be stimulating (of course, there are other examples as well).

Another important feature of both programmes is the focus on internationalisation. An international focus is inherent in both the subject matter of the programme and in its approach, in which a critical consciousness of the asymmetrical power relations between the West and Asia is a central feature. Both the staff and the student body have a diverse and international composition; between 30% and 40% of the students had their prior training outside the Netherlands. The panel found that the resulting international classroom is appreciated by both staff and students, since the different perspectives on the issues covered make studying the course material more challenging and multifaceted.

Guidance, advice and support

Study support advice is provided by the coordinator of studies, who is also the study advisor. Lecturers provide additional guidance on the subjects they teach. During the thesis trajectory, the students are guided by their supervisors. They are generally satisfied with the guidance they receive; the panel agrees with their view.

A large proportion of the student body (30-40%) consists of students from outside the Netherlands. Some of them feel that more effort should be put into integrating the international students into the programme and Asian Studies student body. The programme organises a number of social events, for instance periodic social gatherings at the start of the programme. Sometimes these social events are combined with film screenings and presentations. Plans are being developed to organise comparable gatherings during each semester; the panel believes it is a good idea to strengthen the social cohesion between the students.

Labour market orientation

Improving labour market orientation is one of the challenges currently being taken up by both the programme and the faculty. Some students still lack confidence in their professional abilities and chances, as alumni told the panel. The faculty organises events at which the students can gain perspectives on their possibilities on the labour market. There is for instance the annual Humanities Career Event, where potential employers such as the Ministry of Foreign Affairs, Google, publisher Das Mag and the General Intelligence and Security Service offer workshops. The Humanities Career Service supports students with their internships and job application procedures.

At the programme level, the students are encouraged to participate in internships, for which up to 10 EC in elective space is available. About 15% to 25% of the students do so, both in the Netherlands and during their stay abroad. Those who do an internship abroad can apply for a scholarship (a lump sum of €1000) from the Sustainable Humanities Internship Fund. The interviewed students noted that doing an internship in the Netherlands is often complicated for international students, since most offers are in Dutch. The panel advises making these internships available for non-Dutch students as well.



Another way to improve the labour market orientation is to help the students with the development of transferable skills, which can be used in different professional contexts. It is a faculty policy to focus on these transferable skills, such as intercultural communication, collaboration, problem-solving skills, and analytical and critical thinking. Within the programmes, the international classroom prepares the students for working in an international setting. Transferable skills are part of most courses, although at times this can be made more explicit.

The panel applauds the fact that labour market orientation is receiving increasing attention in both programmes, both at the faculty and at the programme level. It also approves of the fact that doing an internship is encouraged, although for the international students, the way towards an internship might be made easier by offering all relevant internship options in English. Finally, the panel agrees with the focus on transferable skills to increase awareness in the students about the job market skills they are developing.

Teaching staff

Both programmes share a team of skilled and diverse lecturers and researchers; their resumes show substantial experience in the disciplines in which they teach. Most staff are affiliated with the Leiden University Institute for Area Studies (LIAS). For all courses within the two programmes, specialist lecturers are available who often include their own research into their teaching. All lecturers have a PhD in their field of expertise, and the programme includes a substantial number of full professors, both for the core languages and the core disciplines within the programme. The international composition of the staff helps to integrate the international students. The panel met with representatives of the teaching staff and was impressed with the range of their expertise. It also found that the students are generally very satisfied with the skills and knowledge of their teachers.

The faculty stimulates lecturers in their professional development by offering them workshops at the university's teacher training centre ICLON and expert meetings with other lecturers. In the faculty-wide Expertise Centre Online Learning, they can share best practices, and in the university-wide Leiden Teacher's Academy, they can work on innovative didactic tools. All staff have a UTQ or equivalent teaching qualification. The increased focus on digital skills and tools implies that the staff has to acquire the necessary skills and expertise in this field as well. All lecturers who are structurally involved with the programme have obtained their University Teaching Qualification (BKO) or are in the process of doing so in the case of new lecturers.

Keeping the workload within limits is a continuous challenge, for the Asian Studies programme as well as for other programmes in the Humanities, the panel found. The limited budget combined with the intensity in contact hours that is required for learning languages and for supervising theses that are up to the mark threaten to overburden staff members, especially when combined with challenging tasks such as the redefinition of a track's profile. Dealing with this is complicated by the fact that the educational staff is made available for teaching by the faculty's Research Institutes and centres. The Institutes, not the Programme Board or faculty, are directly responsible for personnel management. This may get in the way of a fair division of labour amongst members of staff across institutes, especially for those members of staff taken up with tasks in several of the legal bodies such as the Programme Committee and Boards of Examiners. The panel fully supports the faculty in trying to harmonise this, and calls on the institutes to stick to the list of compensation hours per task that is provided by the faculty management. It considers the workload a serious challenge, but also found that the faculty management is aware of this problem and is doing its utmost to tackle it.

Considerations

In general, the panel is enthusiastic about the extensive range of both language and content courses within the master's programme Asian Studies (60 EC). The combination of five specialisations with a large number of electives allows the students substantial freedom to design their own course trajectory and enrich their knowledge and skills in very different fields. The panel read a number of course descriptions and materials and found them interesting, stimulating and composed at an appropriate master's level. It understands the adjustments in the area of methodology and approves

of the extension of the 'Introduction to Asian Studies' and of the connection between electives and disciplinary methods.

The panel is also very positive about the 120 EC programme, which has the attractive feature of a full year in either Japan, China, or Korea. For the students this stay abroad is an enriching and sometimes life-changing experience, it found. In Japan and Korea, the students have a large choice of cities and universities; in China, where the choice is limited to one university, it advises exploring the possibility of cooperation with other partners and looking for educational settings in which interaction with Chinese students is stimulated. It finds the additional research project in Japan stimulating and encourages the programme to extend this research project to the other specialisations as well.

In both programmes the number of international students is substantial, varying between 30% and 40%. The panel found that the international classroom is appreciated by both staff and students, since the different perspectives on the issues covered make them more interesting. It believes it is a good idea to enhance the social cohesion between the students in the different tracks. This applies to both the 60 EC and the 120 EC programme. It agrees with the motivation to adopt English as the language of instruction and to use a foreign language name for the programme.

The panel concluded that the students are well-prepared for their thesis trajectory and that the supervision is up to par, even though the process is sometimes complicated for students who have to start their trajectory during their stay abroad, as is the case with those in Japan. It understands the difficulties in combining a stay abroad with thesis supervision and feels that the programme has developed practical solutions for these cases. The students are generally satisfied with the guidance they receive.

Labour market orientation receives increasing attention in both programmes, both at the faculty and at the programme level. The panel found that doing an internship is encouraged, and additional funding is available for students who want to do an internship abroad. For the international students, the way towards an internship in the Netherlands might be made easier by offering all relevant internship options in English. Marking transferable skills when they occur in classroom situations may also help to increase awareness in the students about the job market skills they are developing.

Finally, the panel found that both programmes share a team of experienced, skilled and diverse lecturers and researchers. It met with representatives of the teaching staff and was impressed with the range of their expertise. It also found that the students are generally very satisfied with the skills and knowledge of their teachers. Workload is an issue within the programmes, but it found that the Faculty Management is very aware of this problem and is doing its utmost to tackle it.

Conclusion

Master's programme Asian Studies (60 EC): the panel assesses Standard 2 as 'meets the standard'.

Master's programme Asian Studies (120 EC): the panel assesses Standard 2 as 'meets the standard'.



Standard 3: Student assessment

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

Findings*System of assessment*

The Faculty of Humanities safeguards the system of assessment for all programmes in the Region Studies cluster at Leiden University. The faculty drafted a general assessment policy, which is shared amongst the programmes. In it, the teachers are assigned a central role in assuring the quality of assessment; as content experts, they know the requirements of the relevant fields. Fraud and plagiarism are considered intolerable; the various Boards of Examiners active within the faculty are expected to closely monitor academic integrity.

Assessment at the programmes is structured according to shared principles. The design of all forms of assessment is always peer-reviewed: tests and exams are checked for their validity and coherence prior to being administered. The exams are designed in such a way that the students are invited to continuously sharpen their skills and broaden their knowledge, based on the principles of structural alignment. They develop their knowledge and skills from a basic to a more advanced level, appropriate for their degree level. Knowledge acquisition and application are continuously tested, as are academic and communication skills. The aim is to test them multiple times within a course, using a variety of testing forms and methods. At least two independent examiners are involved in the assessment of theses or final projects.

The faculty has developed various guidelines and materials to support the Boards of Examiners, programmes and their staff in order to develop and enhance their assessment practices and design. The panel verified that a newly developed *Manual for Boards of Examiners* has proved helpful to align assessment practices in the various programmes. It also considered the support materials available to staff to be useful; they contain advice regarding the quality assurance of testing, with practical tips and suggestions regarding exam design. These guidelines are available Dutch and English. In addition, the faculty recently introduced a standard evaluation form for thesis assessment to enhance the transparency of their assessment across all programmes under its remit.

The panel is pleased with the increased uniformity of the assessment procedures, which adds to the transparency and clarity of assessment of all programmes. It considers the faculty's efforts in reaction to recommendations regarding its assessment level to be sound, resulting in a good support system for all programmes within the Region Studies cluster. During the site visit, it found the various Boards of Examiners engaged and in line with faculty policies and principles. It noted, however, that not all boards interpreted the faculty's guidelines regarding the handling of fraud cases in a similar way. At some programmes, staff members still seemed to deal with individual occurrences on a case-by-case basis. While the panel has no concerns regarding staff members' integrity in these matters, it still advocates the boards and faculty to step in. In its opinion, fraud cases should always be handled by the responsible Board of Examiners. It advises clearly communicating the faculty guidelines regarding fraud, and adjusting them if and where necessary.

Board of Examiners Asian Studies

The panel had an interview with the Board of Examiners for Asian Studies. This board is supported by a secretary and supplemented by an external member, who is also an assessment expert. This external member supports several other Boards of Examiners, thereby ensuring the exchange of information. The Board of Examiners is responsible for the bachelor's programmes South and Southeast Asian Studies and Korean Studies, the master's programmes in Asian Studies (both 60 EC and 120 EC) and the research masters Asian Studies and Middle Eastern Studies. It meets every two weeks, and the members formally have half a day a week available for their work.

The Board of Examiners delegates part of its work to an Assessment Committee, which is a subcommittee of it. The Assessment Committee assesses the courses of the study programmes in a

three- or six-year cycle; special attention is paid to new courses, ones taught by new lecturers or ones that have been evaluated critically. If the Board makes recommendations, it checks in the following year whether these have been implemented. The panel also learned that the system of archiving examination and course results has improved in recent years, 85% is now available on Blackboard.

In addition, the Assessment Committee evaluates 15% of the theses each year, more for small programmes. No significant problems were observed. In some cases it encounters assessment forms in which the formulation leaves something to be desired or there is no clear relationship between the formulation of the findings and the grades. In such cases, it sends an e-mail to the supervisor. It has found that the differences in grading between the first and second reader are limited. Calibration sessions have not yet been held, but the Board is thinking about this: the panel believes that these sessions would be a useful addition to the current quality policy. It is of the opinion that the Board of Examiners and the Assessment Committee for the Asian Studies programme fulfill their tasks in an appropriate manner.

The students who go to Japan have to submit a study plan to the Board for approval, in which they lay out the courses they wish to follow at the partner university of their choice. The other two specialisations follow a fixed programme in Korea or China. From the interviews it was clear to the panel that the staff works closely together with the Korean and Chinese partner universities in a context of mutual trust and that the Board of Examiners has confidence in these collaborations. The panel understands this position and has no reason to doubt the quality of the stay abroad, but it recommends the Board of Examiners state more formally how it monitors the quality of the stay abroad. For instance, it could check the partner universities' accreditation or request assessments of work by Asian Studies students from the partner universities involved to include in the board's sample of courses.

Assessment

Most courses in both the 60 EC and the 120 EC master's programmes are electives conducted in seminar format. These courses are generally assessed with papers and written assignments; during the courses, participation and oral presentations provide formative assessments. An exemption is the 'Introduction to Asian Studies', which is assessed by a single examination. All assessments have been chosen to guarantee that the learning outcomes are achieved. In the Assessment Plan the connection between the learning outcomes and individual assessments is made clear. The panel read a number of assignments and believes these are suitable for a master's programme with a focus on language acquisition. It has established that the assessments are communicated to the students in a transparent way.

Thesis assessment

All master's theses are assessed by the supervisor and a second reader, appointed by the Board of Examiners. They are submitted electronically and are automatically tested for plagiarism (like most written assignments). In the 120 EC programme and in the language-oriented specialisations of the 60 EC programme, the use of primary and/or secondary Asian-language materials is an additional requirement. The panel read eight theses of both programmes and broadly agrees with the judgements of the supervisors.

The programme uses a faculty assessment form for the theses, in which the supervisor and the second reader independently substantiate their judgment. Their comments are collected on a third form for the student; the supervisor may edit the comments on this form. The panel is positive about this assessment form, but noted that the input of the second reader was not always clear. It is of the opinion that it is useful for the students to read the comments of both the first and second reader and to see how the final mark has been determined.



Considerations

The panel agrees with the assessment policy of the Faculty of Humanities. This assessment policy has been expanded in recent years and gives the programmes more control; this is reflected, among other things, in the manuals and guidelines that have been developed. The panel is of the opinion that the faculty support is of good quality and notes that since the previous round of programme assessments, the faculty has professionalised its assessment procedures. However, the procedure in the case of plagiarism and fraud still deserves further attention; the panel feels the implementation of the guidelines in daily practice should be monitored.

The panel is of the opinion that the Board of Examiners fulfils its responsibilities. It is especially positive about the contribution of the external member, who provides a link between the various Boards across programmes. It noted that the quality assessment of the stay abroad is a matter of mutual trust between the programmes in Leiden and at a number of Asian universities; however, it must be clear what this trust is based on. For this reason, it recommends that the Board of Examiners give consideration in this case also to control instruments. One possibility is to request the course material from time to time and to check whether this contributes sufficiently to the learning objectives.

The panel established that both master's programmes use types of assessment that are suitable for the level of education. It agrees with the assessment of the theses and with the role of the supervisor and second reader. It recommends making sure that the comments of the second reader in the thesis evaluation form are clearly recognisable to the students.

Conclusion

Master's programme Asian Studies (60 EC): the panel assesses Standard 3 as 'meets the standard'.

Master's programme Asian Studies (120 EC): the panel assesses Standard 3 as 'meets the standard'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read eight master's theses each from the 60 EC and the 120 EC programme prior to the visit. For both programmes, it found the quality of the theses to be sufficient and established that the students demonstrated that they have achieved the intended learning outcomes.

The theses of the 60 EC programme were adequately or well written and structured. Most of them made proper use of primary sources in the taught language to support the argument. A number of them contained innovative research and excellent fieldwork, including the treatment of fieldwork data. Points of improvement were to be found in the theoretical framework, which the panel found to be rather limited in some cases. The same applied to the level of analysis; in some cases, the students restricted themselves to a description or a summary of the existing secondary literature. However, the panel was generally satisfied with the academic level the students showed in their work.

The same applies in broad lines to the theses of the 120 EC Asian Studies programme. All of them were based on clear and relevant research questions and showed an awareness of theory and methodology. Not all students were capable of developing fully independent views on their topic, and their theses therefore remained quite descriptive and/or close to the existing literature. However, the panel also encountered theses with interesting and original research, which clearly showed intimate knowledge of the topic or region covered. The use of primary and secondary sources was evident as well and contributed to the argument of the theses. In general, the methodology was used in a convincing way. Some theses contained an expert degree of specialist knowledge.

Both programmes prepare their students for a variety of positions, both within the Netherlands and abroad. Their in-depth academic knowledge allows the graduates to work for instance in academia or with government agencies or NGOs in their field of specialisation. Those students who have developed an excellent proficiency in one of the Asian languages can pursue a career within their chosen region. Additionally, all students are trained in broad academic skills (such as research skills and analytical skills) that apply outside their field of specialisation as well. The panel found that the programmes do not have an overview of the subsequent careers of their alumni; it therefore advises them to monitor these careers in a more systematic way. However, as shown under Standard 2, it has no doubt that the programmes prepare their students adequately for the labour market.

Considerations

The panel established that all students of the master's programmes Asian Studies (both 60 EC and 120 EC) reach a sufficient level and achieve the intended learning results. The academic level is clearly shown in the master's theses the panel read. Moreover, a large number of students develop an excellent proficiency in one of the Asian languages as well, since they are able to use primary and secondary materials in the language of their specialisation in their thesis. The panel feels that the students are sufficiently prepared for the labour market, inside and outside academia, both in the Netherlands and abroad. Since it did not have access to concrete data about the careers of their alumni, it advises the programmes to monitor the careers of the alumni more systematically.

Conclusion

Master's programme Asian Studies (60 EC): the panel assesses Standard 4 as 'meets the standard'.

Master's programme Asian Studies (120 EC): the panel assesses Standard 4 as 'meets the standard'.

GENERAL CONCLUSION

The panel assessed all four standards of the master's programme Asian Studies (60 EC) as 'meets the standard'. According to the decision-making rules of the NVAO, the general final assessment of the programme is therefore 'positive'.

The panel assessed all four standards of the master's programme Asian Studies (120 EC) as 'meets the standard'. According to the decision-making rules of the NVAO, the general final assessment of the programme is therefore 'positive'.

Conclusion

The panel assesses the *master's programme Asian Studies (60 EC)* as 'positive'.

The panel assesses the *master's programme Asian Studies (120 EC)* as 'positive'.



APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Master's programme Asian Studies (60 EC)

Graduates of the MA Asian Studies 60 EC have attained the following learning outcomes, listed according to the Dublin descriptors:

1. Knowledge and understanding

- A. foundational knowledge of the history and development of Asian studies;
- B. knowledge of research in social sciences and humanities disciplines that is grounded in Asian studies;
- C. understanding of the concepts, terminology and approaches relevant to the regional and disciplinary specialisation of the student, and their application in original research;
- D. understanding of aspects and/or countries in Asia in the context of Asia as a whole.

2. Applying knowledge and understanding

- A. knowledge of the main humanities and social science research methods and techniques and their application in Asian studies;
- B. skills in locating, retrieving, assessing and using sources and specialist secondary literature for the purposes of original research;
- C. the ability to independently design, conduct and complete original research on an aspect of Asian studies.

3. Judgement

- A. the ability to form a judgement on the basis of incomplete or limited information, whilst also taking into account the social and ethical responsibilities that come with the application of knowledge and assessments.

4. Communication

- A. the ability to interpret and comment on aspects and/or countries of East, South or Southeast Asia for specialist and non-specialist audiences, and to act as cultural intermediary;
- B. the ability to report, debate and discuss in a professional setting, both orally and in writing.

5. Learning skills

- A. the learning skills required to be able to follow postmaster's professional training or a PhD training of largely self-determined or autonomous nature.

In addition, the following achievement levels apply to the specific specialisations:

Specialisation: East Asian Studies

6. Knowledge and understanding

- A. excellent command of modern Chinese, Japanese or Korean;
- B. broad knowledge of China, Japan or Korea, including their internal and external dynamics;
- C. knowledge of history, development and current trends in Chinese Studies, Japanese Studies or Korean Studies.

For students specialising in premodern studies of one of these area's:

- D. excellent command of classical Chinese, classical Japanese or classical Korean.

7. Applying knowledge and understanding

- A. the ability to locate, assess and use original sources in modern or classical Chinese, modern or classical Japanese, or modern or classical Korean.

Specialisation: South Asian Studies

8. Knowledge and understanding

- A. broad knowledge of South Asia, including its internal and external dynamics;



- B. knowledge of history, development and current trends in South Asian Studies.
For students who have completed language electives:
C. beginners, intermediary, or excellent command of Hindi, Sanskrit, Classical Tibetan or Pali.

9. Applying knowledge and understanding

- For students who have completed intermediate or advanced language electives:
A. the ability to locate, assess and use original sources in Hindi, Sanskrit, Classical Tibetan or Pali.

Specialisation: Southeast Asian Studies

10. Knowledge and understanding

- A. broad knowledge of Southeast Asia, including its internal and external dynamics;
B. knowledge of history, development and current trends in Southeast Asian Studies.
For students who have completed language electives:
C. beginners, intermediary, or excellent command of Malay/Indonesian.

11. Applying knowledge and understanding

- For students who have completed intermediate or advanced language electives:
A. the ability to locate, assess and use original sources in Malay/Indonesian.

Specialisation: History, Arts and Culture of Asia

13. Knowledge and understanding

- A. broad knowledge of one or more regions in Asia, including their internal and external dynamics;
B. knowledge of history, development and current trends in the study of the history, art or culture of these regions in Asia.
C. familiarity with theories and methods associated with the analysis of written texts, material objects, and/or audiovisual materials.
For students who have completed language electives:
D. beginners or intermediary command of an Asian language.

Specialisation: Politics, Society and Economy of Asia

14. Knowledge and understanding

- A. broad knowledge of one or more regions in Asia, including their internal and external dynamics;
B. knowledge of history, development and current trends in the study of the politics, society or economy of these regions in Asia.
C. familiarity with theories and methods of quantitative analysis.
For students who have completed language electives:
D. beginners or intermediary command of an Asian language.

Master's programme Asian Studies (120 EC)

Graduates of the MA Asian Studies 120 EC have attained the following learning outcomes, listed according to the Dublin descriptors:

1. Knowledge and understanding

- A. foundational knowledge of the history and development of Asian (Chinese/Japanese/Korean) Studies;
B. knowledge of research in social sciences and humanities disciplines that is grounded in Asian (Chinese/ Japanese/Korean) Studies;
C. understanding of the concepts, terminology and approaches relevant to the regional and disciplinary specialisation of the student, and their application in original research;
D. understanding of aspects and/or countries in East Asia in the context of East Asia as a whole.

2. Applying knowledge and understanding

- A. knowledge of the main humanities and social science research methods and techniques and their application in Asian (Chinese/Japanese/Korean) Studies;
B. skills in locating, retrieving, assessing and using sources and specialist secondary literature for the purposes of original research;

C. the ability to independently design, conduct and complete original research on an aspect of Asian (Chinese/Japanese/Korean) Studies.

3. Judgement

A. the ability to form a judgment on the basis of incomplete or limited information, whilst also taking into account the social and ethical responsibilities that come with the application of knowledge and assessments.

4. Communication

A. the ability to interpret and comment on aspects and/ or countries of East Asia for specialist and non-specialist audiences, and to act as cultural intermediary;

B. the ability to report, debate and discuss in a professional setting, both orally and in writing.

5. Modern language

A. excellent command of Chinese, Japanese or Korean that enables the alumnus to use the language for academic and professional purposes;

6. Classical language

In addition, the following achievement levels apply for all specialisations, if relevant for students specialising in the pre-modern period:

A. excellent command of pre-modern Chinese, classical Japanese or classical Korean;

B. the ability to locate, assess and use original sources in pre-modern Chinese, classical Japanese or classical Korean.

7. Learning skills

A. the learning skills required to be able to follow post-master's professional training or a PhD training of largely self-determined or autonomous nature.



APPENDIX 2: OVERVIEW OF THE CURRICULUM

Master's programme Asian Studies (60 EC)

	EC	Level	East Asian Studies	History, Arts & Culture	Politics, Society and Economy	South Asian Studies	South-east Asian Studies
Joint courses							
Introduction to Asian Studies	5	400	x	x	x	x	x
Thesis & Methods Classes	5	400	x	x	x	x	x
MA Thesis Asian Studies	15	600	x	x	x	x	x
East Asian Studies							
Select a language:							
<i>Chinese:</i> Advanced Modern Chinese Listening & Speaking 1 (5 EC); Advanced Modern Chinese Reading & Writing (5 EC); Advanced Modern Chinese: Listening & Speaking 2 (5 EC) or Advanced Modern Chinese: Reading & Writing 2 (5 EC)	15	400/500	x				
<i>Japanese:</i> Advanced Reading & Writing in Japanese 1 (10 EC); Advanced Reading & Writing in Japanese 2 (5 EC)	15	400/500	x				
<i>Korean:</i> Advanced Korean Writing (10 EC); Topical Readings in Korean (10 EC)	20	400/500	x				

<p>Select 10 EC: Constructing Digital Language Toolkits (10 EC); The Politics of Digital East Asia (10 EC); Chinese Linguistics: The State of the Art (10 EC); China's International Political Economy (10 EC); The State in Modern Chinese History (10 EC); Masters of Chinese Philosophy (10 EC); Modern Chinese Literature and Exile (10 EC); Advanced Readings in classical Chinese (10 EC); The Politics of North Korea(n) Culture (5 of 10 EC); Sociology of Japan (10 EC); Trends in Japanese Linguistics (10 EC); Contemporary Japan's Economy in Global Economic Crises (10 EC); Topical Readings in Classical Japanese (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 EC); The Literature of Mature Indian Esoteric Buddhism (10 EC)</p>	10	500	x				
<p>Select 10 EC (Chinese/Japanese specialisation) or 5 EC (Korean specialisation): Democratizing Histories (5 of 10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Word and Image in Premodern Japanese Culture: Reworking the Classics (10 EC); Asia through Consumption (10 EC); Lives on the Margins: Korean Peninsula Migration and Identity (5 of 10 EC); Topics in Chinese Art History, Things and Paths: Approaches to Chinese Art and Material Culture (10 EC); Sinographics: Chinese writing and writing Chinese (10 EC); Topical Readings in Premodern Chinese (10 EC); Creativity and Culture in Contemporary China (10 EC); China and Global Cyberspace (10 EC); Topical Readings in Korean (5 of 10 EC); Confucianism, Idealism and Power in East Asia's Past and Present (10 EC); Culture and Conquest: the Impact of the Mongols and their Descendants (10 EC); Reading Buddhist Scriptures (10 EC)</p>	10	500	x				

History, Arts & Culture							
Select 10-20 EC of core electives: Constructing Digital Language Toolkits (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC); Critical Approaches to Heritage Studies (5 EC); Religious Themes in Asian Art (5 of 10 EC); Politics of Culture in Southeast Asia (5 of 10 EC); Sacred Journeys: Pilgrimage and Holy Places (5 EC); Oral Traditions (10 EC); The Politics of North Korea(n) Culture (5 of 10 EC); Cultures of Resistance in the Post-colonial World (5 of 10 EC); Histories of Southeast Asia (5 of 10 EC); Hindi Literature (10 EC); The Politics of Digital East Asia (10 EC); Chinese Linguistics: The State of the Art (10 EC); The State in Modern Chinese History (10 EC); Masters of Chinese Philosophy (10 EC); Modern Chinese Literature and Exile (10 EC); The Visual and Material Culture of Exchange in Asia and Europe, 1500-1800 (10 EC); Sociology of Japan (10 EC); Trends in Japanese Linguistics (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC)	10-20	500		x			
Optionally, select a max of 10 EC: Austronesian and Papuan Linguistics (10 EC); BRIC: Emerging Powers and Changing Global Relations (10 EC); Economic Development and Social Change in Southeast Asia (10 EC); China's International Political Economy (10 EC); Contemporary Japan's Economy in Global Economic Crises (10 EC); Asia through Consumption (10 EC)	(max. 10)	500		x			
Optionally, select a max of 15 EC of beginner's or intermediate language courses of Chinese, Japanese, Korean, Indonesian, Hindi, Sanskrit, Tibetan or Turkisch	(max. 15)	100/200		x			

Select 10 EC: Topics in Chinese Art History, Things and Paths: Approaches to Chinese Art and Material Culture (10 EC), Asia through Consumption (10 EC); Chinese and Global Cyberspace (10 EC); Democratizing Histories (5 of 10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Word and Image in Premodern Japanese Culture: Reworking the Classics (10 EC); Lives on the Margins: Korean Peninsula Migration and Identity (5 of 10 EC); Hands-on Research Experience in Museum Volkenkunde (5 of 10 EC); Sinographics: Chinese writing and writing Chinese (10 EC); Topical Readings in Premodern Chinese (10 EC); Creativity and Culture in Contemporary China (10 EC); Confucianism, Idealism and Power in East Asia's Past and Present (10 EC); Culture and Conquest: the Impact of the Mongols and their Descendants (10 EC); Reading Buddhist Scriptures (10 EC)	10	500			x		
Politics, Society and Economy							
Select 10-20 EC of core electives: China's International Political Economy (10 EC); Contemporary Japan's Economy in Global Economic Crises (10 EC); Economic Development and Social Change in Southeast Asia (10 EC)	10-20	500			x		
Select a max of 10 EC: BRIC: Emerging Powers and Changing Global Relations (10 EC); The Politics of Digital East Asia (10 EC); The Sociology of Japan (10 EC); Politics of Culture in Southeast Asia (5 of 10 EC); Histories of Southeast Asia (5 of 10 EC); The Politics of North Korea(n) Culture (5 of 10 EC); The State in Modern Chinese History (10 EC); Cultures of Resistance in the Post-colonial World (5 of 10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	max. 10	500			x		
Optionally, select a max of 15 EC of beginner's or intermediate language courses of Chinese, Japanese, Korean, Indonesian, Hindi, Sanskrit, Tibetan or Turkish	max. 15	100/200			x		

Select 15 EC: Democratizing Histories (5 of 10 EC); Asia through Consumption (10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Lives on the Margins: Korean Peninsula Migration and Identity (5 of 10 EC); Political Economy of Southeast Asia (5 of 10 EC); Contemporary Indian Politics (5 of 10 EC); Creativity and Culture in Contemporary China (10 EC); China and Global Cyberspace (10 EC); Confucianism, Idealism and Power in East Asia's Past and Present (10 EC)	15	500				x	
South Asian Studies							
Select 20 EC: Hindi 1 (10 EC); Sanskrit 1 (10 EC); Tibetan 1 (10 EC); Austronesian and Papuan Linguistics (10 EC); Constructing Digital Language Toolkits (10 EC); Religious Themes in Asian Art (5 of 10 EC); Cultures of Resistance in the Post-colonial World (5 of 10 EC); Advanced Readings in Sanskrit Literature (10 EC); Hindi Literature (10 EC); Modern Muslim Qur'an Interpretation (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	20	500				x	
Select 15 EC: Hindi 2 (10 EC); Sanskrit 2 (10 EC); Tibetan 2 (10 EC); Democratizing Histories (5 of 10 EC); Asia through Consumption (10 EC); Contemporary Indian Politics (5 of 10 EC); Hands-on Research Experience in Museum Volkenkunde (5 of 10 EC); Anthropology of Muslim Societies (10 EC); 'Ulamā' in the Modern Muslim World (10 EC); Culture and Conquest: the Impact of the Mongols and their Descendants (10 EC); Reading Buddhist Scriptures (10 EC)	15	500				x	

Southeast Asian Studies							
Select 20 EC: Austronesian and Papuan Linguistics (10 EC); Indonesian 1 (10 EC); Politics of Culture in Southeast Asia (5 of 10 EC); Histories of Southeast Asia (5 of 10 EC); Religious Themes in Asian Art (5 of 10 EC); Economic Development and Social Change in Southeast Asia (10 EC); Oral Traditions (10 EC); Constructing Digital Language Toolkits (10 EC); Cultures of Resistance in the Post-colonial World (5 of 10 EC); The Visual and Material Culture of Exchange in Asia and Europe, 1500-1800 (10 EC); Modern Muslim Qur'an Interpretation (10 EC); From Inkwell to Internet: Text and Transmission in the Muslim World (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	20	500					x
Select 15 EC: Democratizing Histories (5 of 10 EC); Asia through Consumption (10 EC); Lives on the Margins: Korean Peninsula Migration and Identity (5 of 10 EC); Political Economy of Southeast Asia (5 of 10 EC); Hands-on Research Experience in Museum Volkenkunde (5 of 10 EC); Indonesian 2 (10 EC); Anthropology of Muslim Societies (10 EC); 'Ulamā' in the Modern Muslim World (10 EC)	15	500					x

Master's programme Asian Studies (120 EC)

Year 1	EC	Level	Chinese Studies	Japanese Studies	Korean Studies
Joint courses					
Introduction to Asian Studies	5	400	x	x	x
Thesis & Methods Classes	5	400	x	x	x
Chinese Studies					
Advanced Modern Chinese Listening & Speaking 1	5	400	x		
Advanced Modern Chinese Reading & Writing 1	5	400	x		
Select 10 EC: The Politics of Digital East Asia (10 EC); Chinese Linguistics: The State of the Art (10 EC); China's International Political Economy (10 EC); The State in Modern Chinese History (10 EC); Masters of Chinese Philosophy (10 EC); Modern Chinese Literature and Exile (10 EC); Advanced Readings in classical Chinese (10 EC); Constructing Digital Language Toolkits (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	10	500	x		
Year in China A	30	400	x		
Japanese Studies					
Advanced Reading & Writing in Japanese 1	10	400		x	
Advanced Reading & Writing in Japanese 2	5	500		x	
Select 10 EC: Sociology of Japan (10 EC); Trends in Japanese Linguistics (10 EC); Contemporary Japan's Economy in Global Economic Crises (10 EC); Topical Readings in Classical Japanese (10 EC); The Politics of Digital East Asia (10 EC); Constructing Digital Language Toolkits (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	10	500		x	
Select 10 EC: Asia through Consumption (10 EC); Democratizing Histories (5 of 10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Word and Image in Premodern Japanese Culture: Reworking the Classics (10 EC)	10	500		x	
Academic Year in Japan A	15	500		x	

Korean Studies					
Advanced Korean Reading	10	400			x
Select 10 EC: The Politics of North Korea(n) Culture (5 of 10 EC); The Politics of Digital East Asia (10 EC); Constructing Digital Language Toolkits (10 EC); Material Culture, Memory and Commemoration along the Silk Roads in Central Asia (10 EC); The Literature of Mature Indian Esoteric Buddhism (5 of 10 EC)	10	500			x
Study in Korea A	30	400			x

Year 2	EC	Level	Chinese Studies	Japanese Studies	Korean Studies
Joint courses					
MA Thesis Asian Studies	15	600	x	x	x
Chinese Studies					
Year in China B	30	400	x		
Select one language course: Advanced Modern Chinese Listening & Speaking 3; Advanced Modern Chinese Reading & Writing 3	5	500	x		
Select 10 EC: Asia through Consumption (10 EC); Creativity and Culture in Contemporary China (10 EC); China and Global Cyberspace (10 EC); Democratizing Histories (5 of 10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Sinographics: Chinese writing and writing Chinese (10 EC); Topical Readings in Premodern Chinese (10 EC); Confucianism, Idealism and Power in East Asia's Past and Present (10 EC); Culture and Conquest: the Impact of the Mongols and their Descendants (10 EC); Reading Buddhist Scriptures (10 EC); Topics in Chinese Art History, Things and Paths: Approaches to Chinese Art and Material Culture (10 EC)	10	500	x		
Japanese Studies					
Academic Year in Japan B	25	400		x	
Academic Year in Japan C	5	400		x	
Thesis Tutorial 1	5	400		x	
Thesis Tutorial 2	5	400		x	
Advanced Reading & Writing in Japanese 3	5	500		x	



<i>Korean Studies</i>					
Study in Korea B	30	400			x
Topical Readings in Korean	10	500			x
Topical Readings in Korean	5	500			x
Select 10 EC: Asia through Consumption (10 EC); Democratizing Histories (5 of 10 EC); Crime and Criminal Justice: East Asian Perspectives (10 EC); Lives on the Margins: Korean Peninsula Migration and Identity (5 of 10 EC); Confucianism, Idealism and Power in East Asia's Past and Present (10 EC); Culture and Conquest: the Impact of the Mongols and their Descendants (10 EC); Reading Buddhist Scriptures (10 EC)	10	500			x

APPENDIX 3: PROGRAMME OF THE SITE VISIT

Day 1: November 19, 2019 – Bachelors Chinastudies, Japanstudies, Koreastudies, and South and Southeast Asian Studies		
09.00	09.15	Brief welcome
09.15	09.30	Installation of the panel
09.30	11.30	First panel meeting and reading of documentation
11.30	12.15	Faculty Board: Vice dean Master's programmes Vice dean Bachelor's programmes Student assessor Faculty Board
12.15	13.00	Lunch
13.00	13.45	Programme Boards and Coordinators of Studies of Chinastudies and Japanstudies: Chair Programme Board Japanstudies Chair Programme Board Chinastudies Coordinator of Studies Chinastudies Coordinator of Studies Japanstudies Student member Programme Board Chinastudies Student member Programme Board Japanstudies)
13.45	14.30	Students (and alumni) of Chinastudies and Japanstudies
14.30	15.15	Staff of Chinastudies and Japanstudies
15.15	15.30	Break
15.30	16.15	Programme Boards and Coordinators of Studies Koreastudies, and South and Southeast Asian Studies: Chair Programme Board Koreastudies Chair Programme Board South and Southeast Asian Studies Coordinator of Studies Koreastudies Coordinator of Studies South and Southeast Asian Studies Student member Programme Board Koreastudies Student member Programme Board South and Southeast Asian Studies
16.15	16.45	Open consultation hour Area Studies II
16.45	17.30	Panel meeting
17.30	18.00	Alumni of Asian Studies 60 EC and 120 EC and African Studies

Day 2: November 20, 2019 – Bachelor Afrikaanse talen en culturen, and Masters African Studies, and Asian Studies 60/120 EC		
08.30	09.30	Panel meeting and reading of the documentation
9.30	10.15	Students (and alumni) of Koreastudies, and South and Southeast Asian Studies
10.15	11.00	Staff of Koreastudies, and South and Southeast Asian Studies
11.00	11.15	Break



11.15	12.00	Programme Board and Coordinator of Studies Afrikaanse talen en culturen and African Studies: Chair Programme Board Afrikaanse T&C and African Studies Member Programme Board African Studies Coordinator of Studies Afrikaanse T&C and African Studies Student member Programme Board Afrikaanse T&C Student member Programme Board African Studies
12.00	12.45	Students and alumni of Studies Afrikaanse talen en culturen and African Studies
12.45	13.30	Lunch
13.30	14.15	Staff of Studies Afrikaanse talen en culturen and African Studies
14.15	15.00	Programme Board and Coordinators of Studies Asian Studies 60 EC and Asian Studies 120 EC: Chair Programme Board Coordinator of Studies Student member Programme Board
15.00	15.45	Students of Studies Asian Studies 60 EC and Asian Studies 120 EC
15.45	16.30	Staff of Studies Asian Studies 60 EC and 120 EC
16.30	17.30	Panel meeting

Day 3: November 21, 2019 – Boards of Examiners		
08.30	09.30	Panel meeting and reading of the documentation
09.30	10.30	Boards of Examiners Chinastudies and Asian Studies (relevant programmes: B Chinastudies, B Korean Studies, B SSEAS, M Asian Studies (60 EC/120 EC)): Chair Chinastudies Member Chinastudies Chair Asian Studies Secretary External member
10.30	11.30	Boards of Examiners Japanstudies and African Studies (relevant programmes: B Japanstudies, B Afrikaanse talen en culturen, M African Studies): Chair Japanstudies Chair Afrikaanse Studies Member Afrikaanse Studies Secretary External member
11.30	12.00	Panel meeting
12.00	12.45	Lunch

12.45	13.30	Final meeting management: Vice dean Master's programmes Vice dean Bachelor's programmes Student assessor Faculty Board Chair Koreastudies Chair South and Southeast Asian Studies Chair Asian Studies Chair Afrikaanse talen en culturen and African Studies Chair Japanstudies Chair Chinastudies
13.30	16.30	Composing of final judgment
16.30	16.45	Break
16.45	17.30	Development dialogues – parallel

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Thesis selection

Prior to the site visit, the panel studied eight theses of the master's programme Asian Studies (60 EC) and eight theses of the master's programme Asian Studies (120 EC). The selection was based on a provided list of graduates for each programme between 2016-2018, including information on the five tracks of the master's programme Asian Studies (60 EC) and on the three tracks of the master's programme Asian Studies (120 EC).

M Asian Studies (60 EC) tracks	Total theses 2016-2018	Thesis selection
East Asian Studies	63	2
South Asian Studies	8	1
Southeast Asian Studies	15	1
History, Arts and Culture of Asia	57	2
Politics, Society and Economy of Asia	55	2
<i>Total</i>	<i>198</i>	<i>8</i>

M Asian Studies (120 EC) tracks	Total theses 2016-2018	Thesis selection
Chinese Studies	23	3
Japanese Studies	31	3
Korean Studies	9	2
<i>Total</i>	<i>63</i>	<i>8</i>

A variety of topics and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses. Information on the selected theses is available from QANU upon request.

The master's programmes M Asian Studies (60 EC/120 EC) share a Board of Examiners with the bachelor's programmes B Korean Studies, B South and Southeast Asian Studies and the research master's programmes RM Asian Studies and RM Middle Eastern Studies. There is also ascertainable overlap between the two programmes (cf. Appendix 2). The programmes share between 10-30 EC in mandatory courses (depending on the chosen specialisation). In addition, the M Asian Studies (60 EC) offers an extensive range of electives in two separate blocks; in all five tracks students choose a total of 20 EC. Many of these electives are shared with the M Asian Studies (>100 EC), several of those with the RM Asian Studies, M Linguistics, M International Relations, M/RM Middle Eastern Studies and M/RM History. The M Asian Studies (120 EC) offers a total of 26 electives in two separate blocks in three tracks for a total of 20 EC. All of these electives are shared with the M Asian Studies (60 EC), four courses are shared with the RM Asian Studies, two with the M Linguistics, seven with the M International Relations, two with the M/RM Middle Eastern Studies and one with the M/RM History.

Documents studied

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

Faculty-wide documents:

- *Transferable skills at the Faculty of Humanities;*
- Flyers Career Services Humanities (including: *Your Future: From university to a career;*)
- Flyer Humanities Master's Buddy Programme;
- Overview Leiden University Master's Programmes 2019-2020;
- Flyer education vision: *Learning@LeidenUniversity;*
- Analyses arbeidsmarktonderzoek Faculteit der Geesteswetenschappen;

- *Tips bij Toetsen;*
- *Expertisecentrum Online Leren Evaluatierapport 2017-2018.*

Specific reading material concerning the master's programmes Asian Studies (60 EC/120 EC):

- Study material 'Introduction to Asian Studies' (60 EC/120 EC); 'Asia through Consumption' (60 EC/120 EC); 'Democratizing Histories' (60 EC/120 EC);
- Annual programme reports 2015-2018;
- Board of Examiners annual reports 2015-2018;
- Course and Examination Regulations 2019;
- Meeting minutes Programme Committee 2015-2019;
- Nationale Studentenenquête factsheets/overview;
- ICLON course evaluations;
- ICLON programme evaluation 2019;
- Programme metrics (*Opleidingsjaarkaart*) 2015-2018;
- Assessment plans M Asian Studies 60 EC;
- Assessment plans M Asian Studies 120 EC.

Links provided on laptops:

- Learning environment selected courses;
- Video: Student assessor Faculty Board on the Faculty of Humanities structure;
- Study associations:
 - o Studievereniging Sinologie Leiden (Chinese Studies);
 - o LVSJK Tanuki (Japanese and Korean Studies);
 - o SIITAA (South and Southeast Asian Studies);
- Video and blogs for Political Communication in 21st Century China (Chinese Studies);
- You tube channel BJ Ipyeong (Korean studies).

