



rijksuniversiteit  
groningen

faculteit der letteren

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# Assessment Plan

Research Master's track Classical, Medieval and Early Modern  
Studies (CROHO 60139)



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## 1 / Vision of teaching and assessment

CMEMS fosters an active and inclusive learning environment for and by research promoted both through the content of the courses and the learning strategies. To accomplish the learning outcomes, the programme employs a student-oriented teaching model, which stimulates students to develop personal and individual research skills in an interdisciplinary teaching and research environment. Its teaching philosophy, which is in line with the university-wide teaching philosophy, has several key focus points. The teaching and learning environment: 1) aims to provide active and inclusive learning that stimulates development towards methodological awareness and research independence; 2) is research-driven; 3) is interdisciplinary, (the majority of core courses is delivered by a team of lecturers with different disciplinary backgrounds); and 4) stimulates and fosters students' competences meeting the dual aim of offering a sound training in the chosen discipline, within a broad inter- and multidisciplinary research context.

More in detail:

### 1. active and inclusive learning

The CMEMS courses, in particular those in the core curriculum, focus on encouraging students to grow towards research independence. The relatively small groups allow for lively discussions, sharing ideas and fostering exchange among students. Courses such as the CMEMS-Seminar (first year, second semester) stimulate students to design their own research event, to discuss and apply innovative methodological approaches and to be actively involved in drawing, performing and evaluating their own learning paths. Moreover, the students are encouraged to share responsibility for the design of and the progress within their own programme, especially in the context of individual tutorials and *privatissima*, which they design themselves – in close consultation with their academic tutor, supervisor and Director of Studies.

### 2. research-driven

Research and researchers play a crucial role in the planning and in the contents of the courses. Research is incorporated at all levels of teaching, starting from the very first course in the curriculum, Approaches of Antiquity, the Middle Ages and Early Modern Times, which familiarizes students with methodological and theoretical debates, but also with (senior) researchers and research projects at the Faculty of Arts. Discussing theoretical and methodological approaches together with daily research practices is pivotal in raising students' awareness of the practical implications of the development of new approaches. Exposing students to the practice of research also contributes to their involvement in research activities, and enhances their research skills and research expertise. For example, students take part in individual research tutorials and research internships where they have access to and frequent contacts with experts in their own and neighbouring fields. Participation in



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courses organized by the National Research Schools also puts them into contact with national and international researchers and research projects.

### 3. interdisciplinary teaching

Though based on a strong disciplinary foundation, CMEMS is strongly interdisciplinary. As a programme, we feel that the study of the humanities, and more specifically of the premodern world, should not lead to intellectual, chronological or disciplinary insularity. This approach is mirrored in the conscious choice to cross traditional chronological boundaries by offering students compulsory courses in which *longue durée* approaches are promoted and put into practice.

### 4. specialization in an interdisciplinary context

Students develop their own research identity and pursue their own (discipline-based) specialization. They are assisted in this process by the Director of Studies, the academic tutor and, later in the process the thesis supervisor. This team advises students on issues concerning the latest developments in the chosen discipline and who monitor the students' study progress.

The assessment policy of the programme is geared towards meeting the main aims of CMEMS and the programme's intended learning outcomes. To accomplish this, the programme follows a student-oriented teaching and assessment approach, based on active and inclusive learning. Assessment is organized along formative and summative assessment strategies, providing students with feedback on tasks performed during the course units, either individually or in small groups (planned along both vertical and horizontal feedback lines) and assessing whether the learning outcomes of the individual course and the degree have been achieved. Summative forms of assessment are however also performative in scope, providing feedback to students through evaluation forms and personal and group evaluation meetings in which the assessment outcomes are discussed.

A pivotal element in the process of assessment is stimulating the students' reflection on their own personal learning outcomes. For each course, students are requested to submit a report on their personal learning outcomes (including tutorials and internships) to the Director of Studies. In this report, they reflect on their process of learning in terms of knowledge, understanding and practical skills and on the course's contribution to their academic development, in particular on the theoretical and methodological level. The reports are handed in to the Director of Studies and discussed at the end-of-term meetings.

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## 2 / How to follow the assessment cycle (from design to evaluation and optimization)

As it becomes evident from Appendix 2, the assessment of CMEMS compulsory courses consists of writing assignments (research papers, project descriptions, project proposal and portfolio), combined with oral presentations and participation in seminar discussions. The



guidelines for the assessments and the evaluation criteria are described in the study guides and discussed during the lectures.

The assessment cycle of writing assignments can be describes as follows:

- Test blueprint in accordance with the intended learning outcomes
- Test design
- First opportunity (and resit)
- Administering the test, using a dedicated assessment form
- Communication of results and feedback
- Evaluation

In case of oral presentation:

- Discussion of evaluation criteria
- Presentation
- (Peer) feedback, using a dedicated assessment form
- Communication of results
- Evaluation

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### 3 / Assessment dossier

#### a. The assessment dossier

The requirements of the assessment dossier are set out in §4 of the 'Protocol for Quality Assurance in the Assessment of Course Units' drawn up by the Board of Examiners.

All the examiners of a degree programme must provide the Board of Examiners with an 'assessment dossier' containing the following:

- a. the syllabus
- b. the list of marks, comprising all marks that count towards the final mark
- c.
  - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key
  - for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and the completed assessment forms
  - for final assignments: the completed assessment forms and the work submitted (with or without the lecturer's comments)
- d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available
- e. an evaluation form completed by the examiner with information about how the assessment proceeded.

#### b. Parties involved

The following parties are involved in fulfilling duties related to the assessment dossier:



Programme Committee: approves the assessment plan

Cluster Board: definitive approval of assessment plan

Examiner: provides the syllabus, the list of marks, the assessment forms and the evaluation forms

Secretariat: in case of tutorials and theses is responsible for archiving the assessment forms and the final writing assignments

#### 4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Overview of the intended learning outcomes of the course units and their modes of assessment	Appendix 2
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 3
Additional regulations for the graduation dossier	Appendix 4

The objectives of the degree programme, set out in the learning outcomes of the degree programme (Appendix 1), form the guiding principles. All course units together fulfil a role in working towards these learning outcomes. This is reflected in a coherent curriculum with a transparent structure. The matrix of learning outcomes (Appendix 1) defines the course units that include summative assessments and distinguishes between a) course units with assessments that *lead up to* the attainment level set out in the programme-level learning outcomes and b) course units with assessments *at this attainment level* (in the latter case the learning outcomes of the course unit are thus identical to the programme-level learning outcomes of the degree programme). This distinction is expressed as follows:

'x', i.e. underlined, is used for summative<sup>1</sup> assessments at the level specified in the programme-level learning outcomes

'x' for summative assessments at lower performance levels

'fx' for formative<sup>2</sup> evaluations at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. Course units taught within one learning pathway may be given matching visual markings in the overview.

<sup>1</sup> Summative assessment aims to assess a student's knowledge and skills. Such assessments are usually awarded a mark, accompanied by a justification of the mark (adapted from *Toetsen in het hoger onderwijs* (2017)).

<sup>2</sup> Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).



In order to gain insight at the programme level into whether the chosen modes of assessment tie in with the learning outcomes of the course units and create a balanced mix in the run-up to the programme-level learning outcomes of the degree programme, the intended learning outcomes of the course units are related to their modes of assessment (Appendix 3).

Specific rules may apply to certain components of the graduation dossier (e.g. for the thesis: approval of the thesis proposal, amount of supervision, resit). These rules are set out in Appendix 4.

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## 5 / Safeguarding of assessment quality by the Board of Examiners

The Board of Examiners is responsible for safeguarding the quality of assessment at both the degree programme level and the level of individual course units.

### a. Safeguarding of assessment quality at degree programme level

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year.

### b. Safeguarding of assessment quality at course unit level

The Board of Examiners aims to evaluate the assessments for all course units in a degree programme in a three-year cycle – in other words, to examine each course unit's assessment at least once every three years, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of theses is also evaluated.

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## 6 / Archiving

The examiner and the secretariat are responsible for archiving assessment dossiers. In case of tutorials (approval of the Board of Examiners is required), the complete assessment dossier needs to be sent for assessment to the Board of Examiners.

## 7 / List of documents relevant to assessment

**Faculty vision of teaching and assessment** – see

<https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>.

**Rules and Regulations** – the internal regulations of the Board of Examiners.

**Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling*)** – a legally binding document that applies to the entire cohort of



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students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

**Matrix of learning outcomes** – an appendix to the Assessment Plan that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes and the course units with formative assessment.

**Placement manual** – a manual for the placement course unit.

**Syllabus** – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

**Assessment Plan** – a document that is enclosed as an appendix with the TER and is therefore legally binding.

**Assessment programme** – a schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways (previously known as the ‘assessment plan’).

**Assessment protocol** – the implementation of the TER, Part A, Article 8.7.

# Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

## Learning outcomes of the degree programme

<i>Description of Master's level according to the Dublin Descriptors</i>	<i>Learning outcomes of the Research Master's Programme in CMEMS (see below)</i>
<p><b>Knowledge and understanding</b> Students have demonstrable knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<p>1.1 Students have a thorough and up-to-date knowledge of one of the CMEMS areas of specialization, its historical development and structure; they must be able to grasp the relationships between its various branches.</p> <p>1.2 Students are familiar with the formulation of theories, with the interpretations, methodologies and techniques of their area of specialization and are able to evaluate these critically.</p> <p>1.3 Students have at least a working knowledge of the primary sources relevant to the specialization chosen.</p> <p>1.4 Students have knowledge and understanding of the meaning and function of premodern and early modern texts and artefacts, in their historical and contemporary context.</p>
<p><b>Applying knowledge and understanding</b> Students can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity.</p>	<p>2.1 Students have the skills to apply methodologies and techniques when conducting independent research and to use research results in order to develop advanced ideas and practical applications.</p> <p>2.2 Students are able to make use of and critically evaluate research carried out by others and to critically evaluate methods and theories, methodologies and techniques relevant for their area of specialization.</p> <p>2.3 Students are familiar with the development of theory in the humanities, as well as with the various academic schools and traditions. This includes the ability to recognize the characteristics of a wider intellectual tendency in individual publications as well as form scholarly opinions on the application of theories.</p> <p>2.4 Students are able to develop an understanding of the hermeneutics of classical, medieval and early modern studies, and their foundation in intellectual integrity, coupled with an awareness of the following central tenets of scientific ethics: universalism, public debate, disinterestedness and systematic scepticism.</p>
<p><b>Making judgements</b> Students have the ability to integrate knowledge and handle complexity, and</p>	<p>3.1 Students are able to critically evaluate the interpretations, methodologies and techniques of their specialization in relation to other disciplines.</p>



<p>formulate judgements with incomplete or limited information, but that include reflections on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<p>3.2 Students are able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.</p> <p>3.3 Students are able to analyse and formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods.</p> <p>3.4 Students are able to make connections between their own specialist knowledge of the area chosen and related other disciplines, in the field of pre-modern studies e.g. archaeology, art history, law, religion, philosophy.</p>
<p><b>Communication</b> Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p>4.1 Students are able to participate actively and creatively in a research group working on an academic project.</p> <p>4.2 Students are able to participate in academic debate in the chosen area of specialization and to present a scientific problem convincingly in appropriate English, both orally and in writing.</p> <p>4.3 Students are able to develop a research project in an explicit multidisciplinary and cross-disciplinary context.</p> <p>4.4 Students are able to convincingly present their expert knowledge in various academic and other professional settings in which such knowledge is required.</p>
<p><b>Learning skills</b> Students have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>5.1 Students are able to keep abreast of the latest developments in their specialization and broaden and deepen their knowledge and understanding</p> <p>5.2 Students are able to independently formulate a research proposal and critically evaluate their own research.</p>

**Matrix of realized learning outcomes / course units in the Research Master's degree programme in CMEMS**

		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements				4. Communication				5. Learning skills	
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2
<b>YEAR 1, semester 1</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
Approaches	LQR006M10		X	X	X	X	X	X	X	X			X		X	X		fx	fx
Digital Approaches	LQR007M05						X	X		X	X				X				
Research Seminar Modules	Various		X	X	X	X	X	X		X	X	X		X	X			X	X
<b>YEAR 1, semester 2</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
CMEMS Seminar	LQR001M10	X	X	X			X	X	X	X		X	X	X	X	X	X	X	X
Research Seminar Modules	Various	X	X	X	X	X	X	X		X	X	X		X	X			X	X

		1. Knowledge and understanding				2. Applying knowledge and understanding				3. Making judgements				4. Communication				5. Learning skills	
		1.1	1.2	1.3	1.4	2.1	2.2	2.3	2.4	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	5.1	5.2
<b>YEAR 2, semester 1</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
CMEMS Specialization I	LQR009M10	fx	fx	fx	fx	<u>X</u>	<u>X</u>	<u>X</u>		X		X		<u>X</u>	X			X	X
CMEMS Specialization II	LQR010M10	fx	fx	fx	fx	<u>X</u>	<u>X</u>	<u>X</u>		X		X		<u>X</u>	X			X	X
CMEMS Specialization III	LQR011M05	fx	fx	fx	fx	<u>X</u>	<u>X</u>	<u>X</u>		X		X		<u>X</u>	X			X	X
Careers in Research and Society	LQR012M05																<u>X</u>		X
<b>YEAR 2, semester 2</b>																			
<b>Course unit title</b>	<b>Course unit code</b>																		
CMEMS Thesis	LQR999M30									<u>X</u>	<u>X</u>	<u>X</u>			<u>X</u>			<u>X</u>	<u>X</u>

## Appendix 2. Learning outcomes and their assessment in course units

<b>YEAR 1, semester 1</b>				
	<b>Course unit code</b>	<b>Course unit title</b>	<b>Learning outcomes</b>	<b>Assessment</b>
	LQR006M10	Approaches of Antiquity, Middle Ages and Early Modern Times	The students will achieve familiarity with paradigmatic developments in the interdisciplinary study of premodern society, as well as with its academic schools and traditions. This includes the ability to recognise the characteristics of a wider intellectual tendency in individual publications besides forming scholarly opinions on the application of theories. Ability to make such insights productive in the student's own research.	Participation and preparation seminar discussion (20%), presentation during excursion in Amsterdam (30%), research paper (50%)
	LQR007M05	Digital Approaches to the Premodern World	Upon successful completion of the course unit, students: <ul style="list-style-type: none"> <li>• Are able to identify key debates within digital humanities research and are able to evaluate them critically in weekly written assignments (learning outcome 2.2, 2.3)</li> <li>• Have broad understanding of the theories and methods being used in Digital Humanities in the specific fields related to CMEMS research (learning outcome 3.1, 3.2)</li> <li>• Are able to communicate effectively about the central concepts and debates in a clear and concise manner both orally and in written form (learning outcome 4.2)</li> </ul>	Weekly reading assignments (50%), presentation project (30%), written project description (20%)

	variable	Research seminar modules	variable	Research seminar modules comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes , to be discussed with the DoS
<b>YEAR 1, semester 2</b>				
	LQR001M10	CMEMS Seminar	Upon successful completion of the course students are able to: <ul style="list-style-type: none"> <li>• present a paper at an academic conference</li> <li>• write a paper on a particular conference topic.</li> </ul>	Organization of the conference (30%), presentation (20%), research paper (50%)
	variable	Research seminar modules	variable	Research seminar modules comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or

				tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes , to be discussed with the DoS
<b>YEAR 2, semester 1</b>				
	variable	CMEMS Specialisation I, II and III	variable	This specialization phase may also consist of a placement in a research environment, participation in one of the programmes of the national research schools, or an extra research seminar or methodology course unit. Assessment is variable.
	LQR012M05	Career in Research and Society	Students are able to independently formulate a research proposal and critically evaluate their own research. Students are able to apply their expert knowledge in various academic and other professional settings in which such knowledge is required. Students are able to implement their acquired knowledge in professional settings in leading, analytic and programming roles	Active participation and peer review (10%), portfolio of employability-related tasks (50%), project proposal (40%)
<b>YEAR 2, semester 2</b>				
	LQR999M30	CMEMS Thesis	The thesis should demonstrate knowledge of current research on the chosen subject. It should contain a critical reflection on the theoretical perspectives and methods used.	Thesis (100%)

			<p>The relevant sources, arguments, views and conclusions must be assessed in terms of their value and validity, and where necessary compared with other material.</p> <p>The thesis thus demonstrates the student's ability, based on subject knowledge, to analyse and critically appraise his/her own research results and what others have written on the subject. The thesis describes how the research makes a new contribution to the discipline.</p> <p>The thesis forms the proof that a student can actually carry out independent research on a level that demonstrates his/her capacities to participate in the international debate on his/her topic. The level of the argumentation and the mastery of the relevant literature should be such that the thesis could be re-worked into an article that could be submitted to a peer reviewed academic journal.</p>	
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# Appendix 3. Schematic overview of the assessment programme

YEAR 1, semester 1		Block 1		Block 2	
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10:	Weeks 11-17: lectures	Weeks 18/19/20:
Approaches of Antiquity, Middle Ages and Early Modern Times	LQR006M10	Research seminars with reading assignments. Assessment: preparation and participation seminar discussions (20%)	Work on research paper, excursion with paper and presentations. Assessment presentation research laboratory in Amsterdam (30%)	Research seminars with reading assignments. Assessment: participation in seminar discussions (10%)	Work on research paper. Assessment: research paper (50%)  <b>Resits:</b> in agreement with lecturers (week 30 at the latest)
Digital Approaches to the Premodern World	LQR007M05	Seminars with reading assignment. Assessment. weekly assignments: 50%	Project presentation: (30%), Written project description (20%) <b>Resits:</b> in agreement with lecturer (week 22 at the latest)		
Research Modules	Variable	These two blocks comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes, to be discussed with the DOS (15 ECTS)			
<b>Total number of ECTS from examinations</b>	30				
YEAR 1, semester 2		Block 3		Block 4	
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10: exams	Weeks 11-17: lectures	Weeks 18/19/20:
CMEMS - Seminar	LQR001M10	Seminars, organization of a conference, work on research paper, presentation paper. Assessment: organization of the conference (30%), presentation (20%)			Finalize paper. Assessment: research paper (50%) <b>Resits:</b> in agreement with lecturer
Research Modules	Variable	These two blocks comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentations, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials, or by tutorials, in consultation with the DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes, to be discussed with the DOS (20 ECTS)			



<b>Total number of ECTS from examinations</b>	30				
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<b>YEAR 2, semester 1</b>		<b>Block 1</b>		<b>Block 2</b>	
<b>Course unit title</b>	<b>Course unit code</b>	<b>Weeks 1-7: lectures</b>	<b>Weeks 8/9/10:</b>	<b>Weeks 11-17: lectures</b>	<b>Weeks 18/19/20:</b>
Careers in Research and Society	LQR012M05			Weekly workshops, Assessment: active participation and peer review (10%)	Portfolio of employability-related tasks (50%) Project proposal (40%) <b>Resits:</b> in agreement with lecturer
CMEMS Specialization I		This specialization phase may also consist of a placement in a research environment, participation in one of the programmes of the national research schools, or an extra research seminar or methodology course unit. Assessment variable (25 ECTS)			
CMEMS Specialization II					
CMEMS Specialization III					
<b>Total number of ECTS from examinations</b>	30				
<b>YEAR 2, semester 2</b>		<b>Block 3</b>		<b>Block 4</b>	
<b>Course unit title</b>	<b>Course unit code</b>	<b>Weeks 1-7: lectures</b>	<b>Weeks 8/9/10: exams</b>	<b>Weeks 11-17: lectures</b>	<b>Weeks 18/19/20: exams/resits</b>
CMEMS Thesis	LQR999M30	Writing thesis			
<b>Total number of ECTS from examinations</b>	30				

## Appendix 4. Additional regulations for the graduation dossier

# **Thesis Regulations**

## **Research Master Track**

### **Classical, Medieval and Early Modern Studies (CMEMS)**

**2020-21**

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# 1. Definition and learning outcomes

## a. *Definition*

The Research Master's thesis (thesis) is one of the most important instruments for determining whether a student has achieved the learning outcomes for the Research Master's programme. The students put what they have learned (knowledge, understanding and skills in their subject area) into practice by setting up and carrying out a substantial and academically sound research project. For this purpose, an unambiguous problem definition is formulated (also known as the research question or central question), which can be split into sub-questions if necessary. A well-formulated problem definition is essential to the success of a research project. It gives direction to the research and determines which material needs to be studied. The sub-questions give structure to the research and determine how the thesis is subdivided.

The most relevant secondary and primary literature, sources and/or research data are identified and analysed in order to answer the research question as well as the sub-questions. The answers are then presented in the form of an analytical argument, substantiated with sources or data that support the argument. The academic research is carried out in accordance with the conventions for the subject area. Students conduct the research independently. Their work constitutes an (original) contribution to the development of the subject and/or to the application of ideas within it.

The thesis should demonstrate knowledge of current research on the chosen subject. It should contain a critical reflection on the theoretical perspectives and methods used. The relevant sources, arguments, views and conclusions must be assessed in terms of their value and validity, and where necessary compared with other material.

The thesis thus demonstrates the student's ability, based on subject knowledge, to analyse and critically appraise his/her own research results and what others have written on the subject. The thesis describes how the research makes a new contribution to the discipline.

The thesis forms the proof that a student can actually carry out independent research on a level that demonstrates his/her capacities to participate in the international debate on his/her topic. The level of the argumentation and the mastery of the relevant literature should be such that the thesis could be re-worked into an article that could be submitted to a peer reviewed academic journal.

## b. *Learning outcomes Research Master Classical and Early Modern Studies*

The learning outcomes /qualifications of the research master thesis are:

### **Applying knowledge and understanding Students should**

- 2.1 have the skills to apply methodologies and techniques when conducting independent research and understand how to use research results to develop advanced ideas and practical applications.
- 3.1 be able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.
- 3.2 be able to analyse and formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods.
- 3.3 be able to make connections between the own specialist knowledge of the specialization chosen and related other disciplines, e.g. archaeology, art history, law, religion, philosophy.
- 3.4 be able to independently formulate a research proposal.

### **Making judgements Students should**

- 3.5 be able to independently formulate a research proposal and critically evaluate one's own research.

- 2.2 be able to participate actively and creatively in a research group working on an academic project.
- 2.3 be able to participate in academic debate in the chosen area of specialization and to present a scientific problem convincingly in English, both orally and in writing. Students must also be able to make use of and critically evaluate research carried out by others.
- 3.1 be able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.
- 3.3 be able to make connections between the own specialist knowledge of the specialization chosen and related other disciplines, e.g. archaeology, art history, law, religion, philosophy.
- 3.4 be able to independently formulate a research proposal.

### **Communication Students should**

- 2.4 be able to participate in academic debate in the chosen area of specialization and to present a scientific problem convincingly in English, both orally and in writing. Students must also be able to make use of and critically evaluate research carried out by others.
- 3.1 be able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.
- 3.2 be able to analyse and formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods.
- 3.3 be able to make connections between the own specialist knowledge of the specialization chosen and related other disciplines, e.g. archaeology, art history, law, religion, philosophy.

### **Learning Skills Students should**

- 2.1 have the skills to apply methodologies and techniques when conducting independent research and understand how to use research results to develop advanced ideas and practical applications.
- 3.1 be able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.
- 3.2 be able to analyse and formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods.
- 3.3 be able to make connections between the own specialist knowledge of the specialization chosen and related other disciplines, e.g. archaeology, art history, law, religion, philosophy.
- 3.4 be able to independently formulate a research proposal.

## **2. Instructions**

### *a. Language of the thesis*

The thesis should be written in English. Another language may only be used with the express authorization of the Director of Studies (DoS) and the supervisors. If a thesis is written in a language other than English, the supervisor and the DoS have to make sure that there is a second assessor available, who is sufficiently fluent in that language to assess the quality of the work.

The style of writing should be of an accepted academic level.

### *b. Length of the thesis*

The thesis must be between 20,000 and 30,000 words, excluding appendices, footnotes and bibliography. Assuming there are approximately 450-500 words on a page, this is 30-60 pages. These figures are based on the following calculation: the thesis is worth 30 ECTS credit points = 840 hours that is an effort of 21 full-time weeks.

*c. Format of the thesis*

The thesis should be handed in in a printed and in digital form. Each thesis should have a title page, stating name, study programme and degree programme and student number. Submission date, name of the supervisor(s) and of course the title. The thesis should be printed single-sided, with a line distance of 1 1/2, in a standard 12 point font.

### **3. Procedure**

The student is advised to start **as early as the third semester** (i.e., the first semester of the second study year) with his or her orientation on a suitable topic and the available literature. (S)he is also advised to approach potential supervisors in an early stage. See pp. 14 and 15 for a step-by-step schedule for summer and winter graduation.

*a. Admission*

The thesis is the final and all-inclusive assessment of the programme. Consequently, the student is allowed to start with the theses only after the first year of the Research Master has been completed entirely, after a supervisor has been appointed, and after the thesis proposal has been approved by the supervisor and the Director of Studies.

*b. Supervision*

Students will have the opportunity to choose a supervisor. The choice will be communicated to and discussed with the DoS, who will officially approve their choice and appoint the supervisor. The supervisor will normally be chosen from the degree programme. A second supervisor may be appointed if this is appropriate for the subject of the thesis.

Students should be aware that the supervisor has only a limited number of hours available for thesis supervision, but have the right to at least four supervision meetings:

1. an exploratory discussion to choose a subject;
2. discussion of the research setup and planning;
3. discussion of the first version of the thesis;
4. discussion of the final version of the thesis.

The student is expected to finish the thesis within the period of one semester. If the thesis has not been completed within this period, the student should confer with the DoS and the supervisor about a suitable extension.

*c. Thesis contract*

One month after the beginning of the semester the student hands in a thesis contract of at least two pages signed by student and the supervisor to the DoS for approval.

A thesis contract should at least contain the following information:

- Working title
- Provisional table of contents
- Research question
- Provisional list of literature and sources
- Discussion of used methods
- Detailed time schedule, including appointments with supervisor
- If applicable, explicit agreement with respect to the availability of necessary research facilities such as computer software or hardware, lab time, etc.

d. *Thesis support classes*

The students will take part in the compulsory module Careers in Research and Society in the second year of the programme, which aims to support their thesis progress and devise strategies for their future careers. This is followed by incidental support meetings during the process of writing.

**4. Assessment and assessment criteria**

The thesis is assessed by two examiners: the main assessor is the thesis supervisor. If the thesis is supervised by two supervisors, a third examiner will be appointed. The examiners first make their own individual assessment, then discuss this together to decide on a final assessment.

The mark for a thesis is based on the quality of 1. the research setup, 2. The quality of the research itself, and 3. the quality of the reporting on the research. The following criteria are used:

- Approach to the subject: justification of the subject within the discipline, delineation of the subject, sorting of material, description and analysis of the problem, formulation and quality of the research question/problem definition, the method followed when searching for a solution, theoretical justification and framework.
- Level of difficulty and academic contribution to the subject area.
- General approach: clarity and consistency of the work, critical reflection.
- Substantiation of the conclusions in the argument.
- Understanding demonstrated of sources, literature and research skills.
- Relevance of the cited documentation (quotes, other data, appendices) and/or research results.
- Presentation and composition of the research report (care, neatness, completeness, language and style).
- Degree of independence, originality and creativity shown in setting up and conducting the research.

The following relative weights has been assigned to the three mentioned criteria:

1. Content: 50%
2. Form: 35%
3. Process: 15%

All criteria need to be marked at least as sufficient (6).

The final mark is awarded by means of the thesis assessment form.

In case the assessor(s) is/are of the opinion that the thesis/final assignment cannot be awarded a pass mark, the student will be given one opportunity to remedy the work in order to be awarded a pass mark within a timeframe defined by the supervisor and the DoS. If the revised work cannot be awarded a pass mark, the student will have to complete a new thesis/final assignment with a new topic and a different supervisor.

If the student does not agree with the assessment, it is possible to seek the opinion of a third expert. This is done via the Board of Examiners.



## **5. Archiving and free access**

Students must provide a digital version (in PDF format) of the thesis for the degree programme's archive. This should be submitted via the delivery portal of the Office for Student Affairs. The thesis is stored in the University of Groningen repository, the digital archive of University publications.

Theses in the repository can be freely accessed (from within and outside the University) if the student and supervisor give permission. Students can indicate 'freely accessible – yes/no' on the form. 'Yes' means that the student states that the supervisor has also given permission, in accordance with the Rules and Regulations of the Boards of Examiners that apply within the Faculty of Arts. Before answering 'yes' on the form, the student must check that the lecturer also agrees to the thesis being freely accessible.

## **6. Rights and obligations of students**

Students have the right to thesis supervision as described in Section 3. In addition, the student is required to gather material in the correct way – i.e. independently – and use it to write a thesis in accordance with the regulations and conventions of the degree programme. See also the section relating to cheating and plagiarism in the relevant Teaching and Examination Regulations.

Cheating and plagiarism carry severe penalties, because it must be clear at all times that the student is the actual author of the thesis in all respects. Partial or inaccurate source references and deliberate false references will count against the student. The thesis must be the result of independent academic research. Copying or too closely paraphrasing consulted works does not comply with this. The lecturer has the right to examine the consulted sources and literature, and students must provide the lecturer with this material if required.

The copyright on a thesis is shared: both the lecturer and student have copyright on the thesis. This means that neither the supervisor nor the student can publish on the results reported in the thesis unless they have the permission of the other.

## **7. Final provisions**

In cases not covered by these regulations, the Director of Studies shall have the final say.

Disputes concerning the provisions of these thesis regulations will first be brought before the Board of Examiners of the CMEMS degree programme, who will take a decision that can in turn be appealed against.

## 8. Appendices

### 1. Assessment form

Assessment form Master thesis Faculty of Arts

Date	
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Student:	
Student number:	

Title thesis	
code:	LQR998M30

Supervisor/first examiner	
Second examiner	

final mark: (ON A SCALE 1-10 WITH ONE DECIMAL PLACE)	
Programme	Research MA , Classical, Medieval and Early Modern Studies

<b>1. Content (quality of research) 50% final mark</b>						
	Insufficient > 6	Sufficient (6-6.5)	More than sufficient (7-7.5)	Good (8-8.5)	Very good (8.5-9)	Excellent (9-10)
a) Research question						
b) Presentation , motivation						
c) Argument analysis						
d) Methodology; research skills						
e) Theoretical framework and justification						
f) Research outcome, use of sources literature						
g) Research design						
h) Originality creativity						
i) Critical reflection						
j) Degree of difficulty						
k) Contribution to the field						
	General comments and mark <b>Content</b>					

--	--

<b>2. Form (quality of presentation thesis) 35% Final mark</b>						
	Insufficient	sufficient	More than sufficient	Good	Very good	Excellent
a) Structure; structure of the argument, arrangement of chapters/paragraphs						
b) Annotation; literary sources, notes, bibliography						
c) Language; use of language, clarity, precision, style						
d) Design and execution						
General comments and mark <b>Form</b>						

<b>3. Process (quality of research and writing process) 15% Final mark</b>						
	Insufficient	sufficient	More than sufficient	Good	Very good	Excellent
a) Independence						
b) Planning						
c) Effort						

	General comments and mark <b>Process</b>
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<b>Overall judgment</b>
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<b>Overall judgment second examiner</b>
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**Supervisor(s) /first examiner(s)**

**second examiner**

5.	4. <b>Name First Examiner(s):</b>	Date & signature
6.	5. <b>Name Second Examiner:</b>	
7.	Additional observations:	
8.	Date & signature second examiner	

## 2. *Thesis contract*

# Thesis Contract Research Master .....

Name Student:

Student number:

Name first supervisor:

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A thesis contract should at least contain the following information:

- Working title
- Provisional table of contents
- Research question
- Provisional list of literature and sources
- Discussion of used methods
- **Detailed time schedule, including appointments with supervisor**
- If applicable, explicit agreement with respect to the availability of necessary research facilities such as computer software or hardware, lab time, etc.

---

Student  
(name)

(signature)

(date)

Supervisor:  
(name)

(signature)

(date)

Director of Studies:  
(name)

(signature)

(date)

### 3. *Planning schedule Graduation Summer*

## **Basic model: Step-by-Step plan for the Master's thesis**

### Graduation in semester 2

<b>Step-by-step plan</b>	<b>Deadline*</b>
1. Exploratory discussion on thesis subject with DoS and supervisor	December-January
2. Graduation check with study-advisor 3. Further consultation with supervisor 4. Student submits thesis contract to supervisor and DoS for approval.	January 1 March
5. As required, interim discussions of chapters, as agreed between supervisor and student.	March-May
6. Student submits thesis.	1 June
7. Assessment by and feedback from supervisor.	1 – 15 June
8. Student submits new version, if relevant.	15 June – 1 July
9. Supervisor and second supervisor assess final version, determine final mark and submit it for processing.	15 July
10. Final discussion between supervisor and student.	15 July
11. Student requests degree certificate ceremony online from the Office for Student Affairs: <a href="http://www.rug.nl/let/afstuderen">www.rug.nl/let/afstuderen</a>	No later than 2 months before date of completing Master's programme
12. After assessment, the student must upload the thesis: <a href="http://scripties.let.eldoc.ub.rug.nl/UDA/">http://scripties.let.eldoc.ub.rug.nl/UDA/</a> N.B. thesis must be uploaded in PDF format.	Immediately after final mark has been entered in Progress
13. When the final mark for the Master's degree has been registered in Progress, the student must inform the Office for Student Affairs that he/she is finished.	

\* in steps 1 to 6, other dates may be agreed in consultation with the student

#### 4. *Planning schedule Graduation Winter*

### **Basic model: Step-by-Step plan for the Master's thesis**

#### Graduation in semester 1

<b>Step-by-step plan</b>	<b>Deadline*</b>
1. Exploratory discussion on thesis subject.	July-August
2. Graduation check with study advisor 3. Further consultation with supervisor 4. Student submits thesis contract to supervisor and DoS for approval.	1 October
5. As required, interim discussions of chapters, as agreed between supervisor and student.	September-December
6. Student submits thesis.	15 December
7. Assessment by and feedback from supervisor.	15 – 31 December
8. Student submits new version, if relevant.	1 January – 15 January
9. Supervisor and second supervisor assess final version, determine final mark and submit it for processing.	31 January
10. Final discussion between supervisor and student.	31 January
11. Student requests degree certificate ceremony online from the Office for Student Affairs: <a href="http://www.rug.nl/let/afstuderen">www.rug.nl/let/afstuderen</a>	No later than 2 months before date of completing Master's programme
12. After assessment, the student must upload the thesis: <a href="http://scripties.let.eldoc.ub.rug.nl/UDA/">http://scripties.let.eldoc.ub.rug.nl/UDA/</a> N.B. thesis must be uploaded in PDF format.	Immediately after final mark has been entered in Progress
13. When the final mark for the Master's degree has been registered in Progress, the student must inform the Office for Student Affairs that he/she is finished.	

\* in steps 1 to 6, other dates may be agreed in consultation with the student

