Assessment Plan

Research Master Arts and Culture

1 / Vision of teaching and assessment

The Arts and Culture ReMa teaching vision is: 1) *research driven*, 2) *multidisciplinary,* 3) *student-centred* and 4) *activating*.

1. *Research driven*

Research is incorporated at all levels of teaching. The core courses place an emphasis on familiarising the students with different theories and methodologies. Students are confronted with the practice of scholarly research and are taught the necessary skills through relevant assignments, which eventually lead to their own research project in the form of a thesis. Additionally, through research tutorials and internships, students have access to experts in their own, and neighbouring disciplines.

2. *Multidisciplinary*

Students are confronted with a range of disciplinary approaches to the research topic or research problem under scrutiny and are encouraged to explore and combine several academic disciplines. Additionally, the majority of core courses are (co)taught by a team of lecturers with different disciplinary backgrounds.

3. *Student-centred*

All forms of instruction are designed to suit the required educational development of the student. Students are encouraged to build their own research profiles tailoring the programme to suit their individual needs.

4. *Activating*

The programme is organised around small, interactive seminar groups which guarantees active participation from the students. Through discussions and varied assessments (written assignments, oral presentations, peer-reviewing) students are stimulated to engage critically with subject matter and reflect on their own learning process. Additionally, students are encouraged to play an active role inside and outside of class, for instance in staff-supervised research projects. Students are also expected to work towards their own research goals with increased independence.

The assessment policy is geared towards meeting the main aims and learning outcomes of the programme. To accomplish this, the assessment policy is 1) *valid,* 2) *reliable*, and 3) *transparent*.

1. *Valid*

Tests are relevant and the assessment forms are chosen in accordance with the intended learning outcomes. This entails a strong focus on the assessment of research and presentation skills.

2. *Reliable*

The assessment delivers comparable results in courses with different teachers ensuring fair and consistent grading. Additionally, set assessment forms for the thesis, internships, and tutorials, ensures a standardised process of assessment.

3. *Transparent*

We give our students an accurate understanding of how the intended learning outcomes are assessed. This information is found in the course manuals which include detailed information about the forms of assessment, assessment criteria, weight of the various components, and resit possibilities.

The programme values continuous assessment as this supports the learning process of the students. Students are assessed throughout the programme through formative assessments with corresponding moments for feedback. The assessment formats align with the research-driven nature of our programme. Students practise, among other things, how to assess existing research in their fields and how to set up and carry out new research projects.

When designing or adjusting course assessment, the programme refers to the Assessment plan and the Matrix of Realised Learning Outcomes (see TER, article 3.2).

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

As is evident in Appendix 1, the assessment of compulsory courses consists of writing assignments (research papers, project proposals, reports) combined with oral presentations and active participation in seminar discussions. The guidelines for the assessments and the evaluation criteria are described in the study guides and discussed during the seminars.

For writing assignments:
- Set up of the assignment
- Test the assignment in accordance with the intended learning outcomes and modes of instruction
- Discuss assessment criteria with students
- First opportunity (and resit)
- Assessing the assignment in written form (using the assessment form/rubric or a narrative commentary)
- Communication of results and feedback
- Evaluation

For oral presentations:
- Discuss assessment criteria with students
- Presentation
- (Peer) feedback, using the assessment form/rubric
- Communication of results
- Evaluation

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:

- The *Programme Committee* and the *Cluster Board* approve the assessment plan
- The *examiners* provide the syllabus, the list of marks, the assessment forms and the evaluation forms
- This information is checked by the *secretariat*. In the case of tutorials and theses, the secretariat is responsible for archiving the assessment forms and the final writing assignments

4 / Assessment timetable

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

The matrix of learning outcomes (TER, article 3.2) 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).

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 1).

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 3.

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 has a procedure for the assessments of all course units in a degree programme, 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.

6 / Archiving

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

After completion of tutorials and internships the examiners send the assessment form to the secretariat for archival purposes.

List of documents relevant to assessment

Faculty vision of teaching and assessment – see
https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education.

7 /

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 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 – a part of the TER that specifies the course units with *summative* assessment leading up to or at the level specified in the programme-level learning outcomes.

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 programme – the implementation of the TER, Part A, Article 4.16

Appendix 1. Learning outcomes and their assessment in course units

Arts, Media and Literary Studies

YEAR 1, semester 1			
Course unit code	**Course unit title**	**Learning outcomes**	**Assessment**
LWR012M05	Theories of Culture and Research	Insight into the nature of culture, and in the implications thereof for the scientific and/or scholarly study of culture (theory, observation, (critical) interpretation). Insight into the main scientific and critical/discursive approaches to culture, into the main critical debates, and into the interdisciplinary character of contemporary Humanities. After completing this module the student should have an understanding of the nature of culture and should be able to systematically relate different research perspectives in the study of culture.	Assignments, class participation, essay (active participation in class (10%), 2 assignments (2 x 25%); critical, comparative essay on one or more theoretical/methodological approaches in the study of culture (40%))
LWR011M05	Theories and Analysis	Insight into the broad range of scientific and/or scholarly approaches in the study the arts, media and literature, now and in the past, with special attention to a selection of currently prominent families of approaches. Insight into their epistemological and normative assumptions, and into their kind of relevance, modes of argumentation and validation. Insight into issues of theorising, interpretation, "subjectivity/objectivity", values and normativity, and interdisciplinarity. After completing this module the student should have a	Assignments, class participation, essay (active participation in class, 1 assignments (20%); critical, comparative essay on one or more theoretical approaches in the study of culture (80%))

		thorough understanding of the role of the arts, media and literature in culture and society; they should have knowledge of a variety of research perspectives on the arts, media and literature media, and understand their specific relevance and modes of operating; they should be aware of the intricate rapport throughout history, between developments in the arts, media and literature, on the one hand, and cultures and societies on the other. They should also understand what are main challenges for the humanities today.	
LWR026M05	Research Methods: Research in Digital Archives	This course will explore the notion of 'the archive' within the contemporary landscape, where the fluidity of concepts like databases, corpus, collections, and archives has been significantly amplified by processes of digitization. Moreover, these ideas have become increasingly disputed by diverse groups. In this context, it becomes crucial to question who holds the authority to determine what ought to be preserved (archivalization) and how to assume accountability for the method of cataloging objects and documents (Words matter). The archive has emerged as a focal point in a multitude of debates encompassing collective memory, personal memories, decolonization, gender, and social activism.	Practical archive assignments, final essay.
LWR015M05	Research Methods: Grounded Theory and Ethnographic Methods	Upon successful completion of the course unit, students are: 1. Able to critically use ethnographic research methods in their own research and writing and design practical research plans using ethnographic methods while considering both the research potential of those methods and the potential impacts of that research on the individuals and communities studied and/or affected (Degree Programme learning outcomes 4, 8, 9, 10, 13, 15, 16)	Assignments (Students will be assessed on their ability to: 1. Complete actual fieldwork excursions and related assignments; 2. Contribute to discussions on course readings on ethnographic work; 3. Construct an analytical approach to handling ethnographic data; 4. Compile a research plan for continuing and expanding the ethnographic research that has been started during the course.)

		2. Familiar with current state of affairs and current and past debates in various fields as they relate to the use of ethnographic research methods in those fields and the use of ethnographic methods to understand cultural artifacts and activities in particular cultural contexts (Degree Programme learning outcomes 1-3, 7) 3. Able to develop theory through practice on a level adequate to the research MA (Degree Programme learning outcomes 14, 15)	
Variable	Special Topics	Variable	Each year two 'special topics' courses will be offered by alternating staff members. Students are required to do at least one of them (but are allowed to do more as electives). These are content-driven courses on state-of-the-art topics in the field of arts and media research, designed specifically for ReMA AMLS students. Since the topics change yearly students from both the first and second year can take these courses.
variable	Electives	Variable	Students choose electives from the other MA programs in the Faculty of Arts, based on their research interests and in consultation with their mentor. They can also do electives at other faculties or universities, or design (in discussion with staff members) personal tutorials; in the latter cases, the modules (and the forms of assessment) need to be approved by the DoS and the Board of Examiners.
YEAR 1, semester 2			
LWR025M10	Arts and Media in Society	After this course the student is able to: - summarise, in their own words, the historical background of and theoretical issues at stake within contemporary debates on 'identity politics' - give an overview of the crucial philosophical and sociological	Oral presentation including written report (20%) and a final essay (80%)

		questions involving the relation between identity and politics - critically reflect on and analyse (given and self-selected) cases of art, in oral and written form, on the basis of the literature - do research by finding the relevant (literature and/or media) sources to execute a case study - work together with other students on a project that thematises the topic of the course.	
LWR016M05	Research Methods: Ecocritical Methods	In this course students focus their research on questions of historical embeddedness: how are cultural artefacts and media stored and kept alive for posterity in archives and how did they become part of historical discourses to which they contributed in an aesthetic way? While Research Methods 1 focused on ethnographic methods, Research Methods 2 is devoted to historical and archival work. In the first part of the course we look at archival theory and methods. As historical records, (collections of) artworks, films and literary texts form part of archives, to which they were once consigned and which are constantly reappraised, revisited and rethought, both as material and theoretical constructs. Through studying these works from an archival perspective, students will learn to make sense of sources across temporal, spatial and cultural boundaries. In the second part of the course, we will zoom in on a particular approach that relies heavily on archival work: the New Historicism (also called: Poetics of Culture). In this part we will study artworks, films and literature as manifestations of historical discourses. Rather than considering them as self-enclosed, autonomous works, New Historicism treats them as texts that made contributions to larger social debates and cultural formations at a certain moment in time. Among the	Essay and oral presentation

		scholars we will read are Stephen Greenblatt, Anton Kaes, T.J. Clark, Lorraine Daston, Wolfgang Ernst, Ann Stoler and others. After completing this module successfully, students know how to use the methods described in the overview in their own research, in a reasoned and critical manner.	
LWR014M05	Research Design	The seminar is geared towards the further exploration, evaluation and application of research skills in the domain of Literary and Cultural Studies. It specifically serves the process of designing and writing a master thesis by critically studying and discussing current scholarly developments, PhD theses, etc. After completion of this course, students are able to reflect critically on the scholarly and societal dimensions of academic research in the Humanities and to report on the implications of these dimensions for their own current research. By selecting, studying and discussing key texts related to their own research (thesis), this seminar mainly serves thesis preparation.	Portfolio ((1) Participation and weekly preparatory assignments: precondition for further participation in the course. (2) Portfolio (100%). The portfolio contains all written assignments and concluding remarks (1 page) regarding the personal learning outcomes of the course.)
Variable	Special Topics	Variable	See above
variable	Electives	Variable	See above
YEAR 2, semester 1			
variable	Specialisation	Variable	This specialisation 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.
YEAR 2, semester 2			
LWR998M30	Research Master's Thesis AMLS	In the Research Master's thesis the student demonstrates that s/he has achieved the learning outcomes for the Research Master's programme and is able to put what s/he has learned (knowledge, understanding and skills) into practice by setting up	Thesis (100%)

| | | and carrying out a substantial and academically sound research project. For more details see the thesis regulations (Appendix 4). | |

Cultural Leadership

YEAR 1, semester 1			
Course unit code	**Course unit title**	**Learning outcomes**	**Assessment**
LCR012M10	Cultural Leadership	Reflect upon and elucidate the concept of 'cultural leadership' in the context of different types of cultural organisations. Besides, students recognise different meanings of the terms culture and of leadership and are able to reflect upon language differences that indicate different meanings. Identify and characterise different approaches to the study of cultural leadership. Present orally the results of small assignments. Organise and execute a semi-structured interview. Draw up a written portrait of a cultural leader, based on an interview, in a well-structured way using the literature studied and the knowledge gained during the seminars.	Small assignments and oral presentation; semi-structured interview; written paper. Students will be assessed on the basis of: Block A: Participation in class, including small assignments (25%) Block A: Assignment (reflective portrait of interviewee) (25%) Block B: In due time, Dr. Johan Kolsteeg will inform the participants about which assessments will be made that account for the remaining 50% of the final grade.
LWR012M05	Theories of Culture and Research	Insight into the nature of culture, and into the implications thereof for the scientific and/or scholarly study of culture (theory, observation, (critical) interpretation). Insight into the main scientific and critical/discursive approaches to culture, into the main critical debates, and into the interdisciplinary character of contemporary Humanities. After completing this module the student should have an understanding of the nature of culture and should be able to systematically relate different research perspectives in the study of culture.	Assignments, class participation, essay (active participation in class (10%), 2 assignments (2 x 25%); critical, comparative essay on one or more theoretical/methodological approaches in the study of culture (40%))

LCR009M05	Public Cultural Policy in Global Context	Upon successful completion of the course unit, students are able to: 1. Explain art sociological approaches to researching public cultural policy to an audience of informed listeners. 2. Identify the main actors in European cultural policy on local, national and international level. 3. Give an overview of the status questionis in academic art policy research and in the practical policy discourse regarding a particular issue in European public art policy. 4. Critically discuss their work and that of others in an open and scientific manner. 5. Present their work, orally and in written form, in a scientific manner.	Testing is through two written assignments: - A short paper critically analysing a cultural policy document of a public authority (local, national, international). The analysis should demonstrate what the values behind the policies in the document are, the instruments that are described in the documents and the extent to which the policy might be successful in achieving its goals. The paper is graded on correct application of the theories of cultural policy and ample presentation of empirical material from the document, as well as clarity of argumentation. (ca. 2000 words) - A literature review of a topic of the student's choosing within the field of cultural policy research. The review analyses the type of research that has been done on the topic describing at least 8 sources) and ends with a (brief) description of a topical research question and the methodology needed to answer that question. (ca. 5.000 - 8.000 words)
variable	Disciplinary Elective	variable	Disciplinary electives 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 the DOS, assessment variable. The students will submit their work in principle in English. Students will complete a self-reflection on their personal learning outcomes after each semester, to be discussed with the DOS.
YEAR 1, semester 2			

LWR025M10	Arts and Media in Society	After this course the student is able to: - summarise, in their own words, the historical background of and theoretical issues at stake within contemporary debates on 'identity politics' - give an overview of the crucial philosophical and sociological questions involving the relation between identity and politics - critically reflect on and analyse (given and self-selected) cases of art, in oral and written form, on the basis of the literature - do research by finding the relevant (literature and/or media) sources to execute a case study - work together with other students on a project that thematises the topic of the course.	Oral presentation including written report (20%) and a final essay (80%)
LCR014M05	Leadership and Personal Leadership	This 5-ects course will thematise leadership, personal leadership, and organizational development. The course reflects a need that has been highlighted both in the accreditation report and in student evaluations of the CL program about clarifying the notion of leadership. Although the CL program is based in a humanities department and not a management school, the title of the program still signals that leadership is at the core of the program, but it is currently taught only sporadically in the program (mostly covered by the first-year, first-semester course in Cultural Leadership). To solve this matter, this new mandatory course on notions of leadership, personal leadership, and organizational development will be offered.	Participation, assignments, and final paper.
Variable	Disciplinary Electives	variable	Disciplinary electives 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 the DOS, assessment variable. The students will submit their work in principle in English. Students will complete a self-reflection on their personal learning outcomes after each semester, to be discussed with the DOS.
YEAR 2, semester 1			
LCR000M30	Cultural Leadership Research Traineeship	The traineeship constitutes one-half of the second year of the Research Master track Cultural Leadership. During the placement students demonstrate the ability to study an issue in the field of cultural leadership in an academically responsible way, and to present the results adequately to colleagues and, if relevant, non-specialist interested parties. When doing this, students demonstrate that the learning outcomes of the degree programme have been sufficiently realised.	Presentation of internship (20%), professional document (80%), internship report. The methodology class, which students follow to prepare for their traineeships, is finished by writing the research proposal for the traineeship research. This is a pass/fail assessment, so it does not count towards the grade of the traineeship.
YEAR 2, semester 2			
LCR999M30	Research Master's Thesis Cultural Leadership	The thesis is the final assessment tool of the Research Master programme. In the Master's thesis, students demonstrate the ability to study a problem in the field of cultural leadership independently and in an academically responsible way and to present the results adequately to both specialists in their field and, if relevant, non-specialist interested parties. When doing this, students demonstrate that the learning outcomes of the degree programme have been sufficiently realised.	Thesis (100%)

Appendix 2. Schematic overview of the assessment programme

Research Master track Arts, Media and Literary Studies

YEAR 1, semester 1		Block 1		Block 2	
Course unit title	**Course unit code**	**Weeks 1-7: lectures**	**Weeks 8/9/10: exams/resits**	**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/resits**
Theories of Culture and Research in the Humanities	LWR012M05	Seminars and lectures	Various assignments, written and oral		
Research Methods: RIDA	LWR026M05	Seminars and lectures	Various practical assignments		
Theories and Analysis of Arts, Media and Literature	LWR011M05			Seminars and lectures	Various assignments, written and oral
Research Methods: GTEM	LWR015M05			Seminars, lectures, group work & independent work	Oral and written assignments
Electives	Various	Various, depending on the course unit the student chooses.			
Special Topics I	XXX			Seminars and lectures	Written assignment
Total number of ECTS from examinations	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: exams/resits**
Arts and Media in Society	LWR025M10	Seminars, lectures, group work	Oral and written assignments	Group and personal projects.	Final assignment
Research Methods: EM	LWR016M05	Seminars, lectures, group work & independent work	Oral and written assignments		
Research Design	LWR014M05			Seminars; group work; independent work	Oral and written assignments t.b.s.
Electives	Various	Various, depending on the course unit the student chooses.			
Special Topics II	XXX	Seminars and lectures	Written assignment		
Total number of ECTS from examinations	30				

YEAR 2, semester 1		Block 1		Block 2	
Course unit title	**Course unit code**	**Weeks 1-7: lectures**	**Weeks 8/9/10: exams/resits**	**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/resits**
Specialisation	Various	This specialisation phase may include a tutorial, a placement in a research environment, an additional research seminar, or a methodology course unit. Assessment consists minimally of a written (or audio-visual) paper.			
Total number of ECTS from examinations	30				
YEAR 2, 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: exams/resits**
Research Master's Thesis in AMLS	LWR998M30	Thesis proposal, writing thesis, interim discussions of chapters	Writing thesis, interim discussions of chapters	Writing thesis, interim discussions of chapters	Students submit the first version of their thesis, assessment and feedback by supervisor. Final assessment and marking.
Total number of ECTS from examinations	30				

Research Master track Cultural Leadership

YEAR 1, semester 1		Block 1		Block 2	
Course unit title	**Course unit code**	**Weeks 1-7: lectures**	**Weeks 8/9/10: exams**	**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/resits**

Course unit title	Course unit code				
Cultural Leadership	LCR012M10	Seminar learning, group discussions, interview, small assignments – written and oral			Written assignment
Theories of Culture and Research	LWR012M05	Seminars and lectures	Various assignments, written and oral		
Public Cultural Policy in Global Context	LCR009M05			Seminars and lectures	Written paper
Disciplinary electives	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 the DOS, assessment variable. The students will submit their work in principle in English. Students will complete a self-reflection on their personal learning outcomes after each semester, to be discussed with the DOS.			
Total number of ECTS from examinations	30				
YEAR 1, semester 2		**Block 3**		**Block 4**	
Course unit title	**Course unit code**	**Weeks 1-7: lectures**	**Weeks 8/9/10: exams, resit**	**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/resits**
Arts and Media in Society	LWR025M10	Seminars, lectures, group work	Oral and written assignments	Group and personal projects	Final assignment
Leadership and Personal leadership	LCR014M05	Seminars, lectures (hybrid), group work	Oral and written assignments	Group and personal projects	Final assignment
Disciplinary electives	Variable				
Total number of ECTS from examinations	30				

YEAR 2, semester 1		Block 1			Block 2	
Course unit title	**Course unit code**					
Cultural Leadership Research Traineeship	LCR000M30	**Weeks 1-7: lectures**	**Weeks 8/9/10: exams/resits**		**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/re sits**
Total number of ECTS from examinations	30	Internship Methodology Class Written assignment: paper with methodological set up of research for traineeship (5 EC)	Internship		Internship Mid-term progress paper Mid-term progress presentation	Professional document (end paper) Internship report
YEAR 2, semester 2						
Course unit title	**Course unit code**	Block 3			Block 4	
Research Master's Thesis Cultural Leadership	LCR999M30	**Weeks 1-7: lectures**		**Weeks 8/9/10: exams**	**Weeks 11-17: lectures**	**Weeks 18/19/20: exams/re sits**
Total number of ECTS from examinations	30	Thesis proposal		Writing thesis, interim discussions of chapters	Writing thesis, interim discussions of chapters	Students submit the first version of their thesis, assessment and feedback by supervisor. Final assessment and marking