



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2021/2022

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 Appendix 1).

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

As is evident in Appendix 2, 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 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 summative¹ assessments at the level specified in the programme-level learning outcomes

‘x’ for summative assessments at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 3) 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.

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 2).

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.

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.

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.

¹ 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)).



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 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.

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>Intended learning outcomes of the Arts and Culture Research Master</i> After completion of this Research Master's programme, students demonstrate:
<p>A. Knowledge and understanding 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>A1. thorough knowledge and understanding of the state of affairs within their area of specialisation, including prominent theories, modes of interpretation as well as knowledge and understanding of the main developments and debates in the corresponding academic, societal and professional fields. CL: knowledge and understanding a. of the different forms and functions of leadership in the international (and in particular European) cultural domain; b. of operational aspects of leadership (e.g. policy making, strategy and organisation) as regards the interaction with culture (in both its material and immaterial forms) by governments, funds, predominantly publicly and privately financed institutions; c. of processes of assessment and reassessment of culture (in both its material and immaterial forms) in a changing societal and international context. AMLS: knowledge and understanding d. of prominent theories, past and present, concerning the meaning and function of cultural artifacts and practices in the domains of the arts (incl. literature) and/or the media in their societal and historical contexts; e. of prominent current or past debates and developments regarding the arts and/or the media and in their corresponding historical, societal and cultural contexts; f. of the impact of ideologies (normative conceptions, values) and of technologies (a.o. digitalisation) on society and on the humanities, with special focus on one's own discipline.</p> <p>A2. thorough knowledge and understanding of minimally one prominent theoretical and analytic approach, with its corresponding methods and techniques; sound overview knowledge and understanding of the main scientific/scholarly approaches within one's discipline. CL: a. thorough knowledge and understanding of methods and techniques to study the role of leadership in arts and culture. AMLS: b. thorough (at expert level) knowledge and understanding of minimally one prominent theoretical and analytic approach to the study of the arts (incl. literature) and/or the media, with its corresponding methods and techniques; c. sound knowledge and understanding of the main scientific/scholarly approaches within one's discipline, the study of the arts and/or the media.</p>

	<p>A3. knowledge and understanding of the structure of the chosen (inter)discipline and the relations between sectors within the (inter)discipline.</p> <p>CL: a. thorough insight into and knowledge of the various perspectives and approaches to study the role of leadership within one (or a combination of) discipline(s): fine art, architecture, literature, film, music, theatre/performance studies, media studies, or more broadly, cultural studies.</p> <p>AMLS: b. thorough insight into and knowledge of the various perspectives and approaches within one (or combinations of) discipline(s): fine art, architecture, literature, film, music, theatre/performance studies, media studies, or more broadly, cultural studies.</p>
<p>B. Applying knowledge and understanding</p> <p>The ability to 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>B1. the capacity to formulate a research question that is relevant to their academic and, whenever appropriate, to the corresponding cultural and professional fields.</p> <p>CL: a. the ability to translate issues in areas of cultural leadership into adequate research questions.</p> <p>AMLS: b. the capacity to translate issues in societal and professional fields corresponding to one's expertise into adequate research questions.</p> <p>B2. the capacity to select independently, apply, and where necessary adapt a relevant research method in order to</p> <p>CL: a. critically analyse and evaluate academic research and independently set up and conduct theoretical and empirical scientific research into (aspects of) cultural leadership.</p> <p>AMLS: b. analyse and interpret some specific facet of the role of cultural arts and/or media - artefacts and practices (in both their material and immaterial forms) in society.</p> <p>B3. the capacity to position and critically relate one's knowledge and research to issues, debates and developments in society as they impact (leadership in) one's chosen art or media field, and to debates and developments in the corresponding academic field(s), as well as, more broadly, in the Humanities, and, as a result, the capacity to fulfil a leading and/or advisory role in cultural organisations, or in starting up processes of change.</p> <p>B4. the capacity to apply their knowledge of and insight into changing ideas, practices and (institutional) conditions regarding the arts and/or media and regarding being an artist or professional (in whatever art or media contexts) for concrete use in roles of policy advice, critical analysis for targeted or broad publics, or other professional use.</p>

	<p>B5. the capacity to offer an original contribution in terms of theories, methods, analysis or interpretation to one or more sectors within the area of specialisation, at expert level, to the standards of the corresponding academic and professional settings. This implies the capacity to make an original contribution to at least one aspect of the study of (leadership regarding) the functioning of art and media in society, e.g. to the standard of an academic publication.</p>
<p>C. Making judgements</p> <p>The ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<p>C1. capacity to understand and evaluate intellectual arguments and use their insights and capacity for judgement in professional contexts, taking into account institutional constraints. This implies the capacity:</p> <ul style="list-style-type: none"> a. to connect one’s specialist knowledge to other relevant forms of theorising and reflecting about the role of the arts and media in culture and society (e.g. philosophy, history, sociology, critical theory); b. to recognise and analyse the role of ideologies, values and particular interests in the concrete functioning of the arts and the media; c. to apply one’s analytic and critical competences and expert knowledge to reach sound and convincing judgments and advice about concrete cases (e.g. in public debates about provocative art or media productions; in advising about policy in one’s disciplinary areas), as well in leading, programming and decision-making roles in organisations in the cultural field, esp. in the fields of the arts and/or the media. <p>C2. the capacity to deal creatively and systematically with complex issues and reach well-reasoned conclusions, taking into account social and ethical implications, and demonstrating leadership, responsibility and sensitivity to social context and ethics in handling situations in the academic and professional fields.</p>
<p>D. Communication</p> <p>The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p>D1. the capacity to adequately present scientific research in different media, in English (and any other relevant language depending on subject and context), for an audience of specialists and non-specialists in the worlds of the arts and/or the media, in speech and writing as well as through audiovisual or digital media.</p> <p>D2. to be able to adequately communicate about and discuss their field of expertise, e.g. by debating one’s own work and that of others in a sphere of mutual respect and constructive criticism.</p> <p>D3. the capacity to participate actively in a research group or other team, as well as in academic or societal debates on culture and cultural leadership and/or the role of the arts or the media in society.</p> <p>D4. the capacity to apply knowledge of the scientific code of conduct and ethics both with regard to referencing and using work and ideas of others, and with regard to the collection and processing of empirical data.</p>
<p>E. Learning skills</p> <p>The learning skills to allow them to continue to study in a manner that</p>	<p>E1. the capacity to demonstrate context sensitivity, to take into account and respectfully operate within situations marked by cultural and ideological differences.</p> <p>E2. the capacity to process large amounts of complex information efficiently and effectively.</p>

<p>may be largely self-directed or autonomous.</p>	<p>E3. the capacity to keep up the knowledge and skills necessary for keeping abreast with the developments in their area of specialisation, to deepen their own knowledge and insights and to employ these in the professional field.</p> <p>E4. the capacity to take initiative and the ability to reflect upon their own acts and academic attitude.</p> <p>E5. the ability to formulate a research proposal and conduct research, independently and in team settings, with the required self-discipline and realistic planning.</p> <p>E6. the skills which are necessary for a successful professional practice. These include:</p> <ul style="list-style-type: none">a) the ability to work independently in a complex (international) professional settings;b) the ability to take a context-sensitive attitude and to attune – maintaining their integrity as a scholar – the results of their own work to the expectations and knowledge level of the intended audience, both independently and in a team;c) the ability to take initiative and personal responsibility;d) the ability to make decisions in complex and partly unpredictable situations;e) the ability to anticipate and critically respond to trends in one's chosen field.
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Matrix of realised learning outcomes / course units

Track Arts, Media & Literary Studies

	A. Knowledge and Understanding			B. Applying Knowledge and Understanding					C. Making Judgements		D. Communication				E. Learning Skills					
	1	2	3	1	2	3	4	5	1	2	1	2	3	4	1	2	3	4	5	6
Year 1, semester I																				
Theories of Culture and Research (5 EC)		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		
Research Seminar I (10 EC)	x							x	x	x		x		x			x	x		
Theories and Analysis (5 EC)		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		
Research Seminar III (5 EC)	x							x	x	x		x		x			x	x		
Research Methods 1 (5 EC)		x		x	x			x				x		x		x		x	x	
Year 1, semester II																				
Arts and Media in Society (5 EC)		x	x			x	x	x	x	x	x		x		x			x		
Research Seminar II (10 EC)	x			x				x									x	x		
Research Methods 2 (5 EC)		x		x	x			x				x		x		x		x	x	
Research Design (5 EC)		x		x	x	x	x	x				x		x			x	x	x	x
Research Seminar IV (5 EC)	x			x				x									x	x		
Year 2, semester I																				
Specialisation(s) (30 EC)	x			x				x									x	x		
Year 2, semester II																				
Research Master's Thesis (30 EC)		x	x	x	x	x	x	x	x	x	x	x		x		x	x	x	x	x

Track Cultural Leadership

	A. Knowledge and Understanding			B. Applying Knowledge and Understanding					C. Making Judgements		D. Communication				E. Learning Skills					
	1	2	3	1	2	3	4	5	1	2	1	2	3	4	1	2	3	4	5	6
Year 1, semester I																				
Cultural Leadership (10 EC)		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		
Disciplinary Elective I (10 EC)	x							x	x	x		x		x			x	x		
Theories of Culture and Research (5 EC)		x	x	x	x			x	x	x	x	x	x	x	x	x	x	x		
Public Cultural Policy in Global Context (5 EC)		x				x	x	x	x	x	x	x	x	<u>x</u>	x	x	x	x	x	x
Year 1, semester II																				
Sustainability & Cultural Awareness (Rome) (5 EC)		x				x	x	x	x	x	x	x	x	<u>x</u>	x	x	x	x	x	x
Urban Heritage (Rome) (5 EC)		x				x	x	x	x	x	x	x	x	<u>x</u>	x	x	x	x	x	x
Media in Culture (Rome) (5 EC)		x				x	x	x	x	x	x	x	x	<u>x</u>	x	x	x	x	x	x
Disciplinary Elective II (15 EC)	x							x	x	x	x	x	x	x	x	x	x	x		
Spring School (Rome)									x	x			<u>x</u>	<u>x</u>	x		x	x		x
Year 2, semester I																				
Research Traineeship (30 EC)		<u>x</u>		<u>x</u>	<u>x</u>	x	x	<u>x</u>						<u>x</u>	<u>x</u>	<u>x</u>	x	<u>x</u>	<u>x</u>	<u>x</u>
Winter School (Groningen)											<u>x</u>	<u>x</u>		<u>x</u>				<u>x</u>		
Year 2, semester II																				
Master Thesis (30EC)		<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>		<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

Arts, Media and Literary Studies

YEAR 1, semester 1			
Course unit code	Course unit title	Learning outcomes	Assessment
LWR012M05	Theories of Culture and Research	<p>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.</p> <p>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.</p>	<p>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%))</p>
LWR011M05	Theories and Analysis	<p>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.</p> <p>After completing this module the student should have a 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</p>	<p>Assignments, class participation, essay (active participation in class (10%), 2 assignments (2 x 15%); critical, comparative essay on one or more theoretical approaches in the study of culture (60%))</p>

		also understand what are main challenges for the humanities today.	
LWR015M05	Research Methods I	<p>Upon successful completion of the course unit, students are:</p> <ol style="list-style-type: none"> 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) 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) 	<p>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.)</p>
variable	Research seminar modules	variable	<p>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 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.</p>
YEAR 1, semester 2			
LWR013M05	Arts and Media in Society	<p>After this course the student is able to:</p> <ul style="list-style-type: none"> - summarise, in their own words, the historical background of and theoretical issues at stake within contemporary debates on 'identity politics' 	<p>Oral presentation including written report (20%) and a final essay (80%)</p>

		<ul style="list-style-type: none"> - 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. 	
LWR016M05	Research Methods 2	<p>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 scholars we will read are Stephen Greenblatt, Anton Kaes, T.J. Clark, Lorraine Daston, Wolfgang Ernst, Ann Stoler and others.</p>	Essay and oral presentation

		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.	
	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	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 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.
YEAR 2, semester 1			
variable	Specialisation I, II and III	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 and carrying out a substantial and	Thesis (100%)

		academically sound research project. For more details see the thesis regulations (Appendix 4).	
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Cultural Leadership

YEAR 1, semester 1			
Course unit code	Course unit title	Learning outcomes	Assessment
LCR012M10	Cultural Leadership	<p>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.</p> <p>Identify and characterise different approaches to the study of cultural leadership.</p> <p>Present orally the results of small assignments.</p> <p>Organise and execute a semi-structured interview.</p> <p>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.</p>	Small assignments and oral presentation; semi-structured interview; written paper.
LWR012M05	Theories of Culture and Research	<p>Insight into the nature of culture, and into the implications thereof for the scientific and/or scholarly study of culture (theory, observation, (critical) interpretation).</p> <p>Insight into the main scientific and critical/discursive approaches to culture, into the main critical debates, and into the interdisciplinary character of contemporary Humanities.</p> <p>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.</p>	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	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 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 	Oral presentations and written paper(s)

		<p>local, national and international level.</p> <p>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.</p> <p>4. Critically discuss their work and that of others in an open and scientific manner.</p> <p>5. Present their work, orally and in written form, in a scientific manner.</p>	
variable	Disciplinary Elective	variable	<p>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.</p>
YEAR 1, semester 2			
LCR003M05	Media in Culture	<p>Upon successful completion of the course unit, students are able to:</p> <p>1. Use the main theoretical and methodological approaches in analysing the relationship between media and culture, with particular reference to Sociology and Cultural Studies.</p> <p>2. Understand the key role of media in “shaping culture” and in the process through which culture and its (both symbolic and material, tangible and non-tangible) expressions are assigned meaning and (aesthetic, social, economic, etc.) values.</p> <p>3. Understand how the role of media in “shaping culture” has changed with the diffusion of digital technologies/environments, user-generated contents, the shift from “broadcast cultures” to “participative cultures”.</p> <p>4. Deconstruct media representations of culture and its expressions, and uncover the functioning of discourses on culture that are reproduced by media.</p>	<p>Final evaluation ranges between the score of 18 out of 30 points and 30 out of 30 points. Students’ grades will be based upon:</p> <ul style="list-style-type: none"> -Participation and contribution to class discussions (from 0 to 5 scores) -Individual assignment n. 1 (from 0 to 10 scores) -Individual assignment n. 2 (from 0 to 15 scores)

		<p>5. Understand the role and functioning of media as a cultural/creative industry, whose products are forms of culture in their own right (notion of “cultural reflexivity”).</p> <p>6. Develop their own analysis of media texts.</p> <p>7. Effectively use media technologies and languages in cultural sector-related professions: as tools for research (digital humanities), for education, and as curatorial tools.</p>	
LCR004M05	Urban Heritage	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. Analyse, identify and understand the different levels of meanings of the landscape cultural heritage 2. Recognise the existing material and immaterial values of urban landscape 3. Elaborate narratives and proposals to interpret, represent, and express the landscape significance. 	<ol style="list-style-type: none"> 1. Analysis report (individual assignment) (30%) 2. Presentations (70%) <p>Individual or team presentation of the analysis and interpretation. The description can be expressed using different tools, like video, photography, graphics, or written narratives.</p>
LCR005M05	Sustainability and Cultural Awareness	<p>Upon successful completion of the course unit, students are able to:</p> <ol style="list-style-type: none"> 1. know the historical evolution of the relevance of the concept of sustainability in a global perspective, and understand its possible different declinations in different contexts of application; 2. conceive of cultural awareness as strictly interrelated with self-awareness, organisational awareness and environmental awareness; 3. understand the role of the different dimensions of cultural awareness in designing sustainable solutions for issues of communication, enhancement, policies and governance; 4. understand the strategic role of the phygital dimension for the cultural development of an organisation; 5. design organisational guidelines for a sustainable digital presence, taking into account the organisational objectives, the involvement of the community, the enhancement of specific cultural issues and the importance of storytelling for the involvement of different audiences; 6. explore different governance models that involve communities and their knowledge of places and their 	<ol style="list-style-type: none"> 1. Participation and contribution to class discussions 2. Individual assignment on the Festival of the Middle Ages 3. Individual section of the group project

		<p>memories within a metropolitan dimension, understood as a specific cultural landscape;</p> <p>7. discover and manage different sources of information (oral, visual and written) to enrich the cultural physiognomy of a cultural artefact and improve the opportunities to make it accessible to different audiences (residents and tourists);</p> <p>8. combine knowledge from different disciplinary fields (in particular; architecture, humanities, communication, management) to build a more complete understanding of a given cultural environment;</p> <p>9. strengthen their ability to design different types of results for their individual and group work (documents and portfolios);</p> <p>10. strengthen their ability to master and combine different languages (text, image, video, sound, but also technical information and narration) in a communication product;</p> <p>11. strengthen their ability to evaluate individual and group learning processes.</p>	
Variable	Disciplinary Electives	variable	<p>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.</p>
YEAR 2, semester 1			
LCR000M30	Cultural Leadership Research Traineeship	<p>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</p>	<p>presentation (20%), professional document (80%), internship report.</p>

		outcomes of the degree programme have been sufficiently realised.	
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 3. 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		
Theories and Analysis of Arts, Media and Literature	LWR011M05			Seminars and lectures	Various assignments, written and oral
Research Methods in the Arts, Media and Literature 1	LWR015M05			Seminars, lectures, group work & independent work	Oral and written assignments
Research seminars	Various	These two blocks comprise seminars and lectures. This course unit includes the writing of a paper or article and oral presentations, and may include a written exam, debating assignments, assessment of participation, etc.			
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	LWR013M05	Seminars, lectures, group work	Oral and written assignments		
Research Methods in the Arts, Media and Literature 2	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.
Research seminars	Various	These two blocks comprise several seminars, lectures and individual meetings. This course unit include the writing of a paper or article and oral presentations, and may include a written exam, debating assignments, assessment of participation, etc.			
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
LCS: Specialisation 1	LWR017M10	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.			
LCS: Specialisation 2	LWR018M10				
LCS: Specialisation 3	LWR019M05				
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
Cultural Leadership	LCR012M10	Seminar learning, group discussions, public interview and small assignments			Written portrait of a cultural leader
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
Media in Culture	LCR003M05	Lectures and seminars from week 5 until week 15, approximately			Tests include individual paper and presentation during Spring School.
Urban Heritage	LCR004M05				
Sustainability and Cultural Awareness	LCR005M05				
Disciplinary electives	Variable	When choosing a course from another faculty from the University of Rome, the student should be aware that the final assignment might vary, it may be an oral exam instead of a written one. It is important to check with the professor.			
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
Cultural Leadership Research Traineeship	LCR000M30	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
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 Cultural Leadership	LCR999M30	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
Total number of ECTS from examinations	30				

1. [AMLS Thesis Regulations pp. 21-33](#)
2. [CL Thesis Regulations pp. 34-55](#)

Thesis Regulations

Research Master

Arts, Media and Literary Studies

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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 subquestions 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 subquestions 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 subquestions. 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 field and/or to the application of theoretical and methodological frameworks within the field.

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.

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 academic 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 an academic journal.

b. *Learning outcomes Research Master thesis as defined in OER*

Since the thesis is expected to demonstrate the knowledge and skills acquired during the programme, the whole list of outcomes is relevant:

Knowledge and understanding

1. have knowledge and understanding of the current state of affairs in (depending on the student's specialization) the theory of literature/film/drama/music/new digital art/the study of culture, and of the historically important moments in the development of the discipline
2. have knowledge of current or past debates in the Arts and Humanities, which are relevant to the chosen discipline
3. have a thorough knowledge of at least one theoretical and methodological approach
4. be able to give an analysis and interpretation of a work of art in the context of genre, period, stream and oeuvre, and in the broader context of a culture or be able to analyse the aspects of the function of art that relate to institutions, policy or management
5. be able to relate to their own specialist knowledge of one particular art form (literature, film, drama, music, visual art or new digital art) to other disciplines, for example other Arts disciplines, philosophy, history

6. be able to relate the art form of which they acquired specialized knowledge, to the broader context of cultural studies and the humanities: have a knowledge of current or past discourse in the Arts and Humanities

Applying knowledge and understanding

7. be able to understand and evaluate intellectual arguments

8. to select, apply and where necessary adapt a relevant research method

9. be able to make an original contribution to at least one branch of the discipline, to the standard of an academic publication

Making judgments

10. be able to deal creatively and systematically with complex issues and reach well-reasoned conclusions taking into account social and ethical responsibilities

11. develop a vision of the role of the Arts and Humanities in society

12. be able to make decisions in complex situations, thereby demonstrating sensitivity to context

Communication

13. be able to make use of academic research and to present the results in English, as well as in Dutch or another language, if the student is specializing in that language area, and to the extent that this is relevant for the student's academic and professional perspectives; using various media, to an audience of specialists and non-specialists, in written and spoken form, audio-visually and digitally

14. be able to participate actively in a research group and in academic debate in the chosen area of specialization

Learning Skills

15. demonstrate initiative and the ability to reflect upon their own acts and academic attitude

16. be able to independently formulate a research proposal and conduct research

17. be able to follow developments in the discipline chosen and to extend and deepen their knowledge and understanding

2. Instructions

a. Language of the thesis

The thesis must be written in English. Another language may only be used with the express authorization, granted by the Examination Board, of the Director of Studies (DoS) and the supervisors. If a thesis is written in another language than English, the supervisor and the DoS have to make sure that there is a second supervisor available, who is sufficiently fluent in that language to assess the quality of the work. Exceptions are made for students whose disciplinary focus lies on Dutch literature, or on the literature or arts of another culture. In such cases students are still requested to ask the Board of Examiners for permission to write in the language of their discipline, but permission is granted as a standard.

The style of writing should be of standard academic level.

b. Length of the thesis

The thesis must be between 30,000 and 45,000 words, excluding appendices, footnotes and bibliography. Assuming there are approximately 450-500 words on a page, this is 60-90 pages. These figures are based on the following calculation: the thesis is worth 30 ECTS credit points = 840 hours, amounting to an effort of 21 full-time weeks.

c. Format of the thesis

The thesis should be handed 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 the title. The thesis should be printed single-sided, with a line distance of 1 1/2, in a standard 12-point font (Times New Roman, Arial, Calibri, Georgia and Antigua). For referencing style use MLA or Chicago.

In an appendix the student may present a plan for further research in the form of a research proposal in the format in use by the GGSB.

3. Procedure

The student is advised to start as early as the third semester (i.e., the first semester of the second 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 in consultation with the Director of Studies.

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

An individual supervisor will be appointed to each student by the DoS. Students will have the opportunity to suggest the choice of supervisor with the DoS, who will have to approve their choice. The supervisor will normally be chosen from the degree programme. A second supervisor may be appointed from the start 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 must confer with the DoS about how to proceed. As of 2014-2015, the outcomes of the agreement between (delayed) student and DoS are written down in an extension to the thesis contract.

c. Thesis contract

Latest two weeks after the beginning of the semester the student hands in a thesis contract of approx. 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 class and thesis colloquium

The student takes part in the thesis class that is organized in the second semester of the second year of the programme. This class is compulsory, unless the DoS has granted the student exemption from participating in that class.

Each student gives one or more oral presentation(s) based on his/her thesis research in the presence of staff and students, the exact context depending on the degree programme.

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, the second supervisor is also the second examiner. The examiners first make their own individual assessment, then discuss this together to decide on a final assessment and grade.

The mark for a thesis is based on the quality of the research setup, the quality of the research itself, and 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 final grade is awarded by means of the thesis assessment form.

If the student does not agree with the assessment, the opinion of a third expert can be sought. 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 must report delay or problems with the thesis progress to the DoS.

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 and academic ethics. 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 Arts, Media and Literary Studies degree programme, who will take a decision that can in turn be appealed against.

8. Appendices

1. Assessment form

Assessment form Research Master Arts, Media and Literary Studies	
Name student:	Student number:
Name supervisor:	
Title Thesis	
1. General quality of the research	
a. Quality of the research questions (relation to theory or historiography)	
b. The use of sources	
c. Methodology	
d. Quality of the argumentation	
2. General originality of the research and methodology	
3. Quality of the thesis	
a. Presentation, structure of the argument	
b. Language and style	
c. References	
Name First Examiner:	Date & signature
Name Second Examiner:	
Additional observations:	

Date & signature second examiner

GRADE:

2. Thesis contract

Thesis Contract Research Master

Name Student:

Student Number:

Name first supervisor:

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

Step-by-step plan	Deadline*
1. Exploratory discussion on thesis subject; appointment of 1 st and 2 nd supervisors in agreement with the DoS	December-January
2. Student submits thesis proposal to intended 1 st and 2 ^d supervisors for approval: approx. 2 A4 with justification, clearly outlined research question/hypotheses, preliminary outline of chapters with the related sub-questions, a brief summary of source material and references and a planned schedule.	1 February
3. Student submits thesis contract, signed by the 1 st and 2 nd supervisors, to the DoS, who signs, or asks for some revisions and then signs, if the revisions are satisfactory	15 February
4. As required, interim discussions of chapters, as agreed between supervisor and student.	15 February-June
5. Student submits thesis.	7 June
6. Assessment by and feedback from supervisor.	7 – 21 June
7. Student submits new version, if relevant.	21 June – 1 July
8. Supervisor and second supervisor assess final version, determine final mark and submit it for processing.	12 July
9. Final discussion between supervisor and student.	12 July
10. Student requests degree certificate ceremony online from the Office for Student Affairs: www.rug.nl/let/afstuderen	No later than 2 months before date of completing Master's programme
11. After assessment, the student must upload the thesis: http://scripties.let.eldoc.ub.rug.nl/UDA/ N.B. thesis must be uploaded in PDF format.	Immediately after final mark has been entered in Progress
12. 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

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

5. *Application format (GSH)*

GSH application format

A research project proposal of no more than four pages (c. 1500 words) which should address these points:

- short description of the project
- position of the project within the discipline (can new insights be expected?)
- short description of the corpus of texts/documents upon which it is based
- motivated demarcation of this corpus (if applicable)
- motivation for the proposed project
- proposed (methodological) approach
- proposed timetable for research and writing of the thesis (this thesis should be completed within four years; in this respect, 150-200 pages are considered realistic)
- estimate of expected expenses (e.g. of specific research costs, research trips, presentation of papers at conferences)
- suggestions with respect to the kind of supervision that would be desirable (fields of expertise)
- a one-page bibliography may be added.

Academic year 2019-2020 | Semester I and II

Course unit syllabus

Master Thesis

Research Master

Cultural Leadership

Code: LCR999M30



1 / Type of course unit, number of ECTS credit points and admission requirements

- a. **Type:** master thesis
- b. **ETCS credit points:** 30 ECTS
- c. **Admission requirements:** 60 ECTS of the courses in the first year must have been attained when starting work on the thesis.

2 / Content of the course unit

The foundations for writing a thesis lie in the personal interest of a student. Knowledge acquired during the degree programme is further developed with the help of recent literature, with the aim of studying a current or possible problem within the academic discourse in the relevant field. The thesis is closely connected to the traineeship and empirical data that are gathered during the traineeship research form the foundation of the thesis or serve as a case study. Writing a thesis consists of three phases:

1. writing a thesis proposal
2. writing the thesis
3. respond to assessment of the draft version of the thesis plus write the final version (see for more details under 6 and 7).

Please note that all issues, which are not explicitly discussed in this syllabus, are up to the discretion of the Cultural Leadership Programme Management.

3 / Position of the course unit in the degree programme

The thesis (30 ECTS) is the final assessment tool of the research master programme. The thesis is thematically and methodologically related to the 30 EC traineeship taking place in the first and second semester of the second year.

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 realized (see Appendix 1).

4 / Learning outcomes of the course unit

Upon successful completion of the course unit, students are able to:

- 1.** Conduct independent and ethically sound empirical research based on a research question / hypothesis that demonstrates an adequate understanding of topical issues in the field and following a solid methodology. (Programme learning outcomes section A and C).
- 2.** Take responsibility and provide a contribution to the scientific discourse based on research. (Programme learning outcomes section B).
- 3.** Present the outcomes of their research in writing, using proper English or Dutch, respecting the academic conventions of their field of expertise. (Programme learning outcomes section D).

5 / Mode of instruction and learning activities

Thesis Proposal

Students start with writing a thesis proposal. Students must be able to formulate an academic research question independently. One thesis supervisor will be assigned to the student. In most if not all cases, this is the academic supervisor of the traineeship. During the traineeship, the research question will be adapted/refined under his/her supervision as needed, and will be presented in the thesis proposal. Students receive methodological training in the first block of the first semester of their second year in support of the writing of their traineeship and thesis proposal.

Writing the thesis

The thesis must be written in English, unless the student's area of specialisation (or the cultural field or institution to which his/her thesis research pertains) requires the use of Dutch or of another language (see the TER, article 3.3)

A working schedule is proposed by the student and appointments are planned with the first supervisor. Students send material to the supervisor in preparation of these meetings.

Students are responsible for the research-related choices and for the final editing. The task of the supervisors is mainly to monitor the research process; to pose critical questions; to assess the draft version of the thesis and provide pointed recommendations to students preparing the final version, which is to be presented for grading. It is important students are realistic in planning individual sessions. In practice this usually translates into **5 to 6 interim meetings** for the thesis only (including any meetings during the process of writing the thesis proposal) and one final assessment meeting. In principle, there will be no supervision during the Christmas vacation or the academic summer vacation (i.e. after July 3rd).

6 / Assessment

a. Mode of assessment

In this paragraph, the mode of assessment is discussed. Assessment criteria are discussed in paragraph 7.

Assessment of the thesis occurs in two phases: assessment of the thesis proposal (formative) and assessment of the thesis (summative).

b. Assessment: duration, time and place; deadlines and procedures; perusal

Thesis proposals are handed in through the Nestor site (Ephorus upload).

The following deadlines and dates apply:

The students set up a first (skype-)meeting with their first reader to discuss the thesis proposal and make a planning for the thesis project.	October 2019
Deadline draft version of the thesis proposal (approx. 2000 words with research question /hypothesis, bibliography, relevance and methodology).	Jan. 17 th , 2020
Students receive feedback on the draft proposal in a meeting with their first reader during the Winter School.	Jan. 23 rd , 2020
Deadline thesis proposal. It is evaluated by the first and second reader of the thesis. Evaluation does not regard a mark but is pass or fail.	Febr. 7 th , 2020
Assessment by first and second reader (pass/fail)	Before February 14 th
Individual trajectory: the student and the first reader make individual appointments for the thesis supervision.	Second half of Febr.
Students work on revising their thesis proposal and/or refining their research methodology.	Second half of Febr.
Revised thesis proposal deadline (in case of fail)	Febr. 28 th , 2020
Individual trajectory: the student and the first reader make individual (skype-)appointments for the thesis supervision.	March, April, May

<p>The student and the first reader set a date for handing in a first draft of the thesis, and make sure the student has sufficient time before handing in a final version to address the issues raised and recommendations for improvement made by the first reader after assessment of the draft version.</p> <p>First draft of the thesis in WORD format</p>	<p>A week before the meeting below</p>
<p>During this week a meeting is planned where the students defends the thesis and the first reader gives comments that need to be addressed before the thesis can be finalized.</p>	<p>June 22-26th</p>
<p>Hand-in deadline for final version of the thesis in WORD format. The student makes sure all issues raised during the June meeting (with the first reader only) are addressed.</p> <p>The first reader is responsible for making sure the second reader will have ample time to read the final version of the thesis for grading.</p> <p>This version will be graded by first and second reader. The second reader fills out an assessment form independently and before consultation with the first reader. The two forms contain the grade for the thesis decided on in consultation and is communicated to the student.</p>	<p>August 17th, 2020</p> <p>Assessment meeting week of August 24th.</p>
<p>The Graduation Ceremony takes place during the Winter School January 2021</p>	

Students must provide a final version in PDF format of the Master's thesis for the degree programme's thesis repository. 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.

Thesis draft assessment

The draft version is assessed during a meeting in which the first reader asks questions and gives comments, reflecting on the research delivered and the level to which results can be published, indicating how the student should amend the thesis before finalizing it. The meeting takes place before June 26th. A draft of the full version of the thesis is sent to the supervisor **as an Ephorus upload** at least a week prior to the meeting.

Students hand in the final version of their thesis before **August 17th, 2020**. The thesis assessment form is used for the assessment of the thesis by both supervisors.

c. Examples of tests

N.A.

d. Conditions for takings exams

The student is allowed to start with the thesis after the first year of the Research Master has been completed entirely.

7 / Assessment

a. Assessment criteria

Thesis proposal assessment criteria

The thesis proposal demonstrates that the student is able to:	Programme level learning outcomes
Develop a suitable academic research question and/or hypothesis which drives their research. The question/hypothesis is related to the <i>status questiones</i> in the academic field concerning the topic of the research.	A2, A3 B1 E2, E3
Develop a suitable methodology for answering their research question, or proofing/disproving their hypothesis. The methodology is related to the <i>status questiones</i> in the academic field concerning the topic of the research.	A2, A3, B2
Plan their research activities in a professional manner.	E4, E5, E6
Present the proposal in correct (academic) English (or, in exceptional cases, in Dutch).	D1, D4

Form

A thesis proposal comprises at least 5 A4 pages (approx. 2000 words). It must contain the following formal elements:

- a. Name, student number, telephone number, e-mail address of the student, supervisor;
- b. Brief description of the observed research problem / motivation for the research;
- c. A well-founded orientation of the problem to be researched, with the support of academic sources. These sources must be included in a separate bibliography.

This section must provide an insight into the importance of the research and it must be situated within the field;

- d. Provisional Research Question / hypothesis and any sub questions;
- e. Provisional description and operationalisation of the research methodology;
- f. Envisioned relationship with the traineeship;
- g. Envisioned length (in words) of the thesis that is suited to the type of research proposed
- h. Language of the thesis
- i. Provisional literature list.

Thesis proposals are assessed pass or fail, with a standard form (Appendix 2).

Thesis assessment criteria

The thesis demonstrates that the student is able to:	Programme level learning outcomes
Collect, analyse, interpret and assess empirical data in such a manner that it leads to answering a scientific research question pertaining to the field of the programme.	B3, B4, B5 C1, C2 E2, E3
Develop a suitable methodology to arrive at this answer. Relate their research question and methodology to the <i>status questiones</i> in the academic field concerning the topic of the research.	A1, A2, A3 B2, B5 E2, E3
Reflect on the suitability of their research method given the outcomes of the research and suggest avenues for further inquiry.	B5
Present the methodology, collected data, their interpretation and the outcomes of the research in an academic text.	D1, D4
Take part in discussion with experts in their field on the conducted research in a professional manner to an audience of academic researchers.	B3 D1, D2
Present the outcomes of their work in academic writing in English.	D1, D4

Form

Theses must satisfy the international requirements concerning academic writing and referencing. This also applies to the drafts handed in to the supervisor during the thesis process.

Depending on the type of research proposed and taking into account that the thesis can be a concise presentation of data-driven research findings or may entail inclusion of descriptive / historical / contextual material: a thesis should be between 20.000-25.000 words long (excluding notes, bibliography, illustrations and appendices. The thesis must include the following:

- a. **Cover:** giving the title, any subtitle and the name of the author
- b. **Title page:** giving the title, any subtitle, the name and student number of the author, the names of the thesis supervisors, the text 'Master's thesis in Cultural Leadership, University of Groningen' (appendix 4).
- c. **Summary:** a summary of the thesis, which the reader can use to assess quickly what the thesis is about. The summary does not have to be included in the thesis, but if it is not a separate summary must be handed in as well.
- d. **Table of contents:** divided into chapters, sections and (if necessary) subsections
- e. **The 'main text' of the thesis:** subdivided into introduction, body and conclusion
- f. **Bibliography:** a list of the literature consulted

For the assessment, a standard form will be used (Appendix 3).

b. Calculating preliminary and final marks

Both supervisors grade the thesis, which includes assessment of the extent to which the findings of the research can be published. They each fill out an assessment form, grade included, and discuss the final grade (the second reader consults the first reader). Students pass the thesis when it is graded 6.0 or higher.

8 / Cheating and plagiarism

Cheating and plagiarism are subject to the provisions set down in the OER (Article 8.17 of Part A of the BA OER or Article 4.13 of Part A of the MA OER).

The Board of Examiners is always informed in cases of suspected cheating or plagiarism.

9 / Calculation of student workload

Writing thesis proposal	56 hours
Methodology class	24 hours
Meetings with supervisor(s)	10 hours
Literature search, writing thesis	750 hours
	840 hours

10 / Literature

Depending on the thesis topic.

11 / Weekly schedule

Week	Date	Room	Content	How to prepare
01	Tue Sep 3 rd 09.00-11.00	H1315.0055	Seminar 1: Introduction to the second year programme CL by Prof. Annie van den Oever & Dr Wilders -Inventarisation of traineeship subjects and possible methodologies	Read: -the course manual
	Thur Sep 5 th 13.00-16.00	OBS 23.015	Seminar2: -Traineeship Plan	Read: -Peer, van, et. al. (2012) Chapter 3 & 4 -discuss examples of traineeship plans
02	Tue Sep 10 th 09.00-12.00	H1315.0055	Seminar 3: <i>Naturalistic Inquiry & Qualitative Methods (interviews & focus groups)</i> Dr Marline Wilders	Read: -Beuving & de Vries (2015), introduction & Chapter 4 -Evers & de Boer (2012), Chapter 2, 3, 4, 5 & 6.
	Thur Sep 12 th 13.00-16.00	OBS 23.015	Seminar 4 Media Archaeology Prof. Annie van den Oever	Read: -Fickers & Van den Oever (2013) - Elsaesser (2004)
03	Tue Sep 17 th 09.00-12.00	H1315.0055	seminar 5: <i>Historical Research</i>	-discuss draft traineeship proposal

			Dr. Megan Williams	
	Thur Sep 19 th 13.00-16.00	OBS 23.015	Seminar 6: Quantitative Methods Dr Marline Wilders	Read: tba --discuss draft traineeship proposal
04	Tue Sep 24 th 09.00-12.00	H1315.0055	Seminar 7: <i>Ethnographic Research</i> (<i>observation</i>) Dr Sara Strandvad	Read: -Smith (2011) -Sambrook et.al. (2014) Do writing exercise on observation
	Thur Sep 26 th 13.00-16.00	OBS 23.015	Seminar 8: Presentations Traineeship Research assignment Plans	
05	Oct 1 st		Start Traineeship	

12 / Copyright

Respect the copyright to the teaching material.

All teaching material is protected by copyright. Students may not make photocopies of teaching material, exams and lectures other than for their own study purposes. In addition, teaching material may not be further distributed in any format. Deliberate violation of copyright is a criminal offence. The University of Groningen will take appropriate measures upon detecting such violations.

The copyright on a Master's thesis is shared: both the first supervisor and student hold the 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.

Master's theses in the repository can be freely accessed (from within and outside the University) if the student and supervising lecturer give permission. Students can indicate 'freely accessible – yes/no' on the form. 'Yes' means that the student states that the lecturer 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.

Appendix 1. Preliminary programme-level learning

Learning outcomes of the Research Master's degree programme in Arts and Culture, track Cultural Leadership (CL) 2019-2020

<i>Description of Master's level according to the Dublin Descriptors</i>	<i>Intended learning outcomes of the Research Master's track in Cultural leadership</i> After completion of this Research Master's programme, students demonstrate:
<p>A. Knowledge and understanding</p> <p>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>A1. thorough knowledge and understanding of the state of affairs within their area of specialisation, including prominent theories, modes of interpretation as well as knowledge and understanding of the main developments and debates in the corresponding academic, societal and professional fields.</p> <p>CL: knowledge and understanding</p> <p>a. of the different forms and functions of leadership in the international (and in particular European) cultural domain;</p> <p>b. of operational aspects of leadership (e.g. policy making, strategy and organisation) as regards the interaction with culture (in both its material and immaterial forms) by governments, funds, predominantly publicly and privately financed institutions.</p> <p>c. of processes of assessment and reassessment of culture (in both its material and immaterial forms) in a changing societal and international context.</p> <p>AMLS: knowledge and understanding</p> <p>d. of prominent theories, past and present, concerning the meaning and function of cultural artifacts and practices in the domains of the arts (incl. literature) and/or the media in their societal and historical contexts;</p> <p>e. of prominent current or past debates and developments regarding the arts and/or the media and in their corresponding historical, societal and cultural contexts;</p>

	<p>f. of the impact of ideologies (normative conceptions, values) and of technologies (a.o. digitalization) on society and on the humanities, with special focus on one's own discipline.</p> <p>A2. thorough knowledge and understanding of minimally one prominent theoretical and analytic approach, with its corresponding methods and techniques; sound overview knowledge and understanding of the main scientific/scholarly approaches within one's discipline.</p> <p>CL:</p> <p>a. thorough knowledge and understanding of methods and techniques to study the role of leadership in arts and culture</p> <p>AMLS:</p> <p>b. thorough (at expert level) knowledge and understanding of minimally one prominent theoretical and analytic approach to the study of the arts (incl. literature) and/or the media, with its corresponding methods and techniques;</p> <p>c. sound knowledge and understanding of the main scientific/scholarly approaches within one's discipline, the study of the arts and/or the media.</p> <p>A3. knowledge and understanding of the structure of the chosen (inter)discipline and the relations between sectors within the (inter)discipline.</p> <p>CL:</p> <p>a. thorough insight into and knowledge of the various perspectives and approaches to study the role of leadership within one (or a combination of) discipline(s): fine art, architecture, literature, film, music, theatre/performance studies, media studies, or more broadly, cultural studies</p> <p>AMLS:</p> <p>b. thorough insight into and knowledge of the various perspectives and approaches within one (or combinations of) discipline(s): fine art, architecture, literature, film, music, theatre/performance studies, media studies, or more broadly, cultural studies.</p>
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<p>B. Applying knowledge and understanding</p> <p>The ability to 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>B1. the capacity to formulate a research question that is relevant to their academic and, whenever appropriate, to the corresponding cultural and professional fields.</p> <p>CL:</p> <p>a. the ability to translate issues in areas of cultural leadership into adequate research questions.</p> <p>AMLS:</p> <p>b. the capacity to translate issues in societal and professional fields corresponding to one’s expertise into adequate research questions.</p> <p>B2. the capacity to select independently, apply and where necessary adapt a relevant research method, in order to</p> <p>CL:</p> <p>a. critically analyse and evaluate academic research and independently set up and conduct theoretical and empirical scientific research into (aspects of) cultural leadership.</p> <p>AMLS:</p> <p>b. analyse and interpret some specific facet of the role of cultural arts and/or media - artefacts and practices (in both their material and immaterial forms) in society.</p> <p>B3. the capacity to position and critically relate one’s knowledge and research to issues, debates and developments in society as they impact (leadership in) one’s chosen art or media field, and to debates and developments in the corresponding academic field(s), as well as, more broadly, in the Humanities, and, as a result, the capacity to fulfil a leading and/or advisory role in cultural organisations, or in starting up processes of change.</p> <p>B4. the capacity to apply their knowledge of and insight into changing ideas, practices and (institutional) conditions regarding the arts and/or media and regarding being an artist or professional (in whatever art or media contexts) for concrete use in roles of policy advice, critical analysis for targeted or broad publics, or other professional use.</p>
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	<p>B5. the capacity to offer an original contribution in terms of theories, methods, analysis or interpretation to one or more sectors within the area of specialisation, at expert level, to the standards of the corresponding academic and professional settings. This implies the capacity to make an original contribution to at least one aspect of the study of (leadership regarding) the functioning of art and media in society, e.g. to the standard of an academic publication.</p>
<p>C. Making judgements</p> <p>The ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<p>C1. capacity to understand and evaluate intellectual arguments and use their insights and capacity for judgement in professional contexts, taking into account institutional constraints. This implies the capacity:</p> <ul style="list-style-type: none"> a. to connect one’s specialist knowledge to other relevant forms of theorising and reflecting about the role of the arts and media in culture and society (e.g. philosophy, history, sociology, critical theory). b. to recognise and analyse the role of ideologies, values and particular interests in the concrete functioning of the arts and the media; c. to apply one’s analytic and critical competences and expert knowledge to reach sound and convincing judgments and advice about concrete cases (e.g. in public debates about provocative art or media productions; in advising about policy in one’s disciplinary areas), as well in leading, programming and decision-making roles in organisations in the cultural field, esp. in the fields of the arts and/or the media. <p>C2. the capacity to deal creatively and systematically with complex issues and reach well-reasoned conclusions, taking into account social and ethical implications, and demonstrating leadership, responsibility and sensitivity to social context and ethics in handling situations in the academic and professional fields.</p>

<p>D. Communication</p> <p>The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p>D1. the capacity to adequately present scientific research in different media, in English (and any other relevant language depending on subject and context), for an audience of specialists and non-specialists in the worlds of the arts and/or the media, in speech and writing as well as through audiovisual or digital media.</p> <p>D2. to be able to adequately communicate about and discuss their field of expertise, e.g. by debating one’s own work and that of others in a sphere of mutual respect and constructive criticism.</p> <p>D3. the capacity to participate actively in a research group or other team, as well as in academic or societal debates on culture and cultural leadership and/or the role of the arts or the media in society.</p> <p>D4. the capacity to apply knowledge of the scientific code of conduct and ethics both with regard to referencing and using work and ideas of others, and with regard to the collection and processing of empirical data.</p>
<p>E. Learning skills</p> <p>The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>E1. the capacity to demonstrate context sensitivity, to take into account and respectfully operate within situations marked by cultural and ideological differences.</p> <p>E2. the capacity to process large amounts of complex information efficiently and effectively.</p> <p>E3. the capacity to keep up the knowledge and skills necessary for keeping abreast with the developments in their area of specialisation, to deepen their own knowledge and insights and to employ these in the professional field.</p> <p>E4. the capacity to take initiative and the ability to reflect upon their own acts and academic attitude.</p>

	<p>E5. the ability to formulate a research proposal and conduct research, independently and in team settings, with the required self-discipline and realistic planning.</p> <p>E6. the skills which are necessary for a successful professional practice. These include:</p> <ul style="list-style-type: none">8. the ability to work independently in a complex (international) professional settings;9. the ability to take a context-sensitive attitude and to attune – maintaining their integrity as a scholar – the results of their own work to the expectations and knowledge level of the intended audience, both independently and in a team;10. the ability to take initiative and personal responsibility;11. the ability to make decisions in complex and partly unpredictable situations;12. the ability to anticipate and critically respond to trends in one’s chosen field.
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Appendix 2. Thesis Proposal Assessment Form

<p>The thesis proposal demonstrates in a sufficient way that the student is able to:</p>	<p>Assessment by first supervisor Additional comments by the second supervisor (in red).</p>
<p>Research problem and question.</p> <p>Is a suitable academic research question and/or hypothesis developed to drive the research project in line with the research problem carved out in this project?</p> <p>Is the research question/hypothesis well embedded in the <i>status questiones</i> in the academic field concerning the topic of the research?</p> <p>Is this sufficiently reflected in the source material consulted / bibliography presented?</p>	
<p>Methodology.</p> <p>Is a suitable methodology developed for addressing the research question, or proofing/disproving their hypothesis? Are the methods lined up adequate / sufficient?</p> <p>Does the methodology adequately reflect the <i>status questiones</i> in the academic field concerning the topic of the research?</p> <p>Is this sufficiently reflected in the source material consulted / bibliography presented?</p>	
<p>Feasibility of the project.</p> <p>Are the successive research activities planned in a realistic and professional manner?</p> <p>Is the project feasible in its current state or does it need amendments?</p>	

<p>Presentation: language, style, academic precision.</p> <p>Is the proposal presented in correct (academic) English (or, in exceptional cases, in Dutch)?</p> <p>Is it written in a concise and precise academic style?</p> <p>Is the proposed length (in words) of the thesis suited to the type of research proposed?</p> <p>Is the level of academic precision of the presentation of the project (including references, notes and bibliography) adequate?</p>	
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Appendix 3. Thesis Assessment Form

Assessment form	
Name student:	Student number:
Name examiner (please indicate whether you are the first or second reader):	
1. General quality of the research	
a. Quality of the research questions (relation to theory or historiography)	
b. The use of sources	
c. Methodology	
d. Quality of the argumentation	
2. General originality of the research and methodology	
3. Quality of the thesis, incl. the extent to which the results of the research can be published.	
a. Presentation, structure of the argument	
b. Language and style	
c. References	
4. Name (first / second) Examiner:	Date & signature
5. Additional observations:	

6. Please indicate the results of a consultation between second and first reader, if any:
7. Grade:
5. Please indicate whether you are the first or second reader):

Appendix 4. Format title page thesis

Faculty of Arts Master's thesis Statement, University of Groningen

Name of student:

Student number:

Master's degree programme – specialization:

Title of final-year thesis:

Name of thesis supervisor:

I hereby declare unequivocally that the thesis submitted by me is based on my own work and is the product of independent academic research. I declare that I have not used the ideas and formulations of others without stating their sources, that I have not used translations or paraphrases of texts written by others as part of my own argumentation, and that I have not submitted the text of this thesis or a similar text for assignments in course units other than LCR999M30 or LCR000M30.

Date:

Place:

Signature of student:

N.B. All violations of the above statement will be regarded as fraud within the meaning of Art. 3.9 of the Teaching and Examination Regulations.

Certificates

As proof that you have completed an academic degree (Bachelor's or Master's) you will be awarded a *degree certificate*, signed by at least two members of the Board of Examiners. On the reverse of the certificate is a list of the course units that formed part of the final assessment. The certificate is accompanied by a separate *list of marks*.

If you end your studies prematurely, you may apply for a *declaration* by the KCA Board of Examiners listing the course units that you have passed. Please submit a written request for this declaration to the KCA Board of Examiners.

Correspondence address: KCA Thesis Committee, Art History/KCM secretariat, Oude Boteringestraat 34, P.O. Box 716, 9700 AS Groningen.

Requesting a degree certificate

Every student who wishes to complete a Master's degree programme must request his or her degree certificate at least two months before gaining the last result. The degree certificate request form is available from the Office for Student Affairs (Teaching and Examinations).

Please contact the Office for Student Affairs if you have any questions about your graduation procedure. The Office for Student Affairs has a student desk on the first floor of the Harmonie Building, open from 11 a.m. to 4 p.m. every weekday. Tel.: 050 363 6050

You can submit your degree certificate request form via the following link:

www.rug.nl/let/faculteit/diensten/bureaustudentzaken/afstuderen/index

Once you have submitted this form, the Office for Teaching and Examinations will initiate the final phase and check whether all of your examination results have been registered. The Board of Examiners will check the results again before creating the final list of marks to be issued with your degree certificate. N.B. Your degree certificate will not be created until after you have uploaded your thesis to the thesis repository!