Assessment Plan

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

1 / Vision of teaching and assessment

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

More in detail:

1. active and inclusive learning

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

2. research-driven

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

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

3. interdisciplinary teaching

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

4. specialization in an interdisciplinary context

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

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

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

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

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

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

The assessment cycle of writing assignments can be describes as follows:
- Test blueprint in accordance with the intended learning outcomes
- Test design
- First opportunity (and resit)
- Administering the test, using a dedicated assessment form
- Communication of results and feedback
- Evaluation

In case of oral presentation:
- Discussion of evaluation criteria
- Presentation
- (Peer) feedback, using a dedicated assessment form
- Communication of results
- Evaluation

3 / Assessment dossier

a. The assessment dossier

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

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

b. Parties involved

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

Programme Committee: approves the assessment plan

Cluster Board: definitive approval of assessment plan

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

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

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4 / Assessment timetable

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

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

'x', i.e. underlined, is used for summative[1] assessments at the level specified in the programme-level learning outcomes

'x' for summative assessments at lower performance levels

'fx' for formative[2] evaluations at lower performance levels

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

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[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)).

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

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

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

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 other words, to examine each course unit's assessment 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 (approval of the Board of Examiners is required), the complete assessment dossier needs to be sent for assessment to the Board of Examiners.

7 / List of documents relevant to assessment

Faculty vision of teaching and assessment – see

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

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

Teaching and Examination Regulations (TER = OER; *Onderwijs- en examenregeling***)** – a legally binding document that applies to the entire cohort of students who start a degree programme in a certain academic year. The TER may also contain transitional arrangements for previous cohorts.

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

Placement manual – a manual for the placement course unit.

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

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

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

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

Learning outcomes of the degree programme

Description of Master's level according to the Dublin Descriptors	Learning outcomes of the Research Master's Programme in CMEMS (see below)
Knowledge and understanding Students have demonstrable knowledge and understanding that is founded upon and extends and/or enhances that typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	1.1 Students have a thorough and up-to-date knowledge of one of the CMEMS areas of specialization, its historical development and structure; they must be able to grasp the relationships between its various branches. 1.2 Students are familiar with the formulation of theories, with the interpretations, methodologies and techniques of their area of specialization and are able to evaluate these critically. 1.3 Students have at least a working knowledge of the primary sources relevant to the specialization chosen. 1.4 Students have knowledge and understanding of the meaning and function of premodern and early modern texts and artefacts, in their historical and contemporary context.
Applying knowledge and understanding Students can apply their knowledge and understanding, and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; have the ability to integrate knowledge and handle complexity.	2.1 Students have the skills to apply methodologies and techniques when conducting independent research and to use research results in order to develop advanced ideas and practical applications. 2.2 Students are able to make use of and critically evaluate research carried out by others and to critically evaluate methods and theories, methodologies and techniques relevant for their area of specialization. 2.3 Students are familiar with the development of theory in the humanities, as well as with the various academic schools and traditions. This includes the ability to recognize the characteristics of a wider intellectual tendency in individual publications as well as form scholarly opinions on the application of theories. 2.4 Students are able to develop an understanding of the hermeneutics of classical, medieval and early modern studies, and their foundation in intellectual integrity.
Making judgements Students have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or	3.1 Students are able to critically evaluate the interpretations, methodologies and techniques of their specialization in relation to other disciplines. 3.2 Students are able to make an original contribution to knowledge (albeit limited in scope) in at least one branch of the specialization chosen, assessed by means of the MA thesis.

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

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

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

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

YEAR 1, semester 1				
	Course unit code	**Course unit title**	**Learning outcomes**	**Assessment**
	LQR006M10	Approaches of Antiquity, Middle	The students will achieve familiarity with paradigmatic developments in the	Participation and preparation seminar discussion, including weekly assignments

			interdisciplinary study of premodern society, as well as with its academic schools and traditions. This includes the ability to recognise the characteristics of a wider intellectual tendency in individual publications besides forming scholarly opinions on the application of theories. Ability to make such insights productive in the student's own research (learning outcomes: 1.1 to 2.4; 2.1 to 2.4; 3.1, 3.4, 4.2, 4.3, 5.1, 5.2)	(20%), presentation during excursion (30%), research paper (50%)
		Ages and Early Modern Times		
	LQR007M05	Digital Approaches to the Premodern World	Upon successful completion of the course unit, students: • Are able to identify key debates within digital humanities research and are able to evaluate them critically in weekly written assignments (learning outcome 2.2, 2.3) • Have broad understanding of the theories and methods being used in Digital Humanities in the specific fields related to CMEMS research (learning outcome 3.1, 3.2) • Are able to communicate effectively about the central concepts and debates in a clear and concise manner both orally and in written form (learning outcome 4.2)	Weekly reading assignments (50%), presentation project (30%), written project description (20%)
	variable	Research seminar modules	Variable	Research seminar modules comprise several seminars, lectures and individual meetings. This course unit will always include the

				writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes , to be discussed with the DoS
YEAR 1, semester 2				
	LQR001M10	CMEMS Seminar	Upon successful completion of the course students are able to: • present a paper at an academic conference • write a paper on a particular conference topic (learning outcomes 1.1 to 1.3; 2.2 to 2.4; 3.1, 3.3, 3.4; 4.1, 4.2, 4.3, 4.4, 5.1, 5.2)	Organization of the conference (30%), presentation (20%), research paper (50%)
	variable	Research seminar modules	Variable	Research seminar modules comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English.

				Students will complete after each semester a self-reflection on their personal learning outcomes , to be discussed with the DoS
YEAR 2, semester 1				
	variable	CMEMS Specialisation I, II and III	Variable	This specialization phase may also consist of a placement in a research environment, participation in one of the programmes of the national research schools, or an extra research seminar or methodology course unit. Assessment is variable.
	LQR012M05	Career in Research and Society	Students are able to independently formulate a research proposal and critically evaluate their own research. Students are able to apply their expert knowledge in various academic and other professional settings in which such knowledge is required. Students are able to implement their acquired knowledge in professional settings in leading, analytic and programming roles (learning outcomes 4.4 and 5.2)	Active participation and peer review (10%), portfolio of employability-related tasks (50%), project proposal (40%)
YEAR 2, semester 2				
	LQR999M30	CMEMS Thesis	The thesis should demonstrate knowledge of current research on the chosen subject. It should contain a critical reflection on the theoretical perspectives and methods used. The relevant sources, arguments, views and conclusions must be assessed in terms of	Thesis (100%)

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

YEAR 1, semester 1		Block 1		Block 2	
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10:	Weeks 11-17: lectures	Weeks 18/19/20:
Approaches of Antiquity, Middle Ages and Early Modern Times	LQR006M10	Research seminars with reading assignments. Assessment: preparation and participation seminar discussions (20%)	Excursion (and preparation for excursion). Assessment: presentation during excursion (30%). Work on research paper.	Work on research paper with feedback.	Work on research paper. Assessment: research paper (50%) **Resits:** in agreement with lecturers (week 30 at the latest)
Digital Approaches to the Premodern World	LQR007M05	Seminars with reading assignment. Assessment. weekly assignments: 50%	Project presentation: (30%), Written project description (20%) **Resits**: in agreement with lecturer (week 22 at the latest)		
Research Modules	Variable	These two blocks comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentation, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials in consultation with DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes, to be discussed with the DOS (15 ECTS)			
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:
CMEMS – Seminar	LQR001M10	Seminars, organization of a conference, work on research paper, presentation paper. Assessment: organization of the conference (30%), presentation (20%)			Finalize paper. Assessment: research paper (50%) **Resits**: in agreement with lecturer
Research Modules	Variable	These two blocks comprise several seminars, lectures and individual meetings. This course unit will always include the writing of a paper or article and oral presentations, and may include a written exam, debating assignments, assessment of participation, etc. These may be replaced by courses offered by Research Schools or tutorials, or by tutorials, in consultation with the DoS, assessment variable. The students will submit their work in principle in English. Students will complete after each semester a self-reflection on their personal learning outcomes, to be discussed with the DOS (20 ECTS)			
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:**	**Weeks 11-17: lectures**	**Weeks 18/19/20:**
Careers in Research and Society	LQR012M05			Weekly workshops, Assessment: active participation and peer review (10%)	Portfolio of employability-related tasks (50%) Project proposal (40%) **Resits:** in agreement with lecturer
CMEMS Specialization I		This specialization phase may also consist of a placement in a research environment, participation in one of the programmes of the national research schools, or an extra research seminar or methodology course unit. Assessment variable (25 ECTS)			
CMEMS Specialization II					
CMEMS Specialization III					
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**
CMEMS Thesis	LQR999M30	Writing thesis (100%)			

Appendix 4. Additional regulations for the graduation dossier