



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2023/2024

Assessment Plan

Research Master: Modern History and International Relations



1 / Vision of teaching and assessment

The Faculty of Arts Vision of Teaching and Assessment can be found through the following link:

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

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

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. the following additional documents:
 - 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:

- Lecturers: Providing completed assessment dossiers



- Secretariat: Ensuring completion of assessment dossiers
- Board of Examiners: Oversight of assessment dossiers

4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment and modes of assessment used	Appendix 2

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:

' <u>x</u> ',	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.

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.

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)).



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 these is also evaluated.

6 / Archiving

Assessment dossiers are held in the Nestor environment for the course in question.

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.

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

Description of Master's level according to the descriptors of the Qualifications Framework for the European Higher Education Area (Dublin descriptors)	Learning outcomes of the Research Master's Programme in Modern History and International Relations
<p>Knowledge and Understanding Have demonstrated 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><i>Have demonstrated advanced knowledge and understanding of:</i></p> <ol style="list-style-type: none"> 1 current developments in the historiography and literature of modern history and international relations as well as knowledge and understanding of the historical development of the fields 2 the theoretical and methodological approaches within the disciplines and subdisciplines
<p>Applying knowledge and understanding Can apply their knowledge, understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study</p>	<p><i>Have demonstrated the comprehensive ability to:</i></p> <ol style="list-style-type: none"> 3 formulate an academic problem definition 4 apply combinations of theoretical and methodological approaches within the disciplines and subdisciplines 5 to integrate conflicting disciplinary insights and viewpoints 6 apply an academic problem definition in the form of academic research
<p>Making judgements Have 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><i>Have demonstrated the ability to:</i></p> <ol style="list-style-type: none"> 7 understand and critically assess intellectual arguments 8 conduct academically responsible selections, analyses and interpretations of research data with the aim of arriving at syntheses concerning the collected material related to the research question or questions 9 interpret developments in the discipline and extend and deepen their own knowledge and understanding 10 deal creatively and systematically with complex issues and reach well-reasoned conclusions 11 demonstrate initiative, sensitivity to context and a general sense of responsibility 12 make informed decisions in complex and unpredictable situations 13 justify the selection of source material and literature

	14 evaluate the scientific and societal relevance and effects of the results of their research
<p>Communication</p> <p>Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously</p>	<p><i>Have demonstrated the ability to:</i></p> <p>15 make an original contribution to knowledge in at least one branch of the discipline, at the level of an academic publication</p> <p>16 present the results of research, using various media, to an audience of specialists and non-specialists, in written and spoken form, audiovisually and digitally</p> <p>17 participate effectively in the academic debate in the own specialist field within and outside the framework of a research group</p>
<p>Learning skills</p> <p>Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous</p>	<p><i>Have demonstrated the ability to:</i></p> <p>18 independently formulate a research proposal</p> <p>19 methodically reflect upon their own actions and academic attitude</p>

Appendix 2. Schematic overview of time periods intended and modes of assessment

Appendix 1

Matrix learning outcomes – course units Modern History & International Relations

‘x’, i.e. underlined, is used for summative³ assessments at the level specified in the programme-level learning outcomes
 ‘x’ for summative assessments at lower performance levels
 ‘fx’ for formative⁴ evaluations at lower performance levels

Programme Learning Outcome	1. Knowledge & understanding		2. Applying knowledge & understanding					3. Making judgements						4. Communication			5. Learning skills			
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	
YEAR 1 semester 1																				
Theory of Modern History & International Relations	x	x	fx		fx		x		fx	x			fx			fx			x	
Methodology of Modern History & International relations		x			fx		x		x		fx		x	fx					fx	x
Advanced Methodology of Modern History (spec. 1)		x	x	x					fx		fx		x					fx	fx	x
Advanced Methodology of International Relations (spec. 2)		x	x	x					fx		fx		x					fx	fx	x
Research Seminar I	x	x	x	x			x		x	x	x			x	x			x		x

³ 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)).

⁴ 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)).

YEAR 1 semester 2																				
Themes, Trends & Topics	x			fx	x		x	x	x	x			x			x			x	
Research Seminar II	x	x	x	x		x		x	x	x			x	x		x			x	
Research Seminar II	x	x	x	x		x		x	x	x			x	x		x			x	
YEAR 2 semester 1																				
Specialization phase I			x	x		x	x	x	x	x	x	x	x	x	x	fx		x		x
Specialization phase II			x	x		x	x	x	x	x	x	x	x	x	x	fx		x		x
Thesis Preparation Class			x	x	x			fx					x			fx		<u>x</u>	x	
Bridging Horizons Class			x					fx			<u>x</u>	<u>x</u>				<u>x</u>	x	x	x	
YEAR 2 semester 2																				
Research Master's Thesis	<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>	

YEAR 1 semester 1						Block 1	Resits	Block 2	Resits		
Module	Code	ECTS	m/e	Teaching methods	Hours p/w	week 1-7	week 8/9 assessment	week 19-20 resits block 1	week 10-16	week 17/18 assessment	week 20-21 resits block 2
Theory of MH&IR Relations	LGR008M10	10	m	Seminar	2				presentation	essay	essay
Methodology of MH&IR	LGR010M05	5	m	Seminar	2	participation	analytical paper	analytical paper			
Advanced Methodology of Modern History (spec. 1)	LGR011M05	5	e	Seminar	2				presentation	analytical paper	analytical paper
Advanced Methodology of International Relations (spec. 2)	LGR007M05	5	e	Seminar	2				presentation	analytical paper	analytical paper
Research Seminar		10	e	Lectures, seminars, individual meetings	variable	During these two blocks several seminars, lectures and individual meetings take place. This course 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. As an additional reflection point, students present on the results of their research in the MHIR Colloquium.					

Total ECTS tested		30									
YEAR 1 semester 2						Block 3		Resits	Block 4		Resits
Themes, Trends & Topics	LGR012M10	10	m	Seminar	2	presentation	presentation		written assignment	written assignment	written assignment
Research Seminar		10	e	Lectures, seminars, individual meetings	variable	During these two blocks several seminars, lectures and individual meetings take place. This course 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. As an additional reflection point, students present on the results of their research in the MHIR Colloquium.					
Research Seminar		10	e	Lectures, seminars, individual meetings	variable	During these two blocks several seminars, lectures and individual meetings take place. This course 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. As an additional reflection point, students present on the results of their research in the MHIR Colloquium.					
Total ECTS tested		30									

YEAR 2 semester 1											
Module	Code	ECTS	v/k	Teaching methods	Hours p/w						
Specialization phase I	LGR013M10	10	v	Individual (supervised)	variable	This specialisation phase may consist of a Internship in a research environment, participation in one of the programmes of the national research schools, an extra research seminar or methodology course. Assessment consists of a written paper (called tutorial).					
Specialization phase II	LGR014M10	10	v	Individual (supervised)	variable	This specialisation phase may consist of a Internship in a research environment, participation in one of the programmes of the national research schools, an extra research seminar or methodology course. Assessment consists of a written paper (called tutorial)					
Thesis Preparation Class	LGR017M05	5	v	Seminars, individual meetings	variable	The TPC will consist of meetings at which possible topics will be discussed. Starting in semester week 14 at the beginning of December, thus when all students doing an internship should have returned, 7 meetings will be held. The TPC will focus on how to design one's own ReMa thesis project and write a ReMa thesis research proposal. Attention will also be paid to the development of research ideas, formulation of research proposals, strategies for doing research, research techniques, and problems and pitfalls when doing thesis research.					
Bridging Horizons Class	LGR016M05	5	v	Seminars, individual meetings	variable	The BHC, will start in semester week 14 at the beginning of December. It will continue with two intensive weeks in January with assignments on research and employability. Working in teams, the students will carry out tasks such as a survey on the labour market for graduates; on upcoming research programmes in Europe; research projects in policy oriented institutes in the Netherlands and abroad. Students will also participate in organising an event, a debate, or a questionnaire, an interview, prepare a project, prepare for job interviews. Part of the class will be taught as an intensive 'winter school'.					
Total ECTS tested		30									
YEAR 2 semester 2											
Research Master Thesis	LGR998M30	30	v	Individual (supervised)		840 hours of research in the field of specialisation, and writing a thesis of approximately 20-30.000 words					
Total ECTS tested		30									

