

Academisch jaar 2026/2027

Toetsplan

Master Literary Studies





1 /	Visie op onderwijs en toetsing Our vision of education places the responsibility for student learning with the students themselves: autonomous, independent learning. This translates into a vision of assessment, in line with the University’s assessment policy (2014), in which the emphasis is on formative and summative assessment that on the one hand aims to guide students’ learning process, and on the other allows us to assess whether students have met the programme learning outcomes. Learning outcomes are assessed incrementally, by assessing specific learning outcomes for individual course units, as specified in the matrix of learning outcomes (Appendix 4). Course units in each track assess both the programme learning outcomes that are shared across tracks as well as those that are specific to each track. The matrix shows a good balance of testing knowledge, application, communication and language skills in the different course units. Assessment forms are varied and depend on the specific learning outcomes that are to be assessed, and on whether the assessment is formative or summative.
2 /	Regels voor het doorlopen van de toetscyclus (van ontwerp naar evaluatie en optimalisering) We aim for a high level of transparency about our assessment towards our students. All course outlines contain information about the forms of assessment, deadlines, calculation of marks, and repair trajectories. For courses that are assessed in an exam, students have access to a mock exam, which is also discussed in one of the teaching sessions. In many cases, the same goes for essay-based assessments. It is also transparent what criteria students are assessed on. Assessment criteria are available on the digital learning environment, Brightspace.
3 /	Toetsdossier a. Het toetsdossier De eisen die aan het toetsdossier gesteld worden zijn neergelegd in §4 van het ‘Protocol borging toetskwaliteit in modules’ van de Examencommissie. Alle examinatoren van een opleiding zorgen ervoor dat de EC de volgende stukken in de vorm van een ‘toetsdossier’ ter beschikking staan: - de studiehandleiding - de cijferlijst, bevattende alle deelcijfers die bijdragen aan het eindcijfer - in het geval van een toets in engere zin: de toets zoals deze afgenomen is, incl. antwoordmodel/sleutel; - in het geval van werkstukken: de opdrachtformulering, informatie over de daarbij toegepaste beoordelingswijze (beoordelingscriteria en normering), voor zover niet beschikbaar in studiehandleiding, en de volledig ingevulde beoordelingsformulieren - in het geval van eindwerkstukken: de volledig ingevulde beoordelingsformulieren en de ingeleverde werkstukken (al dan niet voorzien van commentaar door de docent) - de blauwdruk voor de toetsing, verslagen van intervisiebijeenkomsten,



	(zelf)evaluatie van het module e.d. voor zover beschikbaar e. een door de examiner ingevuld evaluatieformulier met informatie over het verloop van de toetsing. b. Betrokken actoren Voor het vervullen van de taken rond het toetsdossier zijn de volgende actoren verantwoordelijk: Omtrent het toetsdossier zijn er vier actoren die verantwoordelijkheid dragen: - Examinatoren zijn verantwoordelijk voor het tijdig beschikbaar maken van een redelijkerwijs zo volledig mogelijk toetsdossier. - Leerstoelhouders zijn verantwoordelijk voor het faciliteren van de bovengenoemde taak. - Het Clusterbestuur is verantwoordelijk voor het faciliteren van de bovengenoemde taak. - De Examencommissie gebruikt het toetsdossier voor borging.
--	--

4 /	Programmering van de toetsing in de tijd								
	<table><tr><td>Overzicht van de eindkwalificaties van de opleiding + matrix</td><td>Bijlage 1</td></tr><tr><td>Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen</td><td>Bijlage 2</td></tr><tr><td>Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)</td><td>Bijlage 3</td></tr><tr><td>Aanvullende regelingen voor het afstudeerdossier</td><td>Bijlage 4</td></tr></table>	Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1	Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2	Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3	Aanvullende regelingen voor het afstudeerdossier	Bijlage 4
Overzicht van de eindkwalificaties van de opleiding + matrix	Bijlage 1								
Schematisch overzicht van de tijdvakken bestemd voor toetsing, de gehanteerde toetsvormen en evt. leerlijnen	Bijlage 2								
Overzicht van de beoogde leeruitkomsten van de vakken en hun toetsvorm(en)	Bijlage 3								
Aanvullende regelingen voor het afstudeerdossier	Bijlage 4								

Leidend zijn de doelen van de opleiding, die neergelegd zijn in de eindkwalificaties van de opleiding (bijlage 1). De studieonderdelen vervullen gezamenlijk een rol in het toewerken naar die eindkwalificaties. Dit komt tot uiting in een coherent curriculum met een transparante structuur. De matrix eindkwalificaties (bijlage 1) benoemt de vakken waarin summatieve toetsing plaatsvindt en maakt een onderscheid tussen a) studieonderdelen die middels toetsing *toeleiden* naar het in de eindkwalificaties beschreven eindniveau en b) studieonderdelen waarin toetsing *op eindniveau* plaatsvindt (in dit laatste geval vallen de leeruitkomsten van het studieonderdeel dus samen met de eindkwalificaties). Dit onderscheid komt tot uitdrukking in de markering:

“x”, d.w.z. met onderstreping, wordt gebruikt voor summatieve¹ toetsing op eindniveau;

“x” voor summatieve toetsing op een lager prestatieniveau;

“fx” voor formatieve² evaluatie op een lager prestatieniveau.

Parallel aan het curriculum biedt het toetsprogramma (bijlage 2) een evenwichtig gestructureerd overzicht van toetsvormen en toetsperiodes. Studieonderdelen binnen een leerlijn kunnen eventueel eenzelfde visuele markering in het overzicht krijgen. Om op programmaniveau inzichtelijk te krijgen of de gekozen toetsvormen aansluiten bij de leeruitkomsten van vakken en een evenwichtige mix vormen in de aanloop naar de eindkwalificaties, worden alle beoogde leeruitkomsten van de studieonderdelen aan de toetsvormen gerelateerd (bijlage 3). Aangezien voor onderdelen van het afstudeerdossier (bijv. de scriptie) specifieke regelingen kunnen bestaan (zoals goedkeuring scriptievoorstel, omvang begeleiding, herkansing), zijn deze regelingen opgenomen in bijlage 4.

¹ Summatief toetsen is het onderzoek dat erop gericht is te oordelen over de kennis en de vaardigheden van een student. Meestal gebeurt dit met een cijfer in combinatie met een vorm van onderbouwing van het cijfer (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).

² Formatief evalueren betreft het proces van zoeken, aggregeren en interpreteren van informatie die studenten en docenten vervolgens kunnen gebruiken om te bepalen waar studenten staan in hun leerproces, waar zij naartoe moeten werken en op welke manier dat het meest effectief is (vrij naar ‘Toetsen in het hoger onderwijs’ (2017)).



5 /	Borging toetskwaliteit door de Examencommissie De borging van de toetskwaliteit door de Examencommissie speelt zich af op het niveau van het programma en op het niveau van de afzonderlijke vakken. a. Borging toetskwaliteit op programmaniveau Jaarlijks brengt de Examencommissie in het jaar voorafgaand aan het nieuwe academische jaar advies uit over het concept-toetsplan van de opleiding. b. Borging toetskwaliteit op moduleniveau De Examencommissie beziet elk jaar een redelijk aantal toetsen. Hierbij wordt mede gekeken naar de plaats van het vak in het curriculum en de plaats ervan in een specifieke leerlijn. Daarnaast wordt een beredeneerde selectie gemaakt uit scripties.
-----	---

6 /	Archivering Archivering vindt plaats volgens de door het OWI vastgestelde richtlijnen
7 /	Lijst van de voor toetsing relevante documenten Facultaire visie op onderwijs en toetsing - p.m. Regels en Richtlijnen – het huishoudelijk reglement van de Examencommissie Onderwijs- en examenregeling (OER) – juridisch bindend document geldend voor het studentencohort dat in hetzelfde academisch jaar met de studie start. De OER bevat tevens eventuele overgangsregelingen voor eerdere cohorten. Matrix eindkwalificaties – bijlage bij het Toetsplan, waarin gespecificeerd wordt in welke modules <i>summatieve toetsing op eindniveau</i> plaatsvindt (codering: “x”, d.w.z. met onderstreping) en in welke modules <i>formatieve</i> (codering “fx”) dan wel <i>summatieve toetsing op een lager prestatieniveau</i> (codering: “x”) plaatsvindt Stagehandleiding –studiehandleiding voor het curriculumonderdeel ‘stage’. Studiehandleiding – uitwerking van OER en toetsplan op moduleniveau, in lijn met de informatie in Ocasys. Toetsprogramma – de uitwerking van OER deel A, art. 8.5

Bijlage 1. Eindkwalificaties van de opleiding + Matrix eindkwalificaties

Graduates of this specialization have:	
Dublin Descriptors	Generic Competences
Knowledge and understanding Demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the Bachelor’s level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.	1. Advanced knowledge and understanding of the cultural context in which literary texts were composed. 2. Advanced knowledge and understanding of literary, cultural and/or textual theories and methods. 3. Advanced knowledge and understanding of texts written in a variety of genres.
Applying knowledge and understanding The ability to apply their knowledge, understanding and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.	4. The ability to generate new ideas. 5. The ability to work with unfamiliar material. 6. The ability to search for, process and analyse information from a variety of sources. 7. The ability to think in an abstract and analytical manner, and to synthesize ideas.
Making judgements The ability to integrate knowledge, handle complexity and formulate judgements with incomplete or limited information, including reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.	8. The ability to be critical and self-critical. 9. The ability to identify, articulate and resolve questions or problems.
Communication The ability to communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.	10. The ability to express themselves in a clear, well-structured manner incorporating the opinions or research of others. 11. The ability to communicate key information from their discipline in a manner appropriate to their target audience. 12. The ability to interact constructively with others, respecting cultural differences.
Learning skills The learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.	13. The ability to learn and stay up to date with learning. 14. The ability to work with a high degree of autonomy.

- In addition,**
Graduates of English Literature and Culture have
- 15. Advanced knowledge and understanding of a range of English literary texts from different literary periods.
 - 16. Knowledge and understanding of texts written in regional English, global English, or older forms of English (e.g. medieval English).
 - 17. The ability to work with various types of English language media.
 - 18. Knowledge of the interaction between texts and social, cultural, economic or technological factors.
 - 19. The ability to express themselves in clear, well-structured English at level C2.

- Graduates of Writing, Editing and Mediating have**
- 19. The ability to express themselves in clear, well-structured English at level C2.
 - 20. Knowledge and understanding of a range of theoretical and methodological debates related to the dissemination of texts (e.g. editing, electronic publication).
 - 21. The ability to apply key methods and concepts relevant to advanced textual study.
 - 22. The ability to examine and process English texts to facilitate their appropriate dissemination (e.g. copy-editing, introducing, annotating, translating) with due acknowledgement of cultural differences.
 - 23. Knowledge of the interaction between texts and social, cultural, economic or technological factors.

8. Language of teaching and assessment

All courses offered in the tracks of English Literature and Writing, Editing and Mediating (see the table under Bijlage 2, below) are entirely taught in English and tested in English.

Bijlage 2. Leeruitkomsten en toetsing daarvan in vakken

Module	Code	Learning outcomes	Language
Master's Thesis in Writing, Editing and Mediating	LEX998M20	Upon successful completion of the course unit, a student is able to: 1. demonstrate an advanced understanding of the interaction of English texts and their contexts [1, 2, 5, 23]; 2. demonstrate an advanced knowledge of theories related to textual study or to textual editing [2, 21]; 3. present an independently devised and logically structured argument or a critical edition [4, 7]; 4. identify the strengths and weaknesses of their own work and use this knowledge to improve their final thesis [8]; 5. locate relevant and up-to-date sources of various kinds that support their conclusions [3, 6, 13]; 6. express themselves clearly in an extended written work in English of C2 level which is suitable for an academic audience [10, 11, 19]; 7. devise a work based on independent research which can be carried out within a defined time limit [4, 9, 14].	English
WEM 1: Literature, Society, and Mediation	LEX023M10	Upon successful completion of the course unit, students are able to: 1. demonstrate knowledge and understanding of contemporary literary works in English, their social context, relevant literary and theoretical concepts, and aspects of the social mediation of literature [1, 2, 3, 23]; 2. select, interpret and critically assess data from a variety of academic and non-academic sources with a high degree of independence [6, 8, 14]; 3. formulate questions and well-developed arguments on literary features, themes, and theoretical concerns related to contemporary fiction in English [7, 10, 14]; 4. produce texts in a variety of genres appropriate to the mediation of English literature to specific audiences, displaying advanced writing skills [3, 10, 11, 19, 22]; and 5. work constructively in a team, involving task and time management, peer feedback, and reflection [8, 12, 14].	English
WEM 2: From Manuscript to Printed Book	LEX020M10	Upon successful completion of the course unit, students are able to: 1. to read, or develop the ability to read, medieval and (early) modern hand-written texts; 2. to conduct a full bibliographical investigation for a particular text; 3. to transcribe such texts effectively, with the aim of compiling an edition; 4. to convert a transcription into an edition; 5. to produce all necessary parts of an edition; 6. to make available to a variety of target audiences text material which is difficult to access and to interpret, in an effective way; 7. to apply a theoretical basis for producing different types of text editions.	English
WEM 3: From Printed Book to Digital Text	LEX021M10	Upon successful completion of the course unit, students are able to: 1. explain, in detail, significant aspects of the interaction between technological, economic, legal, social, and cultural conditions, and practices of textual production, dissemination and reception from the invention of printing to the current digital age [1, 20, 23]; 2. interpret and critically assess recent research literature related to the history of books [8, 13, 20]; 3. formulate ideas and construct well-supported and logically structured arguments related to topics discussed in this course [4, 7, 10, 23]; 4. communicate findings in a manner that is clear and accessible to the target audience and follows professional standards [11].	English
WEM 4 : Advanced Skills in Editing	LEX022M10	At the end of this course, students: 1. apply skills in editing and proofing texts of various natures in English. (3, 6, 14, 20) 2. demonstrate an awareness of English specialist vocabulary and appropriate texts. (8,9)	English

		3. use speaking and writing skills in English at an advanced level. (19) 4. apply excellent English grammatical skills in relation to correcting texts. (20, 22)	
WEM 5: Translating and Editing for Publication	LEX019M10	At the end of this course, students are able to: 1. deal with the theoretical and practical issues involved in editing and/or translation; 2. employ the basic tools employed by translators and/or editors; 3. demonstrate an understanding based on experience of the different stages involved in publishing; 4. be self-critical and constructively critical about others' work; 5. identify and resolve problems in collaboration with others with a high degree of autonomy present written material with an awareness of its target audience.	English
Research Topics in English Literature 1	LEL114M05	The learning outcomes of the individual topics are linked to the following learning outcomes at programme level: 1, 2, 4, 5, 6, 7, 10, 11, 13, 14, 19	English
Research Topics in English Literature 2	LEL115M05	The learning outcomes of the individual topics are linked to the following learning outcomes at programme level: 1, 2, 4, 5, 6, 7, 10, 11, 13, 14, 19	English
Research Topics in English Literature 3	LEL116M05	The learning outcomes of the individual topics are linked to the following learning outcomes at programme level: 1, 2, 4, 5, 6, 7, 10, 11, 13, 14, 19	English
Research Topics in English Literature 4	LEL117M05	The learning outcomes of the individual topics are linked to the following learning outcomes at programme level: 1, 2, 4, 5, 6, 7, 10, 11, 13, 14, 19	English
Creative Writing 1	LEL118M05	1. Advanced knowledge and understanding of texts written in a variety of genres (3) 2. The ability to generate new ideas (4) 3. The ability to work with unfamiliar material (5) 4. The ability to be critical and self-critical (8) 5. The ability to identify, articulate and resolve questions or problems (9) 6. The ability to work with a high degree of autonomy (14) 7. The ability to express themselves in clear, well-structured English at level C2 (19)	English
Creative Writing 2	LEL119M05	Demonstrate advanced knowledge and understanding of contemporary creative nonfiction writing and its aesthetic and cultural preoccupations (3) 2. Produce creative nonfiction pieces in multiple forms and sub-genres (3, 19) 3. Apply previously unfamiliar techniques from “mentor texts” to their own creative nonfiction (5, 14, 21) 4. Critique and make judgments about their writing (8) 5. Identify, articulate, and resolve problems in their writing (9, 14) 6. Respond respectfully to a diversity of cultural backgrounds in commenting on other authors’ writing (2, 5) 7. Use professional norms to produce submission-ready creative nonfiction (19) 8. Express themselves in clear, well-structured English at level C2 (19)	English
Literature in Society: Advanced Approaches and Research	LEL120M10	Upon successful completion of the course unit, students are able to: 1. explain the relationship between literary texts and the sociocultural circumstances surrounding their writing and reception [1, 18]; 2. evaluate the strengths and weaknesses of a piece of literary scholarship addressing the link between literature and society [8]; 3. analyse primary texts written in a variety of genres (poetry, drama, prose), including older forms of English [3, 7, 16]; 4. develop knowledge and understanding of a selection of theoretical approaches, literary theories and research methods [1, 2, 3, 15]; 5. identify relevant up-to-date sources and write a detailed MA thesis proposal [4, 12, 15]; 6. communicate complex research questions in a clear and structured manner to a range of audiences [10, 11, 19]; 7. participate in the student symposium and offer feedback to peers in a constructive and respectful manner [17].	English

MA Thesis in English Literature and Culture	LEX999M20	Upon successful completion of the course unit, a student is able to: 1. demonstrate an advanced understanding of English texts in their chosen areas [15]; 2. demonstrate an advanced knowledge of literary theory [2]; 3. present an independently devised and logically structured argument or a critical edition [4, 7]; 4. identify the strengths and weaknesses of their own work and use this knowledge to improve their final thesis [8]; 5. locate relevant and up-to-date sources of various kinds that support their conclusions [6, 13, 17]; 6. express themselves clearly in an extended written work in English of C2 level which is suitable for an academic audience [10, 11, 19]; 7. devise a work based on independent research which can be carried out within a defined time limit [4, 9, 14].	English
Master’s Work Placement WEM	LBX000M10	Upon successful completion of the course unit, students are able to: 1. work independently in a professional context on the basis of succinct instructions (5, 9, 14); 2. collaborate with others in a professional context (12) ; 3. communicate professionally in an appropriate register in English or the language of the internship provider (10); 4. reflect on their work and functioning, in relation to their degree programme (8, 18/23).	English
Master’s Work Placement English	LEX000M10	Upon successful completion of the course unit, students are able to: 1. work independently in a professional context on the basis of succinct instructions (5, 9, 14); 2. collaborate with others in a professional context (12); 3. communicate professionally in an appropriate register in English or the language of the internship provider (10); 4. reflect on their work and functioning, in relation to their degree programme (8, 18/23).	English

Bijlage 3. Schematische weergave toetsprogramma

Module	Code	Assessment methods	Language
Master's Thesis WEM	LEX998M20	thesis	English
Master's Work Placement WEM	LBX000M10	Placement report	English
WEM 1: Literature, Society, and Mediation	LEX023M10	portfolio / presentation / written assignment	English
WEM 2: From Manuscript to Printed Book	LEX020M10	Exam, written assignments	English
WEM 3: From Printed Book to Digital Text	LEX021M10	Written assignment	English
WEM 4: Advanced Skills in Editing	LEX022M10	Written exam / written assignment	English
WEM 5: Translating and Editing for Publication	LEX019M10	portfolio, project	English
Research Topics in English Literature 1	LEL114M05	Written assignment	English
Research Topics in English Literature 2	LEL115M05	Written assignment	English
Research Topics in English Literature 3	LEL116M05	Written assignment	English
Research Topics in English Literature 4	LEL117M05	Written assignment	English
Creative Writing 1	LEL118M05	portfolio, creative Portfolio (50%) Critical Commentary (50%)	English
Creative Writing 2	LEL119M05	portfolio of creative nonfiction pieces (60%), written assignment (10%), essay (30%)	English
Literature in Society: Advanced Approaches and Research	LEL120M10	Presentation, written assignments	English
Master's Work Placement English	LEX000M10	Placement report	English
Master's Thesis English	LEX999M20	thesis	English

THESIS REPORT

MA LITERARY STUDIES, UNIVERSITY OF GRONINGEN

Master of Education Programmes French (LED003M20), German (LED001M20), Spanish (LED005M20)

Student's Name		Student No.	s
Title			
Date of report		Grade	
Supervisor		Assessor 2	
1st/2nd hand-in + date		Language/Course code	

1. KNOWLEDGE AND RESEARCH (40%)		Grade
Primary texts or material		
Contexts (e.g., literary, cultural, historical, linguistic)		
Critical approach(es)		
Engagement with existing research		
Evaluation & selection of secondary sources (incl. number and currency of sources)		
2. ARGUMENT AND ANALYSIS (30%)		Grade
Cogency (incl. logic, structure, synthesis)		
Originality/creativity		
Application of theories & methodologies		
3. COMMUNICATION (20%)		Grade
Written communication (incl. field-specific terminology)		

<i>Presentation & use of conventions</i>		
4. STUDY SKILLS (10%)		Grade
<i>Autonomy/deadlines met/being (self-)critical</i>		

General comments:

Signature supervisor

Signature second assessor

English Literature and Culture (LEX999M20) • Writing, Editing and Mediating (LEX998M20)

Student Name:		Date Started:	
Student Number:	s	Date Completed:	
Thesis Title:			
First Assessor			
Second Assessor			
Third Assessor (if applicable)			

Page 10 of 19

See the ‘Grading Process Notes’ section in the Thesis Report below.

Assessors' Grades and Notes: Second Submission						
	Knowledge & Understanding	Argument & Analysis	Research	Written Communication	Skills	Grade
First Assessor					Pass/Fail	
Second Assessor					Pass/Fail	
Third Assessor					Pass/Fail	
Agreed Grades					Pass/Fail	
Notes: First Assessor						
Notes: Second Assessor						
Notes: Third Assessor						

THESIS REPORT

Student's Name		Track (ELC/WEM)		Date of Exam		Grade	
----------------	--	--------------------	--	-----------------	--	-------	--

1. KNOWLEDGE AND UNDERSTANDING						Grade	
Primary texts or material							
Contexts (e.g., literary, cultural, linguistic)							
Critical approaches and/or methodology							
2. ARGUMENT AND ANALYSIS						Grade	
Cogency (incl. logic, structure, synthesis, introduction, conclusion)							
Independence/creativity							
Application of critical approaches and/or textual analysis							
3. RESEARCH						Grade	
Engagement with existing research field							
Evaluation and selection of primary and secondary sources							

--	--

4. COMMUNICATION			Grade	
	Written English (incl. field-specific terminology)			
General presentation and use of academic conventions				
5. LEARNING SKILLS			Pass/Fail	
Deadlines met. Presented in accordance with requirements in the <i>Thesis Handbook</i> .				

A grade is required for each of the sections 1–5 above. If a subsection is of little importance due to the nature of the thesis, enter N/A in the relevant box.

GRADING PROCESS NOTES

The manner in which divergences (1.0 or more) in assessors’ rubric grades were reconciled should be explained here.

GENERAL COMMENTS

If a student had an extension from the Board of Examiners, or was a two-year MA student, note this here. Do not give the reasons for extensions. This section should also be used to explain anything in the grading which would not otherwise be transparent for an external audit.

Bijlage 4. Aanvullende regelingen voor het afstudeerdossier

A grade is required for each of the sections 1–5 above. Where a subsection is of little relevance due to the nature of the thesis, enter N/A in the relevant box.

Comments (e.g., graders’ differences, summary comments)