



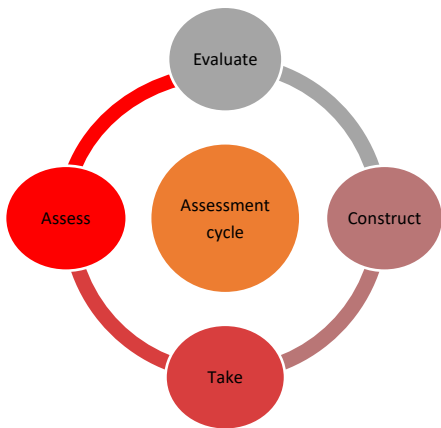
rijksuniversiteit
groningen

faculteit der letteren

Academic year 2026/2027

Assessment Plan

Research Master: Archaeology

1 /	Vision of teaching and assessment
2 /	How to follow the assessment cycle (from design to evaluation and optimization) The programme complies with the faculty's guidelines for the design and evaluation of tests, which are shown schematically in the figure below. 
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: - the syllabus - the list of marks, comprising all marks that count towards the final mark - 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				
	<table> <tr> <td>Overview of learning outcomes of the degree programme + matrix</td><td>Appendix 1</td></tr> <tr> <td>Schematic overview of time periods intended for assessment and modes of assessment used</td><td>Appendix 2</td></tr> </table>	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
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. 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 Assessment dossiers are held in the Brightspace environment for the course in question.
7 /	List of documents relevant to assessment Rules and Regulations – the internal regulations of the Board of Examiners.

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)).



	Teaching and Examination Regulations (TER = OER; <i>Onderwijs- en examenregeling</i>) – 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 <i>summative</i> 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 programme – the implementation of the TER, Part A, Article 4.16
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Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

Assessment Plan ReMA Archaeology 2026-27

Canan Çakırlar, Program Coordinator

<i>Description of Master's level according to the descriptors of the Qualifications Framework for the European Higher Education Area (Dublin descriptors)</i>	<i>Intended learning outcomes of the Research Master's Programme in Archaeology</i> In order to successfully complete the Research Master's programme in Archaeology, students:
1. 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 have understanding of the development and structure of the discipline and the relationship between its various branches. 1.2 have a thorough and up-to-date knowledge of at least one branch of the discipline. 1.3 have knowledge and understanding of research methods and theories in archaeology. 1.4 show awareness of the interpretive potential of archaeological artefacts, the built environment, organic remains, ecosystems, and landscapes in their historical context. 1.5 have understanding of archaeology's relationship with other scientific disciplines. 1.6 have knowledge and understanding of the role and relevance of archaeology in present-day society.
2. Applying knowledge and understanding Students 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	2.1 have the skills to apply appropriate methods of analysis and theoretical frameworks when conducting archaeological research 2.2 have the skills to, independently and in collaboration with others, perform a responsible task relating to the organization of an academic event (e.g. workshop or seminar). 2.3 be able to connect one's specialist knowledge to wider debates and current societal issues

3. Making judgements Students 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	3.1 are able to critically evaluate past and current archaeological research and propose methodological and theoretical improvements. 3.2 are able to critically evaluate archaeological research and its impact in terms of ethics and social responsibility 3.3 be able to design, conduct, disseminate research in line with the Netherlands Code of Conduct for Research Integrity
4. Communication Students can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously	4.1 be able to participate actively in a group working on a research project 4.2 be able to participate in academic debate and to present an academic problem convincingly, both orally and in writing. 4.3 be able to present the results of academic research to academic and non-academic, both orally and in writing, while making appropriate use of (digital) visual material. 4.4 be able to formulate a research (grand) proposal. 4.5 be able to write a publishable article in accordance with current academic norms.
5. 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 be able to develop and conduct informed, original, relevant research independently and in collaboration with others. 5.2 be able to communicate about their field of expertise effectively and to engage in debate in a sphere of mutual respect and constructive criticism. 5.3 be able to reflect critically on one's own research design, results, and communication in response to feedback from experienced researchers and peers, and make improvements accordingly.

Semester 1				Block 1		Block 2	
Odd years		Language	ETCS	Weeks 1-7 lectures	Weeks 8-10 exams/resits	Weeks 11-17 lectures	Weeks 18-20 exams/resits
Mortuary Archaeology	LPR008 M10	10	EN	Seminars with discussion on literature. Summaries and questions	Work on essay and oral presentation	Same as weeks 1-7 Essay and oral presentation	Workshop
Mortuary Archaeology ADVANCED	LPR017 M10	10	EN	Seminars with discussion on literature. Summaries and questions	Work on essay and oral presentation	Same as weeks 1-7 Essay and oral presentation	Workshop
Anthropocene	LPR002 M10	10	EN	Seminars with debates and oral assignments based on literature Oral presentation	Work on position paper	Discussion on position paper Seminars with debates and oral assignments based on literature Oral presentation 2	Research essay on method and theory

Appendix 2. Schematic overview of time periods

Anthropocene ADVANCED	LPR014 M10	10	EN	Seminars with debates and oral assignments based on literature Oral presentation	Work on position paper	Discussion on position paper Seminars with debates and oral assignments based on literature Oral presentation 2	Research essay on method and theory
Archaeological Theory	LPR001 M10	10	EN	Seminars with reading assignments , weekly summaries. Short presentations on paper topic	Work on research paper	First draft of paper. Peer-review reports of two papers. Work on research paper.	Final version of paper, presentation.
Archaeological Theory ADVANCED	LPR015 M10	10	EN	Seminars with reading assignments , weekly summaries. Short presentations on paper topic	Work on research paper	First draft of paper. Peer-review reports of two papers. Work on research paper.	Final version of paper, presentation.
Semester 1 Even years							
Archaeometry	LPR024 M10	10	EN	Seminars with discussion on literature	Work on assignment: Writing publishable article	Seminars with discussion on literature	Submission of assignment: Publishable article
Archaeometry ADVANCED	LPR025 M10	10	EN	Seminars with discussion on literature	Work on assignment: Writing	Seminars with discussion on literature	Submission of assignment: Publishable article

					publishable article		
Landscape Archaeology	LP026M10	10	EN	Taught classes and student progress presentations	Essay	Grand reading and classes on grant writing	Peer-review of grant and full (mock) grant proposal
Landscape Archaeology ADVANCED	LP027M10	10	EN	Taught classes and student progress presentations	Essay	Grand reading and classes on grant writing	Peer-review of grant and full (mock) grant proposal
Skills	LP028M05	5	EN	Interviews with archaeologists, policy makers, seminars on reflexive skills, scientific integrity	Dossier of assignments completed (active learning, peer feedback, self-reflection)	Analysis of non-academic archaeology organization. Discussion on design, conduct, timely completion of research projects (tutorials)	Complete PESTLE assignment
Skills ADVANCED	LP02905	5	EN	Interviews with archaeologists, policy makers, seminars on reflexive skills, scientific integrity	Dossier of assignments completed (active learning, peer feedback, self-reflection)	Analysis of non-academic archaeology organization. Discussion on design, conduct, timely completion of research projects (theses)	Complete PESTLE assignment

Flexible component 1	various		EN	Choice between Archaeology Master modules, REMA elective courses, and courses at other RUG programmes, MA courses at other universities, tutorials, and internships. These comprise seminars, lectures and individual meetings. This course unit will always include the writing of a paper, article, or poster, and may include a written exam, an oral presentation, debating assignments, assessment of participation, etc. Participation in the tutorial cohort meetings is mandatory.			
Semester 2							
Flexible component 2	various		EN	Choice between Archaeology Master modules, REMA elective courses, and courses at other RUG programmes, MA courses at other universities, tutorials, and internships. These comprise seminars, lectures and individual meetings. This course unit will always include the writing of a paper, article, or poster, and may include a written exam, an oral presentation, debating assignments, assessment of participation, etc. Participation in the tutorial cohort meetings is mandatory.			
Flexible component 3	various		EN	Choice between Archaeology Master modules, REMA elective courses, and courses at other RUG programmes, MA courses at other universities, tutorials, and internships. These comprise seminars, lectures and individual meetings. This course unit will always include the writing of a paper, article, or poster, and may include a written exam, an oral presentation, debating assignments, assessment of participation, etc. Participation in the tutorial cohort meetings is mandatory.			
Archon courses	various		EN	This module comprises courses offered by the National Research schools. Courses typically consist of workshops, seminars or conferences of one or more days. Students prepare for the workshop by reading relevant literature and will report on its outcomes.			
Semester 4							
Thesis	LPR000 M30	30	EN	Thesis preparation, submission, thesis cohort meetings (also known as the thesis class), presentation in GIA research seminar			

