



rijksuniversiteit  
groningen

faculteit der letteren

academic year «year»2022/2023

# Assessment Plan

BA Minorities & Multilingualism

## 1 / Vision of teaching and assessment

The Minorities and Multilingualism|Fries BA programme aligns itself with the intention of the Faculty of Arts to shape the curriculum according to the international requirements of the job market, among other things through novel pedagogical approaches and a teaching environment with an intercultural nature. It realizes this within a framework in which education is (a) research-motivated, (b) student-oriented and (c) activating in nature.

Research-motivated means that right from the start of the programme students are confronted with the practice of scholarly research and are taught the necessary skills through a continuous trajectory of relevant assignments of steadily increasing difficulty.

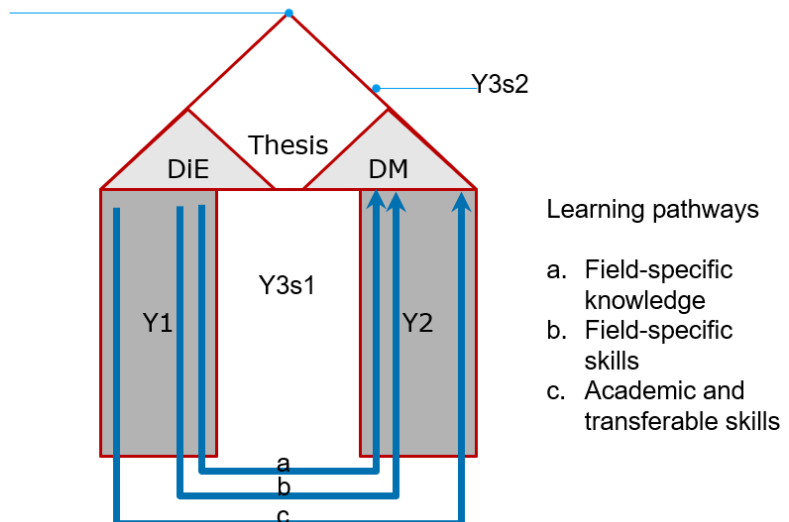
Student-oriented implies that all forms of instruction are designed to suit the required educational development of the student.

Activating refers to the fact that students are not treated as passive consumers of knowledge, but are encouraged and urged to actively participate in their educational process. Depending on the stage of the Bachelor's programme, this may include activities such as oral and written presentations (either individual or as a group), discussions, workshops, or peer-reviewing.

These educational principles are paired with a trajectory of instruction that leads students to the programme learning outcomes along three continuous learning pathways. These learning pathways mediate between the programme learning outcomes and the learning outcomes of specific courses and are distributed throughout the curriculum. The learning pathways ensure that the programme learning outcomes are being taught, practised and tested in a progressive and cumulative way, in the different courses, starting with the basics in year one and finishing at end level at the end of the programme. In this way, they also prevent unnecessary overlap between courses and ensure that separate courses contribute in a meaningful way to our graduates having achieved the programme learning outcomes. Together they form what we call the 'assessment house' of our programme, depicted schematically below. Year 1 and Year 2 are the pillars that support assessing students at end level during Year 3, semester 2 in the form of a thesis preparing the student for a Master, and two courses that prepare students for the labour market (DiE=Diversity in Education, and DM=Diversity Management).

End point of the programme

*The graduate:*  
what do they know, what can they do? (The Programme Learning Outcomes)



*The M&M Assessment House*

The three learning pathways are in line with the Dublin Descriptors. They are: (1) Field-specific knowledge (Dublin Descriptor 1, Programme learning outcomes 1.1-1.7); (2) Field-specific skills (Dublin Descriptor 2 and 3, Programme learning outcomes 2.1-3.4); (3)

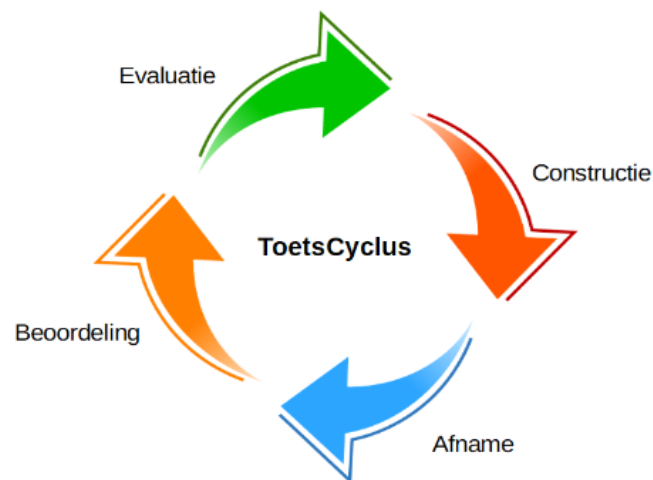
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Academic and transferable skills (Dublin Descriptor 4 & 5, Programme learning outcomes 4.1-5.2).

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

The programme alligns itself with the protocols of the Faculty of Arts for designing, evaluating and optimalsing its assessments, as depicted in the figure below:



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## 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 course 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 dossiers of the different courses of the programme:

The lecturer or course coordinator is responsible for formulating the syllabus and the design of tests based on the matrix learning outcomes (see appendix 1) of the programme. The lecturer uses the syllabus format of the faculty for this and ensures there is a clear connection between the learning outcomes and the examination of the course.

The lecturer or course coordinator is also responsible for the assessment dossier of their course. The cluster board is responsible for checking whether this is done correctly, but has delegated this task to the secretariat, which will ask the lecturers to provide the information necessary for the assessment dossier.

The board of examiners will assess (a selection of) the assessment dossiers and discuss these with the responsible lecturers.

The following parties are involved in fulfilling duties related to the assessment plan of the programme:

The programme coordinator is responsible for writing the assessment plan of the programme. He or she will submit the assessment plan for advice to the board of examiners and the programme committee. After their advice, the cluster board of Cluster 3 (MILLC) will finalise the concept assessment plan and send it to the Faculty Board.

The Faculty Board will ask the Faculty Council for advice and will then formalise the assessment plan as an attachment to the TER of the programme.

## 4 / Assessment timetable

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways	Appendix 2
Overview of the intended learning outcomes of the course units and their modes of assessment	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. bold, is used for summative<sup>1</sup> assessments at the level specified in the programme-level learning outcomes

'X' for summative assessments at lower performance levels, i.e. at the appropriate level for the year and position of the course in the programme

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.

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.

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## 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 of a reasonable number of course units of the program each year.

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<sup>1</sup> 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)).



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## 6 / Archiving

Lecturers archive the Assessment Dossiers of their courses in the respective course environment folders created on Nestor for the purpose of evaluations by the Expert Team / the Board of Examiners and future accreditation procedures.

## 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 of a 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 to 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

The programme learning outcomes (PLO) referred to below can be found under 3.1 of the Teaching and Examination Regulations (TER/OER), part B of the BA programme Minorities and Multilingualism, to which this assessment plan is an appendix.

## course **Matrix of Learning Outcomes**

X=the unit tests the PLO at the appropriate level for the year and position of the course in the programme.

**X** (bold) = the course unit tests the competence as described in the PLO at end level of the programme.

FT=Frisian Track

FT1=Frisian Track for native speakers

FT2=Frisian Track for non-native speakers

Learning pathways		Field-specific knowledge						Field-specific skills								Academic and transferable skills									
Dublin descriptors		Knowledge and understanding						Applying knowledge and understanding				Making judgments				Communication						Learning skills			
Year 1, semester 1	PLO	1.1	1.2	1.3	1.4	1.5	FT	2.1	2.2	2.3	2.4	FT		3.1	3.2	3.3	3.4	4.1	4.2	4.3	FT			5.1	5.2
							1.6					2.5	2.6								4.4	4.5	4.6		
	Introduction to Minority Studies I: Global Minorities	X			X	X										X		X							
	Introduction to Linguistics 1: Basic Concepts & Theories	X												X	X										X
	Minority Languages I	X	X						X									X		X					
	Introduction to Minority Studies II: Basic Concepts and Theories	X						X										X							
	Minority Languages II	X	X					X												X					
	Introduction to Linguistics: Multilingual Speakers		X	X					X		X			X		X			X						

FT1	Frysk as Minderheidstaal 1	X	X					X									X		X	X	X	X		X	
	Frysk as Minderheidstaal 1	X	X					X											X	X	X	X			
<b>Year 1, semester 2</b>	<b>PLO</b>	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2
Minorities in Europe I: Histories		X			X	X									X					X					
Multilingualism I: Social and Cognitive Factors			X	X							X			X		X									
Minorities Europe II: Contemporary Issues		X	X			X				X								X							
Multilingualism II: Multilingualism & Educaton		X	X	X	X									X				X		X					
FT1	Fryske taalfeardigens I											X									X	X	X		
	Fryske taalfeardigens II											X									X	X	X		
FT2	Frisian as a Foreign Language 1																				X	X	X		
	Frisian as a Foreign Language 2																				X	X	X		
<b>Year 2, semester 1</b>	<b>PLO</b>	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2
Minority Representations in Arts, Culture and Media I		X			X													X	X					X	
Research Methodology 2								X			X			X						X					



Minority Representations in Arts, Culture and Media II			X		X									X		X	X	X	X					X	
Research Methodology I		X						X									X		X						
FT	Fryske Literatuer						X							X		X				X	X	X	X	X	
FT1	Fryske taalfeardigens IIa											X								X	X	X			
	Fryske taalfeardigens IIb											X								X	X	X			
FT2	Frisian as a Foreign Language 2																			X	X	X			
<b>Year 2, semester 2</b>	<b>PLO</b>	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2
Into the Local Laboratory: Cultural Heritage		X			X			X								X	X		X					X	
Into the Local Laboratory: Language		X						X	X							X		X		X					
FT1	Midsiuwen/ Aldfrysk						X						X								X	X	X		
FT2	Frisian as a Foreign Language 3																								
FT	Skiednis fan Fryslân						X	X									X				X	X	X	X	
<b>Year 3, semester 2</b>	<b>PLO</b>	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	2.4	2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	4.4	4.5	4.6	5.1	5.2
M&M Diversity Management		X						X		X								X	X					X	X
Diversity in Education		X		X	X			X			X						X	X						X	X
BA Thesis M&M			X			X		X						X	X					X				X	X
FT	BA Thesis Frysk						X	X						X	X						X	X	X	X	X

# Appendix 2. Learning outcomes and their assessment in course units

NB: The courses of the Frisian Tracks are currently under construction and therefore not represented in the table below.

Year 1 Semester 1					
Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
Introduction to Minority Studies I: Global Minorities		Field-specific knowledge	1.1	1. Recognise key concepts of minority studies (TER 1.1)	Presentation, discussion report, exam
			1.4	2. Discuss key political and cultural debates concerning minorities around the world (TER 1.4)	
			1.5	3. Discuss key historical events concerning minorities around the world (TER 1.5)	Presentation, exam
				4. Identify and compare ethnolinguistic minorities from around the world (TER 1.5)	
		Academic and transferable skills	4.1	5. Compose a short oral presentation that includes a Q&A session (TER 4.1)	Presentation
				6. Summarise a discussion among peers in the form of a short well-written text for a general audience (TER 4.1).	Discussion report
			4.3	7. Reproduce literature in a given (Chicago Manual) reference and annotation style (TER 4.3)	Presentation,
Introduction to Linguistics 1: Basic Concepts & Theories	LHF045P05	Field-specific knowledge	1.1	1. Identify basic concepts and theories from the field of linguistics in general, and from the sub-disciplines of phonetics, phonology, morphology, syntax, semantics, and pragmatics in particular. (TER 1.1)	Exam
				2. Identify the organizing principles of a language, using basic tools and techniques for linguistic analysis in guided assignments. (TER 1.1)	
		Field-specific skills	3.1	3. Recognise relevant information when reading not too complicated literature, both on linguistics in general, and on specific languages (TER 3.1)	
			3.2	4. Recognise uninformed statements about language (TER 3.2)	

				5. Discuss beliefs and attitudes about language and language use, including the ones they hold themselves. (TER 3.2)	
		Academic and transferable skills	5.2	6. Identify problems and possible solutions to these when provided with linguistic data (TER 5.2)	
Minority Languages I	LHF042P05	Field-specific knowledge	1.1	1. Recognise basic theories within sociolinguistics concerning linguistic diversity (TER 1.1)	Exam
			1.2	2. Identify traits that minority languages and their speech communities share (TER 1.2)	
				3. Discuss, based on theoretical insights from sociolinguistics, issues of language planning and language revitalisation (1.2).	Essay, blogpost
		Field-specific skills	2.2	4. Estimate the approximate vitality of minority language communities around the world through a comparative analysis (2.2)	Essay
		Academic and transferable skills	4.1	5. Express personal ideas in the form of an argumentative essay and a blog post (4.1)	Essay, blogpost
4.3	6. Demonstrate, through immaculate use of sources, an understanding of the ethical, legal and social issues surrounding the use of information sources (TER 4.3)		Essay		
Introduction to Minority Studies: Basic Concepts and Theories		Field-specific knowledge	1.1	1. Identify the key theoretical currents and traditions for the study of culture and society (TER 1.1)	Presentation, essay, exam
		Field-specific skills	2.1	2. Discuss the relevance of a specific theoretical concept for a given case study of a minority issue from around the world (excluding Europe) (TER 2.1)	
		Academic and	4.1	3. Prepare and give a short presentation that conveys its point lucidly. (TER 4.1)	Presentation

		transferable skills		4. Write a well-structured short essay on a given minority issue (TER 4.1)	Essay
Minority Languages II	LHF028P05	Field-specific knowledge	1.1	1. Identify basic theories within sociolinguistics and the field of language variation and change. (TER 1.1)	Exam
			1.2	2. Explain how social change and language change are related (TER 1.2)	
		Field-specific skills	2.1	3. Recognise the relevance of academic literature within the field of sociolinguistics when working on a case study (TER 2.1)	Case study report
			2.2	4. Conduct comparative analyses within the field of sociolinguistics (TER 2.2)	
		Academic and transferable skills	4.3	5. Write a short essay that meets the relevant academic standards (TER 4.3)	
Introduction to Linguistics: Multilingual Speakers	LHF045P05	Field-specific knowledge	1.2	1. Identify key aspects of multilingualism: how it arises, and when and where it is maintained – or not. (1.2)	Exam
			1.3	2. Identify the social background and cognitive makeup of bilinguals, when they use their languages, and how multilinguals are treated in official decisions, including those for education . (1.3)	
		Field-specific skills	2.2	3. Classify and discuss the complex language ecology of an individual or set of individuals (TER 2.2)	Homework assignments
			2.4	4. Demonstrate the ability to process natural data from the given database CHILDES by extracting relevant data. (TER 2.4)	
			3.1	5. Recognise relevant information when reading technical literature on multilingualism, both in general and applied to specific languages. (TER 3.1)	
			3.3	6. Discuss beliefs and attitudes about language and language use, including the ones they hold themselves, and assess the validity of statements about language. (TER 3.3.)	

				7. Critically assess, guided by scientific theory, how natural data, extracted from the given database CHILDES can be used to support generalizations. (TER 3.3)	
		Academic and transferable skills	4.2	8. Set up, under guidance, effective short-term collaborations with peers in order to produce a unified group product that demonstrates that the group members increased understanding and knowledge by pooling their group resources. (TER 4.2)	
Year 1 Semester 2					
Module	Code	Learning pathway	PLO	Course Learning Outcomes	Assessment
Minorities in Europe I: Histories		Field-specific knowledge	1.1	1. Recognise the most important theories and concepts from scholarly literature on cultural or romantic nationalism, especially among European ethnolinguistic minorities (TER 1.1)	Exam
			1.4	2. Discuss key political and cultural debates concerning minorities in Europe, and their historical roots (TER 1.4)	
			1.5	3. Discuss key events in the history of minorities in contemporary Europe from a global perspective (TER 1.5)	
				4. Identify and compare European ethnolinguistic minorities (TER 1.5)	
		Field-specific skills	3.2	5. Interpret societal and cultural aspects of the histories of minorities in Europe, using insights from the academic study of these issues (TER 3.2).	Report portfolio
		Academic and transferable skills	4.3	6. Construct written reports on historical European minority issues in which both media and academic sources are processed, and in which a correct system of annotation is used (TER 4.3.)	
				7. Use feedback to improve an argument (TER 4.3.)	
Multilingualism I: Social and	LHF046P05		1.2	1. Identify specialist aspects of multilingualism: how it arises, and when and where it is maintained – or not. (TER 1.2)	Exam

Linguistic Factors		Field-specific knowledge	1.3	2. Identify in detail the social background and linguistic makeup of bilinguals, when they use their languages, and how multilinguals are treated in official decisions, including those for education .(TER 1.3)	Homework assignments
		Field-specific skills	2.4	3. Demonstrate the ability to extract data from purposely selected websites. (TER 2.4)	
			3.1	4. Assess technical literature and audio-visual material on multilingualism, both in general and applied to specific languages. (TER 3.1)	
			3.3	5. Assess audio-visual material with documentary content on multilingualism. (TER 3.3)	
				6. Discuss beliefs and attitudes about language and language use, including the ones they hold themselves, and assess the validity of statements about language. (TER 3.3.)	
Minorities in Europe II: Contemporary issues	LHF041P05	Field-specific knowledge	1.1	1. Analyse issues concerning minorities in contemporary Europe using selected theories and concepts from the fields of anthropology and sociology. (TER 1.1)	Exam
			1.2	2. Break down key political and cultural debates concerning minorities, especially migrant minorities, in Europe into their constituent elements (such as positions, implicit and explicit assumptions, meaning-making, etc.) and analyse these, both separately and in connection to each other. (TER 1.2)	
				3. Analyse how local, national and transnational authorities and governments in Europe engage with minorities and the cultural and linguistic diversity they embody. (TER 1.2)	
		1.5	4. Identify the role that culture, religion, politics, language and other aspects of culture and society play in minority group formation and the minoritisation of specific communities in contemporary Europe. (TER 1.5)	Exam, presentation	

				5. Discuss specific case studies of minority issues in contemporary Europe, concerning both local and migrant minorities, and taking into account global, regional, transnational, national and local contexts. (TER 1.5)	
		Field-specific skills	2.3	6. Recognise both the linguistic and social dimensions of minority issues in contemporary Europe (TER 2.3.)	Exam
		Academic and transferable skills	4.1	7. Prepare and give a well-structured presentation that lucidly conveys an analysis of a contemporary minority issue in Europe. (TER 4.1)	Presentation
Multilingualism II: Multilingualism & Education	LHF047P05	Field-specific knowledge	1.1	1. Discuss key theories, concepts and terms of the field of multilingual education (TER 1.1)	Video
			1.2	2. Discuss the importance and challenges of developing literacy in multilingual education (TER 1.2)	Literature review
			1.3	3. Identify different types of multilingual teaching approaches that can be used in mainstream educational settings (TER 1.3)	
			1.4	4. Discuss the possibilities and practices of including heritage languages in multilingual education (TER 1.4)	
				5. Discuss the practical possibilities and challenges of multilingual education (TER 1.4)	Video
		Field-specific skills	3.1	6. Review a limited number of academic sources on multilingualism and education (TER 3.1)	Literature review
		Academic and transferable skills	4.1	7. Use the medium of video to lucidly present academic insights about a specific topic concerning multilingualism and education (TER 4.1)	Video
			4.3	8. Write a well-constructed literature review (TER 4.3)	Literature review
Year 2 Semester 1					

Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
Minority Representations in Arts, Culture and Media I	LHF049B05	Field-specific knowledge	1.1	1. Explain a number of basic theories and concepts relevant to the academic study of arts, culture and media (TER 1.2)	Exam
			1.4	2. Identify the most important characteristics of minority representations in arts, culture and media (TER 1.4)	Exam, presentation
		Field-specific skills	3.2	3. Demonstrate the ability to place representations of minorities in a larger socio-political context. (TER 3.2)	Group portfolio
				4. Explain the dynamics surrounding minority representations in arts, culture and media, using terminology and concepts from the academic study of arts, culture and media. (TER 3.2)	Exam, group portfolio, presentation
		Academic and transferable skills	4.1	5. Prepare and give a presentation that conveys, lucidly and engagingly, an analysis of an instance of minority representation in arts, culture and media. (TER 4.1)	Presentation
			4.2	6. Set up an effective short-term collaboration with one or two peers in order to deliver a specified task before a set deadline. (TER 4.2)	Group portfolio
			5.1	7. Discuss instances of minority representation in arts, culture and media in way that testifies of creative and critical thinking, both in oral presentations and in short written texts. (TER 5.1)	Presentation, group portfolio
Research Methodology 2	LHF034B05	Field-specific skills	2.1	1. Independently design and conduct an empirical study into one of the subfields of minorities and multilingualism. (TER 2.1)	Research report
				2. Demonstrate the ability to analyze the results, using the basics of dominant quantitative methods and techniques in the field of minorities and multilingualism research. (TER 2.1)	Research report, exam
				3. Recognize the meaning and value of quantitative research reports in the field of minorities and multilingualism. (TER 2.1)	Research report
		2.4	4. Apply JASP and EXCELL to process data. (TER 2.4)	Research report, exam	



			3.1	5. Identify possibilities to use the aforementioned research reports (TER see 3.) as starting points and contexts for their own research. (TER 3.1)	Research report
		Academic and transferable skills	4.3	6. Write a report to present their research results, according to the relevant academic standards. (TER 4.3)	
Minority Representations in Arts, Culture and Media II	LHF050B05	Field-specific knowledge	1.2	1. Explain how narrative representations of minorities relate to larger socio-political contexts. (TER 1.2)	Essay
			1.4	2. Interpret narrative representations of minorities in arts, culture and media using terminology and concepts from the academic study of narrative (TER 1.4)	
		Field-specific skills	3.2	3. Discuss the social and artistic dynamics surrounding (TER narrative) representations of minorities in arts, culture and media (TER 3.2)	White paper chapter, essay
			3.4	4. Formulate advice for those working in the arts, media and entertainment industry on issues of minority representation (TER 3.4)	White paper chapter
		Academic and transferable skills	4.1	5. Write, for a lay audience, a well-formulated assessment of issues of minority representation in arts, culture and media, synthesising information from a variety of sources (TER 4.1)	
			4.2	6. Set up and participate in an effective short-term collaboration with peers in order to deliver a specified task before a set deadline and reflect critically on the quality of this collaboration and their own contribution to it. (TER 4.2)	
			4.3	7. Write a medium-length essay that meets the relevant academic standards, and that conveys its message lucidly (TER 4.3)	Essay
		5.2	8. Distinguish problems with issues of minority representation and formulate solutions to these (TER 5.2)	White paper chapter	

Research Methodology I	LHF038B05	Field-specific knowledge	1.1	1. Recognise and understand the validity of key concepts of qualitative research, the difference between quantitative and qualitative research methodologies, and the main themes in qualitative research methodology (TER 1.1.)	Written report	
		Field-specific skills	2.1	2. Set up a small-scale qualitative research project on a given topic in the field of minority and multilingualism (TER 2.1.)	Course project	
		Academic and transferable skills	4.1	3. Prepare and give part of a larger presentation that conveys, lucidly and engagingly, research results to a lay audience (TER 4.1.)		
				4. Write a short research report that conveys lucidly the results of a small-scale research project (TER 4.1).		
			4.3	5. Formulate research questions and hypotheses that testify of an understanding of how to use qualitative theory, methods and literature to come to a viable research project (TER 4.3.).		
				6. Revise and improve the quality of a research proposal through accepting and processing critical feedback (TER 4.3.)		Written report
		7. Use library sources and specific databases to find literature and data for a small-size research project; and to assess the usefulness of these sources for one's own research project (TER 4.3).				
		8. Demonstrate, through immaculate use of sources and avoiding plagiarism in any form, an understanding of the ethical, legal, and social issues surrounding the use of methodological sources and empirical materials (TER 4.3.)				
Year 2, Semester 2						
Module	Code	Learning pathway	PLO	Course learning outcome	Assessment	
	LHF032B10		1.1	1. recognise the central topics within the field of heritage studies with an emphasis on its relation to minorities (TER 1.1)	Blogpost portfolio,	

Into the Local Laboratory: Cultural Heritage		Field-specific knowledge	1.4	2. interpret minority representation through or within specific cultural heritage sites by connecting them to broader themes within the field of heritage studies (TER 1.3)	vlogs, research paper
		Field-specific skills	2.1	3. Set up a small academic research project under supervision (TER 2.1)	Research paper
				4. Apply the acquired research skills in a field work setting (TER 2.1.)	
		Academic and transferable skills	3.4	5. Formulate advice to policy makers and heritage mediators with regards to minority representation in heritage mediation (TER 3.4)	
			4.1	6. Compose engaging forms of communication in a variety of media and genres (TER blogs, vlogs) that lucidly convey information to diverse audiences about, and analyses of, heritage mediation (TER 4.1.)	Blogpost portfolio, vlog
			4.3	7. Write a research report on a small academic research project that meets the relevant academic standards (TER 4.3)	Research paper
	5.1	8. Compose blogposts with which critical academic assessments of minority representation in heritage mediation can be valorised for a broad audience (TER 5.1.)	Blogpost portfolio		
Into the Local Laboratory: Language	LHF043B10	Field-specific knowledge	1.1	1. Discuss key topics in the field of linguistics, particularly pertaining to multilingualism in individual and social contexts (TER 1.1)	Roundtable discussion, research paper
		Field-specific skills	2.1	2. Set up a small academic research project under supervision (TER 2.1)	Research paper
				3. Apply the acquired research skills and theoretical knowledge in a field work setting (TER 2.1)	
			2.2	4. Analyse regional multilingual ideas, initiatives and organisations, and strengthen this analysis through a comparative approach, referring to other cases (TER 2.2)	
	3.3	5. Discuss various statements and studies on current issues in linguistics and related concepts and questions (TER 3.3)	Roundtable discussion		

		Academic and transferable skills	4.1	6. Compose an engaging form of communication to convey information about (regional) multilingual ideas, initiatives and organisations to diverse audiences (TER 4.1)	Vlog, roundtable discussion
			4.3	7. Present the results of a small-scale academic research project, in combination with a well-founded assessment of the academic literature, in written form to others with use of references according to APA (TER 4.3)	Research paper
Year 3, semester 2					
Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
M&M Diversity Management	LHF051B10	Field-specific knowledge	1.1	1. Demonstrate a thorough knowledge of the various disciplines in the human sciences, including their methodologies and theories, that are relevant for intercultural communication as a field of studies, as well as for studying issues of diversity management as a practice (TER 1.1.) p	Video
		Field-specific skills	2.1	2. Set up a small qualitative research project on diversity management issues and report on its findings (TER 2.1.) p	
			2.3	3. Analyse issues of cultural diversity and multilingualism using insights and methods from different fields (intercultural communication, sociolinguistics, cultural studies) (TER 2.3) p	
		Academic and transferable skill4	4.1	4. Compose a medium length video essay that lucidly conveys information about and analyses diversity management issues (TER 4.1.) p	Workshop, video
				5. Compose both written and oral forms of communication (workshops, information sheets, videos) that lucidly convey essential information about diversity management issues to diverse audiences in an appealing manner (TER 4.1.)	
	4.2	6. Set up a successful group collaboration, in which group dynamics are effectively managed, individual resources are pooled creatively, and differences are coordinated and managed in order to produce a unified product (TER 4.2)	Workshop		

			5.1	7. Critically assess diversity management issues and work through them in a creative manner (TER 5.1)	
			5.2	8. Design solutions for diversity management issues (TER 5.2.)	
Diversity in Education	LHF059B10	Field-specific knowledge	1.1	1. Demonstrate a thorough knowledge of the various disciplines in the human sciences that are relevant to the study of diversity in education, , including their methodologies and theories (TER 1.1.)	Poster presentation
			1.3	2. Demonstrate a thorough understanding of the roles that multilingualism may play for individuals, as well as in different communities when discussing various aspects of bi-, tri, and multilingual education, as well as of multicultural educational settings (TER 1.3.)	
			1.4	3. Analyse the position of ethnolinguistic minorities in educational settings in a way that testifies of an awareness of how e.g. institutional, political, and educational contexts may influence this position (TER 1.4.)	Poster presentation, policy advice
		Field-specific skills	2.1	4. Set up a small quantitative research project on diversity in education (TER 2.1.)	Poster presentation
			2.4	5. Handle large data sets in a research project on diversity in education (TER 2.4)	
			3.4	6. Design a policy advice on issues of diversity in education that testifies of a sensitivity to sensitive to the setting in which this policy advice would be implemented, as the feelings and opinions of the people involved (TER 3.4.)	Policy advice
		Academic and transferable skills	4.1	7. Compose both written and oral forms of communication that lucidly convey essential information about diversity in education to diverse audiences in an appealing manner (TER 4.1.)	Policy advice. Poster presentation
			5.1	8. Critically assess, through a comparative analysis, the benefits and challenges of multilingualism and multiculturalism in education and work through them in a creative manner (TER 5.1)	Policy advice
			5.2	9. Formulate solutions for issues of diversity in education (TER 5.2.)	

BA Thesis M&M	LHF998B10	Field-specific knowledge	1.2	1. Demonstrate a thorough understanding of the linguistic, cultural, and power dynamics around and within ethnolinguistic minorities. (TER 1.2)	Thesis
			1.5	2. Demonstrate a thorough understanding of minority group formation as embedded within local, national, transnational, and global contexts, and how these contexts relate to each other (TER 1.5)	
		Field-specific skills	2.1	3. Set up a research project in the field of minorities and multilingualism and its subdisciplines of limited scope, conduct fieldwork and report on the results (TER 2.1)	
			3.1	4. Summarize and restate a well-founded assessment of academic literature in the field of minorities and multilingualism (TER 3.1)	
			3.2	5. Analyse current societal and cultural issues concerning ethnolinguistic minorities (TER 3.2)	
		Academic and transferable skills	4.3	6. Compose an academic text that effectively conveys knowledge, ideas and data analyses, and that meets relevant academic standards (TER 4.3)	
			5.1	7. Select, identify and critique relevant information in an independent, quick and efficient manner, including the use of modern digital techniques, demonstrating a significant degree of responsibility, self-discipline and initiative (TER 5.1)	
			5.2	8. Hypothesize in problem- and solution-oriented ways and identify, analyze and evaluate academic problems based on current developments in the field (TER 5.2)	

## Appendix 3. Schematic overview of the assessment programme

Year 1 Semester 1		Block 1			Block 2		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Introduction to Minority Studies I: Global Minorities		Presentation, discussion report	Exam	Presentation, discussion report, exam			
Introduction to Linguistics 1: Basic Concepts & Theories	LHF031P0		Exam	Exam			
Minority Languages I	LHF042P05	Blogpost, essay	Exam	Blogpost, Essay, exam			
Introduction to Minority Studies: Basic Concepts & Theories					Presentation	Essay, exam	Presentation, Essay, exam
Minority Languages II	LHF028P05				Case study report	Exam	Case study report, exam
Introduction to Linguistics II: Multilingual Speakers	LHF045P05				Homework assignments	Exam	Homework assignments, Exam
Year 1 Semester 2		Block 3			Block 4		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Minorities in Europe I: Histories		Report portfolio	Exam	Report portfolio, exam			

Multilingualism I: Social and Cognitive Factors	LHF046P05	Homework assignments	Exam	Homework assignments, exam			
Minorities in Europe II: Contemporary Issues					Podcast	Exam	Podcast, exam
Multilingualism II: Multilingualism & Education	LHF047P05				Literature review	Video	Literature review, video
Year 2 Semester 1		Block 1			Block 2		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Minority Representations in Arts, Culture and Media I	LHF049B05	Group portfolio, presentation	Exam	Group portfolio, exam			
Research Methodology 2	LHF034B05	Research report	Exam	Research report, exam			
Minority Representations in Arts, Culture and Media II	LHF049B05				White paper chapter	Essay	White paper chapter, essay
Research Methodology I	LHF038B0				Course project	Written report	Course project, written report
Year 2, Semester 2		Block 3			Block 4		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit



Into the Local Laboratory: Cultural Heritage	LHF032B10	Blogpost portfolio			Blogpost portfolio, vlog	Research paper	Blogpost portfolio, vlog, research paper
Into the Local Laboratory: Language	LHF043B10	Roundtable discussions			Roundtable discussions, vlog	Research paper	Roundtable discussions, vlog, research paper
Year 3, semester 2		Block 3			Block 4		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
M&M Diversity Management	LHF051B10	Workshop			Workshop	Research paper	Workshop, Research paper
Diversity in Education	LHF059B10	Policy advice			Policy advice	Research paper	Policy advice, Research paper
BA Thesis M&M	LHF998B10					Thesis	Thesis