



rijksuniversiteit  
groningen

faculteit der letteren

# Assessment Plan

Master Linguistics

Master's track Multilingualism

Academic year 2022/2023



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## 1 / Vision of teaching and assessment<sup>1</sup>

The educational vision of the Master's programme Linguistics, and hence the Master's track Multilingualism, can be summarized in four central notions that are the basis of the learning and teaching in our programme. They fully agree with the faculty's educational vision<sup>2</sup> where the importance of teaching informed by research, the dialogue between students and staff and between cultures, and active learning in groups is emphasised. These concepts are small-scale learning communities, internationalization, research-based teaching, and active learning. While these different notions are tightly interwoven in the daily educational practice of our teachers, the following paragraphs will address them separately and illustrate them with representative examples.

### *Small-scale learning communities*

Students profit from learning in smaller groups. They promote more contact between students and with teachers, a more lively learning atmosphere, and better community-forming and identification with the programme. In the Master's programme, this is implemented in the overall setup of the programme as well as the organisation of the different tracks. In spite of the average total intake of about 100 students per year, large-scale, teacher-centred classes practically do not exist. The division of the programme into four specialised tracks leads to smaller student communities that are bound together by their shared interest for the orientation of their track of choice. Within the tracks, virtually all courses contain seminar-style classes (e.g., werkcolleges) which often break down the student numbers even further, and challenge the students to participate actively. An example within the Multilingualism track is the module 'The Multilingual Mind', which contains hands-on seminars where students regularly assist each other and small-scale research projects that are executed in small groups of about 4 to 5 students.

### *Internationalization*

Internationalization contributes to a rich learning environment. One aspect of internationalisation is the International Classroom. Classes with students with different, international backgrounds afford possibilities both for students and instructors. Students in such settings can profit by getting to know each other's values and learning from each other's experiences, and by developing inter-cultural sensitivity in this way. By respecting and taking into account the diversity in the classroom, instructors, on the other hand, can try to foster the same attitude also in the students themselves. Also, instructors gain the opportunity to use the different backgrounds of the students as a resource for their teaching and to increase inclusion in the classroom. The Multilingualism track attracts students from all over the world as well as Dutch students, often in a ratio of about 50/50. Combined with the small learning communities mentioned above, this creates a setting in which students with different backgrounds routinely work together and learn from each other.

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<sup>1</sup> This section is largely based on the self-evaluation report written by Dr R. Steinkrauss (secretary of the Programme Committee for the Master's programme in Linguistics) in 2019 for the purpose of the NVAO-application for the reaccreditation of the programme

<sup>2</sup> See <https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education>



### *Research-based teaching*

Teaching at the university, especially on the level of a Master's programme, should be firmly anchored in research. In the Master Linguistics, the aim is not only to provide the students with a solid knowledge of theory and research, but also with the skills to apply their knowledge. This endeavour is visible in all tracks and all classes and underpinned by making use of instructors who are active researchers themselves, nearly all hold a PhD degree, and frequently use their research as resource in their teaching. An illustrative example of the interwoven nature of research and teaching may be the course 'The Multilingual Community', in which the students are asked to critically evaluate and discuss research performed by the course instructor, thereby giving the students a direct access to recent research and strengthening the link between instructor and students.

### *Active learning*

In our vision, teaching should be student-oriented. This entails that teaching should be activating the students to take ownership of their own learning process, both within classes and in their choice of classes. The first is achieved by offering small-scale learning communities where active student involvement is fostered, and by using activating forms of teaching such as hands-on activities. The second aim is achieved by offering the students several electives, shared across tracks, and the possibility to do an internship. Thereby, students with different backgrounds and goals can follow their own individual learning trajectories.

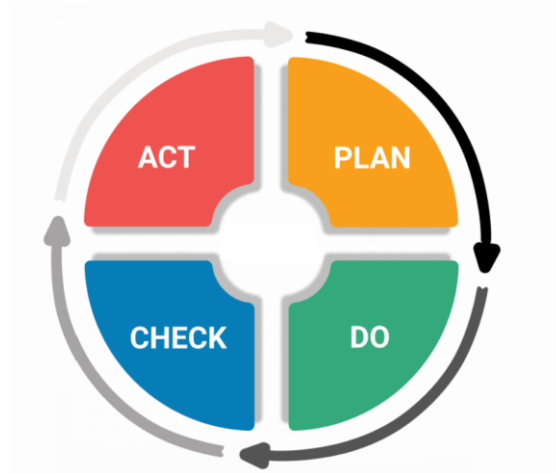
A good example of the way the programme in the track Multilingualism works is the course 'Minority Languages: The Case of Frisian'. Students are offered first-hand knowledge of language use in Friesland, as well as lectures on a selection of topics particularly applicable to Frisian, like language industry (commodification), minority language and religion, language policy, and linguistic landscapes. Classes also consist of visits to Frisian cultural and government institutions as well as to institutions where interesting sociolinguistic situations can be observed. Experts from a number of different fields introduce topics of theoretical relevance that students get a chance to test empirically themselves. Thanks to the University's ENVOIE programme the course is as of 2018/19 expanded into an international course in which the track now collaborates with the University of the Basque Country. This gives the students the opportunity to work collaboratively and across borders, and contributes to the development of their intercultural skills.

In sum, these measures lead to rich and enriching learning environments where students are enabled to learn from the instructors and from each other, and to develop individually.

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

The programme aligns itself with the protocols of the Faculty of Arts for designing, evaluating and optimizing its assessments, following the PDCA-cycle, as depicted 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:

- a. the syllabus
- b. the list of marks, comprising all marks that count towards the final mark
- c.
  - for assessments in the narrower sense of the word (i.e. tests): the test that was set, incl. model answers/key;
  - for written assignments: the formulation of the assignment, information about the assessment method (assessment criteria and standards) if this is not listed in the syllabus, and the completed assessment forms
  - for final assignments: the completed assessment forms and the work submitted (with or without the lecturer's comments)
- d. the assessment blueprint, minutes of peer-support meetings and/or intervision, evaluations and self-evaluations of course units, etc., if available.

#### b. Parties involved

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

- Programme coordinator: is responsible for formulating the assessment plan of the programme and/or track.
- Examiner (lecturer and/or course coordinator): is responsible for formulating the syllabus, based on the syllabus format of the faculty, and designing the assessments based on the matrix learning outcomes (see appendix 1) of the programme. The



examiner is also responsible for adding all necessary (links to) files belonging to the assessment dossier of their course on Nestor in the assigned folder.

- Cluster Board: is responsible for assessing the assessment plan and for gathering assessment dossiers.
- Expert Team / Board of Examiners: is responsible for assessing the assessment plan, (a selection of) assessment dossiers, and for discussing potential issues with the responsible examiners.
- Faculty Board: is responsible for formalising the assessment plan as an attachment to the TER of the programme on the basis of advice from the Board of Examiners, the Programme Committee, and the Faculty Council.

#### 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

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>3</sup> assessments at the level specified in the programme-level learning outcomes  
'X' for summative assessments at lower performance levels  
'fx' for formative<sup>4</sup> evaluations at lower performance levels

<sup>3</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)).

<sup>4</sup> Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).



In 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, 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.

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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.

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## 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.



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**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

The Master's degree level in line with the Dublin Descriptors	Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism
<p><b>1. Knowledge and understanding</b></p> <p>Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds their secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	<p>1.1 Familiarity with theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism in the field of linguistics.</p> <p>1.3 Familiarity with the latest developments in one specialized field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science.</p> <p>1.4 Knowledge of the research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics.</p> <p>1.5 The ability to independently develop new ideas for research in the field of multilingualism.</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.</p>	<p>2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics from this information.</p> <p>2.2 The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this.</p> <p>2.3 The ability to conduct independent research in one of the subdisciplines of linguistics.</p>
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.</p>	<p>3.1 The ability to understand multiple perspectives of a certain linguistic phenomenon and to compare these perspectives with each other.</p> <p>3.2 A demonstrable understanding of the nature and function of linguistics research and of the relationship between the various subdisciplines (especially sociolinguistics / neurolinguistics / psycholinguistics in relation to theoretical linguistics).</p> <p>3.3 The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing about ideas and research in the field of linguistics.</p> <p>4.2 The ability to report on supervised research in the field of linguistics via the usual media (professional or academic journals, symposia, conferences), using appropriate audiovisual and IT aids.</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5.1 The ability to specialize further in a field of linguistics and navigate their way independently through the academic literature.</p> <p>5.2 Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense.</p>



**Matrix of realized learning outcomes / course units in the Master's degree programme in Linguistics, Master's track *Multilingualism***

	1. Knowledge and understanding					2. Applying knowledge and understanding			3. Making judgements			4. Communication		5. Learning skills	
	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	5.1	5.2
<b>YEAR 1, semester 1</b>															
<b>Course unit title</b>															
Minority Languages: The Case of Frisian		X			X			X				X	X		
Essential Statistics		X		X			X	X		X	X		X		
Psycholinguistics: The Multilingual Mind	X	X	X	X	X				<b>X</b>			X	X	X	
The Multilingual School	X		X			X						X		X	
Language Planning and Policy	X	X	X		X	X	X		<b>X</b>			X	X		
<b>YEAR 1, semester 2</b>															
<b>Course unit title</b>															
MA Thesis in Multilingualism	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>		<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>	<b>X</b>
Language, Narrative and Values (elective)					X		X					X			X
MA Placement in Multilingualism						<b>X</b>	<b>X</b>							<b>X</b>	<b>X</b>

'**X**', i.e. bold, is used for summative assessments at the level specified in the programme-level learning outcomes

'X' for summative assessments at lower performance levels

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

<b>Year 1, semester 1</b>				
<b>Programme-level Learning Outcome</b>	<b>Course</b>	<b>Code</b>	<b>Course Learning Outcome*</b>	<b>Assessment</b>
<b>1.1</b>	Language Planning and Policy	TBA	Discuss the relevant sociolinguistic theories in the field of multilingualism and how language use and social meaning are related	Paper
	Psycholinguistics: The Multilingual Mind	LHF021M05	Identify and describe important facts, events, and definitions within the field of psycho- and neurobilingualism.	Weekly assignments, research paper
			Recognize and follow the reasoning behind a psycholinguistics/neurolinguistics study and the relevant theoretical background, and be able to describe these studies in their own words.	
			Replicate or think of a psycholinguistic study and carry it out.	
The Multilingual School	LHF015M05	Recall knowledge of theories of multilingual education, paying particular attention to developments in the fields of sociolinguistics and educational linguistics.	Research paper	
<b>1.2</b>	Language Planning and Policy	TBA	Illustrate how social meaning and identity are constructed by members of multilingual communities using linguistic resources in their repertoire	Paper, wikisheet, policy advice
	Minority Languages: The Case of Frisian	LHF016M05	Assess institutions and organisations dealing with multilingualism in Fryslân, using academic theories on multilingualism.	Report
	Essential Statistics	LOX016M05	Link the various ideas behind theories of language use and learning to actual data obtained in the field	Weekly assignments, exam
	Psycholinguistics: The Multilingual Mind	LHF021M05	Recognize and follow the reasoning behind a psycholinguistics/neurolinguistics study and the relevant theoretical background, and be able to describe these studies in their own words.	Weekly assignments, research paper
Connect a typical theoretical research question within psycholinguistics to an appropriate empirical way of testing this.				
Replicate or think of a psycholinguistic study and carry it out.				
<b>1.3</b>	Language Planning and Policy	TBA	Evaluate new research on language planning and/or language policies in the light of recent developments in the field of linguistic theories	Paper, policy advice

	Psycholinguistics: The Multilingual Mind	LHF021M05	Identify and describe important facts, events, and definitions within the field of psycho- and neurobilingualism	Weekly assignments, research paper
			Recognize and follow the reasoning behind a psycholinguistics/neurolinguistics study and the relevant theoretical background, and be able to describe these studies in their own words	
			Indicate the differences and similarities between monolingual and multilingual language processing and representation.	
			Replicate or think of a psycholinguistic study and carry it out.	
	The Multilingual School	LHF015M05	Identify and make connections between theory/analysis and empiricism in the field of educational linguistics	Duo presentation
<b>1.4</b>	Essential Statistics	LOX016M05	Identify and compare different research types, methods and techniques used to conduct research in the field of (applied) linguistics	Weekly assignments, exam
	Psycholinguistics: The Multilingual Mind	LHF021M05	Recognize and follow the reasoning behind a psycholinguistics/neurolinguistics study and the relevant theoretical background, and be able to describe these studies in their own words.	Weekly assignments, research paper
		Recognize and explain different methods and data used within the field of psycho- and neurobilingualism.		
		Replicate or think of a psycholinguistic study and carry it out.		
<b>1.5</b>	Minority Languages: The Case of Frisian	LHF016M05	Assess multilingual practices in order to come with relevant research questions for sociolinguistic research	Report
	Language Planning and Policy	TBA	Set up and conduct a small research project on language planning and policy that testifies of the ability to independently develop new ideas in the field of the sociolinguistics of multilingualism and language contact	Paper
	Psycholinguistics: The Multilingual Mind	LHF021M05	Replicate or think of a psycholinguistic study and carry it out	Weekly assignments, research paper
<b>2.1</b>	Language Planning and Policy	TBA	Analyse specific instances of multilingualism (e.g. receptive multilingualism) with reference to the relevant sociolinguistic theories, and use this analysis to come to a relevant and useful policy advice that takes into accounts the needs and sensitivities of stakeholders	Policy advice

	The Multilingual School	LHF015M05	Analyse and transfer knowledge of current and innovative empirical research in the area of multilingual education both in Europe and at a global scale	Duo presentation
<b>2.2</b>	Language Planning and Policy	TBA	Analyse the dynamics of particular multilingual communities to come to an understanding of how multilingualism may evolve over time and why it is managed in certain, ideologically informed, ways by authorities, institutions and individuals	Paper, policy advice
	Essential Statistics	LOX016M05	Formulate concrete research questions and statistical hypotheses in relation to datasets related to issues of language teaching and learning and language use and processing and to choose and perform the correct method and statistical techniques to answer these questions using the statistical software R/RStudio	Weekly assignments, exam
<b>2.3</b>	Essential Statistics	LOX016M05	Formulate concrete research questions and statistical hypotheses in relation to datasets related to issues of language teaching and learning and language use and processing and to choose and perform the correct method and statistical techniques to answer these questions using the statistical software R	Weekly assignments, exam
	Minority Languages: The Case of Frisian	LHF016M05	Evaluate and analyse data gathered (both by themselves and by others) from multilingual communities	Poster presentation
<b>3.1</b>	Language Planning and Policy	LHF024M05	Compare sociolinguistic approaches to the study of multilingual communities to those used in other disciplines	Paper
	Psycholinguistics: The Multilingual Mind	LHF021M05	Recognize and follow the reasoning behind a psycholinguistics/neurolinguistics study and the relevant theoretical background, and be able to describe these studies in their own words.	Weekly assignments, research paper
			Recognize and explain different methods and data used within the field of psycho- and neurobilingualism	
Indicate the differences and similarities between monolingual and multilingual language processing and representation				
<b>3.2</b>	Essential Statistics	LOX016M05	Understand, explain, and critically evaluate the soundness of the most commonly used methods and reported statistical results in scientific articles and	Weekly assignments, exam

			understand the differences, similarities and interrelationships between socio-, psycho-, and neurolinguistic research	
<b>3.3</b>	Essential Statistics	LOX016M05	Understand, explain, and critically evaluate the soundness of the most commonly used methods and reported statistical results in scientific articles and understand the differences, similarities and interrelationships between socio-, psycho-, and neurolinguistic research	Weekly assignments, exam
<b>4.1</b>	Language Planning and Policy	TBA	Develop their own argument about topics in sociolinguistics and language contact, while critically evaluating other scholars' perspectives	Paper, policy advice
	Minority Languages: The Case of Frisian	LHF016M05	Write a coherent research report according to the relevant academic standards	Report
	Psycholinguistics: The Multilingual Mind	LHF021M05	Replicate or think of a psycholinguistic study and carry it out Write an empirical research report on the results of a study following APA guidelines	Weekly assignments, research paper
	The Multilingual School	LHF015M05	Synthesise in a compelling way the main ideas and research in the field of educational linguistics, while becoming an expert in one of the approaches for multilingual education	Duo presentation, research paper
<b>4.2</b>	Minority Languages: The Case of Frisian	LHF016M05	Design and present an informative academic poster	Poster presentation
	Essential Statistics	LOX016M05	Report in writing on different aspects of quantitative research and write about obtained statistical results from empirical datasets in an academic format	Weekly assignments, exam
	Psycholinguistics: The Multilingual Mind	LHF021M05	Write an empirical research report on the results of a study following APA guidelines	Write an empirical research report on the results of a study following APA guidelines
	Language Planning and Policy	TBA	Compose a diverse range of written forms of communication (information sheets, research reports, policy advice), that testify of academic rigour, adhere to the conventions of the relevant genre, and lucidly convey essential information about language planning and policy to diverse audiences in an appealing manner	Paper, wiki sheet, policy advice
<b>5.1</b>	The Multilingual School	LHF015M05	Specialize further in the field of educational linguistics and navigate their way independently through the academic literature	Research paper
	Psycholinguistics: The Multilingual Mind LHF021M05		Replicate or think of a psycholinguistic study and carry it out;	Weekly assignments, research paper
				Research paper

		Write an empirical research report on the results of a study following APA guidelines	
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<b>Year 1, semester 2</b>				
<b>Programme-level Learning Outcome</b>	<b>Course</b>	<b>Code</b>	<b>Course Learning Outcome*</b>	<b>Assessment</b>
<b>1.1</b>	MA Thesis in Multilingualism	LHM999M20	Familiarity with theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics	Thesis
<b>1.2</b>	MA Thesis in Multilingualism	LHM999M20	The ability to make connections between theory/analysis and empiricism in the field of linguistics	Thesis
<b>1.3</b>	MA Thesis in Multilingualism	LHM999M20	Familiarity with the latest developments in one specialized field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science	Thesis
<b>1.4</b>	MA Thesis in Multilingualism	LHM999M20	Knowledge of the research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics	Thesis
<b>1.5</b>	MA Thesis in Multilingualism	LHM999M20	The ability to independently develop new ideas for research in the field of multilingualism.	Thesis
	Language, Narrative and Values	TBA	Assess the usefulness of narrative methods for data gathering and analysis for research in the field of multilingualism	Podcast, research report
<b>2.1</b>	MA Thesis in Multilingualism	LHM999M20	The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics from this information	Thesis
	MA Placement in Multilingualism	LHM000M10	The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics from this information	Placement report
<b>2.2</b>	MA Thesis in Multilingualism	LHM999M20	The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this	Thesis

	Language, Narrative and Values	TBA	Predict the kind of border experiences that the social issues that ethnolinguistic minorities face (in, for instance, politics, education and healthcare) may lead to and to use narrative research methods to verify this and to analyse those border experiences	Podcast, research report
	MA Placement in Multilingualism	LHM000M10	The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this	Placement report
<b>2.3</b>	MA Thesis in Multilingualism	LHM999M20	The ability to conduct independent research in one of the subdisciplines of linguistics	Thesis
<b>3.2</b>	MA Thesis in Multilingualism	LHM999M20	A demonstrable understanding of the nature and function of linguistics research and of the relationship between the various subdisciplines (especially sociolinguistics / neurolinguistics / psycholinguistics in relation to theoretical linguistics)	Thesis
<b>3.3</b>	MA Thesis in Multilingualism	LHM999M20	The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used	Thesis
<b>4.1</b>	MA Thesis in Multilingualism	LHM999M20	The ability to report orally and in writing about ideas and research in the field of linguistics	Thesis
	Language, Narrative and Values	TBA	Write a research report on a small narrative empirical research project	Research report
<b>4.2</b>	MA Thesis in Multilingualism	LHM999M20	The ability to report on supervised research in the field of linguistics via the usual media (professional or academic journals, symposia, conferences), using appropriate audiovisual and IT aids	Thesis
<b>5.1</b>	MA Thesis in Multilingualism	LHM999M20	The ability to specialize further in a field of linguistics and navigate their way independently through the academic literature	Thesis
	MA Placement in Multilingualism	LHM000M10	The ability to specialize further in a field of linguistics and navigate their way independently through the academic literature	Placement report
<b>5.2</b>	MA Thesis in Multilingualism	LHM999M20	Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense	Thesis

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

	Language, Narrative and Values	TBA	Assess the possibilities of narrative research methods as part of a larger, interdisciplinary research project in the field of linguistics	Research report
	MA Placement in Multilingualism	LHM000M10	Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense	Placement report



# Appendix 3. Schematic overview of the assessment programme

## Assessment Plan for the Master's degree programme in Linguistics – *Multilingualism* specialization, 2020-2021\*

YEAR 1, semester 1		Block 1		Block 2	
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10: exams/resits	Weeks 11-17: lectures	Weeks 18/19/20: exams/resits
Minority Languages: The Case of Frisian	LHF016M05	Poster presentation	Report		<b>Resit</b> Poster presentation <b>Resit</b> Report
Language Planning and Policy	TBA	Wiki sheet		Policy advice	Research paper <b>Resit</b> Wiki sheet <b>Resit</b> Policy advice
Essential Statistics	LOX016M05	Individual assignments	Mid-term statistics test		<b>Resit</b> opportunity statistics test
The Multilingual School	LHF015M05			Duo presentations	Research paper
The Multilingual Mind	LHF021M05			Individual assignments	Research report
<b>Total number of ECTS from examinations</b>	30				

YEAR 1, semester 2		Block 3		Block 4	
Course unit title	Course unit code	Weeks 1-7: lectures	Weeks 8/9/10: exams	Weeks 11-17: lectures	Weeks 18/19/20: exams/resits
Master's Thesis in Multilingualism	LHM999M20	<ul style="list-style-type: none"> <li>- Work with supervisor on thesis</li> <li>- Mandatory attendance of and assignments related to the MA Thesis workshops</li> </ul>	None	<ul style="list-style-type: none"> <li>- Work with supervisor on thesis</li> <li>- Mandatory attendance of and assignments related to the MA Thesis workshops</li> </ul>	Final thesis (the theses are marked early June to allow students to rewrite (parts of) their thesis)
Ma Internship Multilingualism	LHM000M10		Interim evaluation		Placement report
Language, Narratives, and Values	TBA		Podcast		Research paper
Language Planning and Policy	LHF024M05		<b>Resit</b> Research paper		
The Multilingual School	LHF015M05		<b>Resit</b> Research paper		
The Multilingual Mind	LHF021M05		<b>Resit</b> Research report		
<b>Total number of ECTS from examinations</b>	30				