



rijksuniversiteit
groningen

faculteit der letteren

Academic year 2024/2025

Assessment Plan

BA Minorities & Multilingualism | Fries



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.

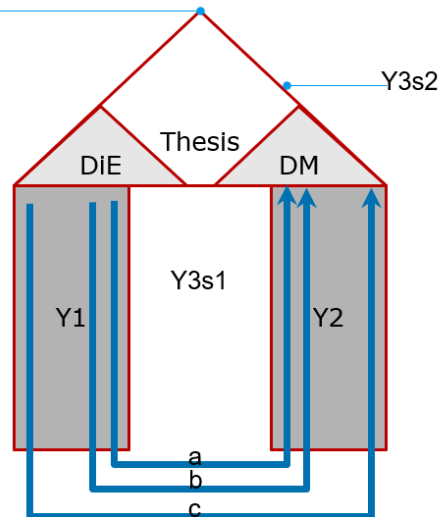
Student-oriented implies that all forms of instruction are designed to suit the required educational development of the student.

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)



Learning pathways

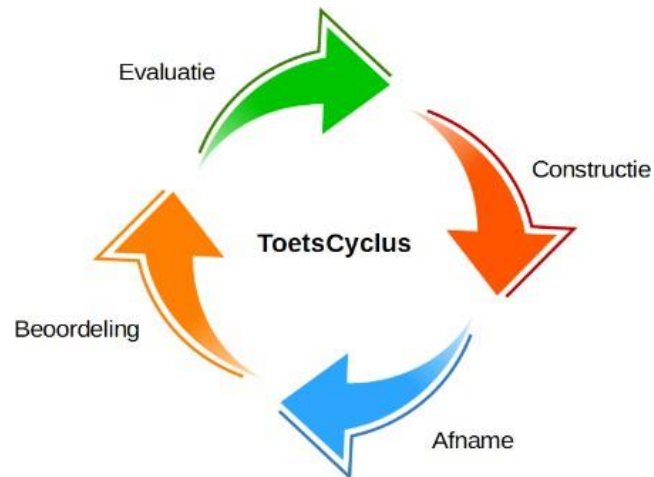
- Field-specific knowledge
- Field-specific skills
- Academic and transferable skills

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

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 optimalising its assessments, 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 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

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| Learning outcomes of the degree programme | Appendix 1 |
| Matrix learning outcomes | Appendix 2 |
| Overview 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 summative¹ 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.

To gain insight into the modes of assessment at the programme level, a schematic overview of courses and their assessment is provided in Appendix 3.

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

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)).



The Board of Examiners has a procedure for the assessments of all course units in a degree programme, bearing in mind the position of the course unit in the curriculum and in a specific learning pathway. In addition, a substantiated selection of these is evaluated.

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 programme – the implementation of the TER, Part A, Article 8.5.



Appendix 1. Learning outcomes of the degree programme

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.

| Bachelor's learning outcomes (Dublin Descriptors) | Learning outcomes of the Bachelor's degree programme in Minorities and Multilingualism |
|---|---|
| <p>1. Knowledge and understanding:</p> <p>Graduates have demonstrable knowledge and understanding in a field of study that builds upon their general 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>Graduates have:</p> <ol style="list-style-type: none"> 1. An understanding of the study of minorities and multilingualism as an interdisciplinary field through knowledge of the relevant disciplines in the human sciences (e.g. sociology, political science, history, anthropology, cultural studies, (socio)linguistics etc.), including their methodologies and theories. 2. Knowledge and understanding of the linguistic, cultural, and power dynamics around and within ethnolinguistic minorities. 3. Knowledge and understanding of the roles that multilingualism may play for individuals, as well as in different communities. 4. Knowledge and understanding of the most important characteristics of minority representation (e.g. in institutional, political, cultural, artistic, media and educational contexts). 5. An understanding of minority group formation as embedded within local, national, transnational, and global contexts, and how these contexts relate to each other; with a particular focus on case studies from Europe, the Northern Netherlands and Fryslân. 6. N.B. For the Frisian track only: Knowledge and understanding of the historic, linguistic, cultural, and power dynamics of Fryslân (in a wide geographical sense and context). |
| <p>2. Applying knowledge and Understanding:</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> | <ol style="list-style-type: none"> 1. The ability – based on knowledge of the dominant theories from the field and with reference to relevant academic literature – to set up a research project in the field of minorities and multilingualism and its subdisciplines (see 1.1.) of limited scope, conduct fieldwork and report on the results; the ability to make an informed choice between research methods, both qualitative and quantitative, when doing this, and to apply and interpret these methods correctly. 2. The ability to draw up a comparative analysis of aspects of multilingualism in minority language areas; the ability to draw up a comparative analysis of aspects of diversity in multilingual and cultural settings 3. The ability to work in an interdisciplinary fashion; to combine knowledge and skills from different academic disciplines in order to analyse more successfully issues concerning minorities and multilingualism; the ability to analyse ethnolinguistic diversity from different (cultural, social, linguistic and cognitive) perspectives and combine these different perspectives to come to a clearer understanding of it, both in general and in specific cases. |

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| | <ol style="list-style-type: none"> 4. The ability to handle large data sets. 5. N.B. For the Frisian track only: the ability to draw up a linguistic analysis of Frisian phonology, morphology and syntax. 6. N.B. For the Frisian track only: the ability to analyse Frisian or Old-Frisian texts and place them into their respective legal-historical or cultural-historical context. |
| <p>3. Making judgements</p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to form judgements that include reflection on relevant social, academic or ethical issues.</p> | <ol style="list-style-type: none"> 1. The ability, based on the knowledge acquired, to present a well-founded assessment of academic literature in the field of (socio)linguistics, literature, and history of minority languages. 2. The ability to problematize – in an academic sense - current societal and cultural issues concerning ethnolinguistic minorities – in particular in the European context. 3. The ability to identify and contextualise developments concerning ethnolinguistic minorities, on a global level, as well as concerning specific minorities. 4. The ability to formulate evidence-based policy advice regarding issues of linguistic and cultural diversity, and to do so while being sensitive to the different settings in which this diversity may manifest itself, as well as the feelings and opinions of the people involved. |
| <p>4. Communication</p> <p>Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p> | <ol style="list-style-type: none"> 1. The ability to prepare and deliver well-structured forms of communication in English – efficiently, purposefully, and with an eye to quality, using a variety of media, in a variety of genres, for a variety of audiences. 2. The ability to productively work in a group, including to effectively manage group dynamics, and to coordinate and negotiate differences toward the achievement of the common goal of producing a unified product and to increase understanding and knowledge by pooling individual resources creatively. 3. The ability to write academic essays and papers that effectively convey knowledge, ideas and data analyses, and that meet relevant academic standards (concerning referencing, annotation and bibliography, questions and hypotheses, and processing sources). 4. N.B. For the Frisian track only: speaking, understanding, reading and writing skills in modern Frisian (attainment level comparable to CEFR C2). 5. N.B. For the Frisian track only: the ability to convey information, ideas and solutions based on good listening, reading, oral and writing skills in Frisian. 6. N.B. For the Frisian track only: the ability to give a presentation in Frisian, to write a well-structured text in Frisian and to translate complex Dutch texts in various genres into Frisian and vice versa. |
| <p>5. Learning skills</p> <p>Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy.</p> | <ol style="list-style-type: none"> 1. The ability to independently, quickly and efficiently gather relevant information, including the use of digital techniques, demonstrating a significant degree of responsibility, self-discipline and initiative, and to select and process such information in critical and creative ways. 2. The ability to think in problem and solution- oriented ways and identify, analyse and evaluate academic problems based on current developments in the field. |

Appendix 2. Matrix of learning outcomes

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 | | |
| Rethinking Global Inequality: People, Power and Poverty (Minor Development Studies, LBA038B05) | | X | | | X | | | | | | | | | | | X | | X | | | | | | | |
| ETC/L&S A: General Introduction to Linguistics (LEU056P05) | | X | | X | | | | | | | | | | X | | X | | X | | X | | | | X | |
| Minority Languages I (LEU056P05) | | X | X | | | | | | X | | | | | | | | | X | | X | | | | | |

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|--|------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Minority Languages II (LHF043P05) | | X | X | | | | X | | | | | | | | | | | | X | | | | | | |
| ETC / L&S 2: Structure and Variation (LEU132B05) | | X | | | | | | X | | | | | | X | | | | | X | X | | | | | |
| FT | Fries voor niet-Friestaligen | | | | | X | | | | | | | | | | | | | | | X | | | | |
| | Frysk as Minderheidstaal I | X | X | | | | X | | | | | | | | | | | X | | X | X | X | X | | X |
| | Frysk as Minderheidstaal II | X | X | | | | X | | | | | | | | | | | | | X | X | X | X | | |
| <i>Year 1, semester 2</i> | PLO | 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 |
| ETC/ P&S A: Making Modern Europe (LEU058P05) | | X | X | | X | X | | | | | | | | | X | | | | X | | | | | | |
| ETC / L&S 3: Language Learning (LEU138B05) | | X | | X | | | | X | | | | | | X | | | | | | X | | | | | X |
| ETC / P&S B: Themes in European Politics (LEU062P05) | | X | X | | | X | | | X | | | | | | | | | | X | | | | | | |

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|--|-----------------------------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|--|
| ETC / L&S 4: Language and Power (LEU144B05) | | X | X | X | X | X | | | | | | X | | | | | | | X | | X | | | | | |
| FT | Fryske taalfeardigens I | | | | | X | | | | | X | | | | | | | | | X | X | X | | | | |
| | Fryske taalfeardigens Ib | | | | | X | | | | | X | | | | | | | | | X | X | X | | | | |
| <i>Year 2, semester 1</i> | PLO | 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 | Kunst, cultuur en media in Fryslâ | X | X | X | X | X | X | | | | | | | X | X | | X | X | X | | | | | | X | |
| | Fryske Taalkunde | X | | X | X | | | X | X | X | | X | | X | X | X | X | X | | | | | | X | X | |
| | Aldfrysk | | | | | X | | | | | X | X | X | | | | | | | X | X | X | | | | |

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|--|-------------------------------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|---------|-----|-----|-----|-----|---------|
| | Fryske taalfeardigens IIa | | | | | | X | | | | | | X | | | | | | | X | X | X | | | |
| | Fryske taalfeardigens IIb | | | | | | X | | | | | | X | | | | | | | X | X | X | | | |
| <i>Year 2, semester 2</i> | PLO | 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 | | | | | |
| FT | Geschiedenis van Friesland | | | | | | X | X | | | | | | | | | X | | | | X | X | X | X | |
| <i>Year 3, semester 2</i> | PLO | 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 3. Schematic overview of the assessment programme

| Year 1 Semester 1 | | Block 1 | Block 2 |
|---|-----------|---------------------------------|---------------------------|
| Module | Code | Week 1-10 | Week 11-20 |
| Rethinking Global Inequality: People, Power and Poverty | LBA038B05 | tba | |
| L&S A: General Introduction to Linguistics | LEU056P05 | Assignments and/or digital exam | |
| Minority Languages I | LHF042P05 | Blogpost, essay, exam | |
| Introduction to Minority Studies: Basic Concepts & Theories | tba | | Presentation, essay, exam |
| Minority Languages II | LHF028P05 | | Case study report, exam |

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|------------------------------------|-----------|--|---|
| L&S 2: Structure and Variation | LEU132B05 | | Written exam, presentation, assignments |
| Fries voor niet-Friestaligen | | Presentation | Oral exam |
| Frysk as minderheidstaal I | | Blogpost, essay, exam | |
| Frysk as minderheidstaal II | | | Case study report, exam |
| Year 1 Semester 2 | | Block 3 | Block 4 |
| Module | Code | Week 1-10 | Week 11-20 |
| P&S A: Making Modern Europe | LEU058P05 | Readings, assignments, and/or written partial exam | |
| L&S 3: Language Learning | LEU138B05 | Digital multiple choice exam, written assignment | |
| P&S B: Themes in European Politics | LEU062P05 | | Exam |

| ETC / L&S 4: Language and Power | LEU144B05 | | | | Presentation and paper | | |
|---|-----------|-------------------------------------|-------------|--------------------------|------------------------|-------------|-------------------------------|
| Fryske taalfearnichheid Ia | | | | | Exam | | |
| Fryske taalfearnichheid Ib | | | | | Exam | | |
| 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 | LHF049B05 | | | | White paper chapter | Essay | White paper chapter, essay |

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|--|-----------|------------------------|-------------|-------------------|---------------------------------|---------------------------|---|
| in Arts, Culture and Media II | | | | | | | |
| Research Methodology I | LHF038B0 | | | | Course project | Written report | Course project, written report |
| Kunst cultuur en media | | | | | | Essay, exam | Essay, exam |
| Fryske taalkunde | | assignments | exam | Exam, assignments | | Paper, presentation | Paper, presentation |
| Aldfrysk | | | | | | Exam, paper, presentation | Exam, paper, presentation |
| 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, podcast | Research paper | Roundtable discussions, podcast, research paper |
| Geschiedenis van Friesland | | | | | | Essay, exam | Essay, exam |
| 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 |