rijksuniversiteit groningen

faculteit der letteren

Assessment Plan

Master Linguistics

Master's track Multilingualism

1 / Vision of teaching and assessment[1]

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[2] 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. These 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.

Research-based teaching

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[1] 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
[2] See https://myuniversity.rug.nl/infonet/medewerkers/let/onderwijs/vision-for-education

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.

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 in block 1, 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. Block 1 and Block 2 of the first semester are the pillars that support assessing students at end level during the second semester in the form of a thesis. There is a free space of 10ECTS in the same semester, in which a student can either do an internship, or elective courses.

Outcome of the programme
Programme learning outcomes, can be summarised as 'multilingual leadership': our alumni are able to advice on or implement language planning or policy making aimed at creating or strengthening socially just multilingual practices in a local, national, or transnational setting.

Thesis

S2

Intern-ship or elective

B1

B2

a
b
c
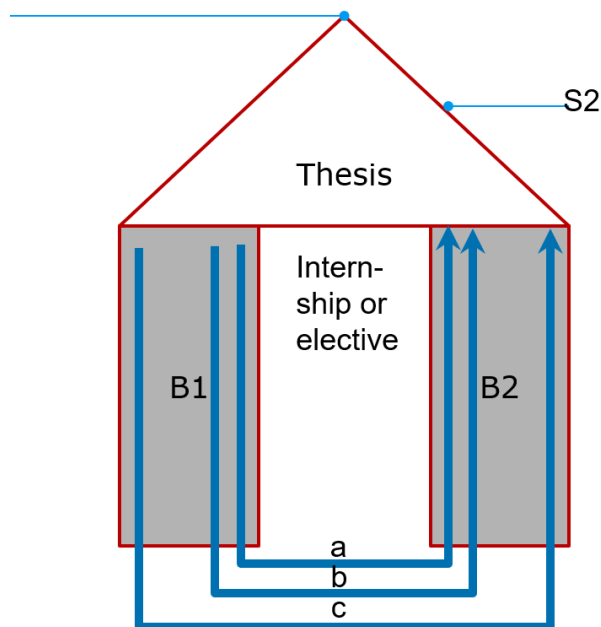
Learning pathways

a. Field-specific knowledge
b. Field-specific skills
c. Academic and transferable skills

The three learning pathways are in line with the Dublin Descriptors. They are: (1) Field-specific knowledge (Dublin Descriptor 1, Programme learning outcomes 1.1-1.6); (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 4.1-5.4).

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:

ACT PLAN

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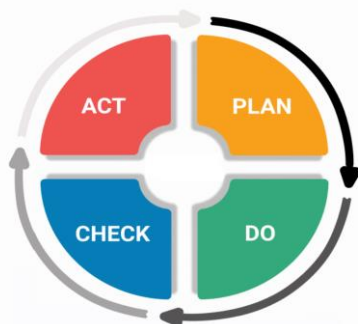
3 / Assessment dossier

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 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[3] assessments at the level specified in the programme-level learning outcomes
'X' for summative assessments at lower performance levels

In parallel with the curriculum, the assessment programme (Appendix 2) offers a balanced, well-structured overview of modes of assessment and exam periods. 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.

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

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[3] 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 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.

6 / Archiving

Lecturers archive the Assessment Dossiers of their courses in the respective course environment folders created on Brightspace 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 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 - the implementation of the TER, Part A, Article 4.16

1. Programme Learning Outcomes and learning pathways

These programme learning outcomes can be found under 3.1 of the Teaching and Examination Regulations (TER/OER), part B of the MA programme Linguistics, to which this assessment plan is an appendix

The Master's degree level in line with the Dublin Descriptors	Learning pathway	Programme Learning Outcomes of the MA-track Multilingualism	Corresponding MA Linguistics learning outcome
1. Knowledge and understanding	*Field-specific knowledge*	1.1 Demonstrable specialist knowledge and understanding of concepts and theories of multilingualism.	1.1
		1.2 The ability to make connections between linguistic theory/analysis, and multilingual realities in e.g. education, policy making, organizations and families.	1.2
		1.3 Familiarity with the most recent developments in one or more subfields of linguistics (e.g. psycholinguistics, neurolinguistics, sociolinguistics).	1.3
		1.4 Experience with the methods and techniques used to conduct research on multilingualism.	1.4
		1.5 The ability to independently develop new ideas for research on multilingualism.	1.5
		1.6 The ability to theorise and analyse multilingualism in an interdisciplinary manner, by use of specialist knowledge of interactions between linguistics and other disciplines (e.g. educational science, public administration studies, organizational studies studies, cultural studies).	1.6
		1.7 Frisian specialization only: Oanwiisbere spesjalistyske kennis en begryp fan de Fryske taalsituaasje	1.1
2. Applying knowledge and understanding	*Field-specific skills*	2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions with regards to multilingualism from this information.	2.1
		2.2 The ability to identify strengths, weaknesses, opportunities and threats for language planning and policy making in multilingual settings at local, national, or	2.2

		transnational level; the ability to assess how these are embedded in social realities; and, based on this, the ability to generate hypotheses, methods and research.	
		2.3 The ability to conduct independent research on multilingualism within one of the subdisciplines of linguistics.	2.3
		2.4 Frisian Specialization only: It fermogen om ynformaasje út ferskillende boarnen en fakgebieten te kombinearjen en hjirút relevante problemen en fragen mei betrekking ta it Frysk yn in meartalige kontekst te distillearjen	2.1
		2.5 Frisian Specialization only: It fermogen om sterke en swakke punten, kânsen en bedrigingen foar Fryske taalplanning en -polityk te identifisearjen; it fermogen om te sjen hoe't dy ûnderdiel binne fan sosjale werklikheden; en, hjirop basearre, it fermogen om hypotezen, metoaden en ûndersyk te generearjen	2.2
		2.6 Frisian Specialization only: It fermogen om selsstannich ûndersyk te dwaan binnen de Frisistyk	2.3
3. Making judgements		3.1 The capacity to take on a leadership role in multilingual issues through an understanding of the multiple perspectives on these issues and the ability to compare these perspectives, and to weigh them against each other in a balanced manner.	3.1
		3.2 A demonstrable understanding of the nature and function research on multilingualism, and how, in research on multilingualism, the various subdisciplines of linguistics (e.g. sociolinguistics, psycholinguistics, formal linguistics) relate to each other and to other disciplines (e.g. educational science, public administration studies, organizational studies studies, cultural studies).	3.2
		3.3 A demonstrable understanding of how research on multilingualism may inform sustainable language planning or policy making in a local, national, or transnational setting	3.3
		3.4 The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.	

		3.5 Frisian Specialization only: Oanwiisber begryp fan hoe't ûndersyk nei meartalichheid brûkt wurde kin foar in duorsume Fryske taalplanning en -polityk	3.2
4. Communication	*Academic and transferable skills*	4.1 The ability to report orally and in writing about ideas and research in the field of linguistics, both to an audience of fellow specialists, and to broader audiences.	4.1
		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.	4.2
		4.3 Frisian Specialization only: It fermogen om mûnling en skriftlik yn it Frysk ferslach út te bringen fan wittenskiplike konsepten en ûndersyk, sawol foar fakgenoaten as foar in breed publyk	4.1
5. Learning skills		5.1 The ability to continue to study independently, with an eye to life-long learning, both within and outside the academe.	5.1
		5.2 The ability to acquire new knowledge, and independently find the relevant academic literature	5.2
		5.3 The ability to follow developments within the field of multilingualism, to constantly revise their knowledge and understanding of it, to develop new skills accordingly, to assess how this may benefit organisations and society, and to take the lead in making this happen.	5.3
		5.4 the ability to start a PhD programme in the fields of linguistics in the widest possible sense	5.4
		5.5 Frisian Specialization only: It fermogen om te begjinnen mei in promoasjetrajekt yn de Frisistyk	

Matrix of Learning Outcomes[4]

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.

Learning pathway		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	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	5.4
Essential Statistics			X		X				X	X		X		X	X	X				
Minority Languages: The Case of Frisian		X	X						X		X		X		X					
Semester 1, block 2	**PLO**	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	5.4
The Multilingual School		X	X				**X**	X	X				**X**		X			**X**	X	
Psycholinguistics: The Multilingual Mind		X	X	X	X	X					**X**				X	**X**	**X**			
Semester 1	**PLO**	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	5.4
Language Planning and Policy		X	X	X	X	X		X		X		X			X	X			**X**	
Semester 2	**PLO**	1.1	1.2	1.3	1.4	1.5	1.6	2.1	2.2	2.3	3.1	3.2	3.3	3.4	4.1	4.2	5.1	5.2	5.3	5.4
MA Thesis in Multilingualism		**X**	**X**	**X**	**X**	**X**		**X**	**X**	**X**		**X**		**X**	**X**					**X**

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[4] The learning outcomes of the Frisian Specialisation are not included here. As stipulated under 3.4 of the TER of the MA Linguistics, a plan will be drafted for students who opt for this specialization at the beginning of their Master. This plan is set up per student and will assure that the learning outcomes for the Frisian specialisation (see 3.2 of the TER) are reached, by doing a number of assignments in Frisian, writing their thesis in Frisian, and devoting 10ECTS in the second semester (either in the form of a placement, or in the form of elective courses) to Frisian topics. This plan must be approved by the Chair in Frisian Studies of the University of Groningen.

Course																		
Elective: MA Internship in Multilingualism							X	X						X		X	X	X	
Elective: Language, Narrative and Values					X			X						X		X	X		X

1. Learning outcomes of the course units

Note: The learning outcomes of the Frisian Specialisation are not included here. As stipulated under 3.4 of the TER of the MA Linguistics, a plan will be drafted for students who opt for this specialization at the beginning of their Master. This plan is set up per student and will assure that the learning outcomes for the Frisian specialisation (see 3.2 of the TER) are reached, by doing a number of assignments in Frisian, writing their thesis in Frisian, and devoting 10ECTS in the second semester (either in the form of a placement, or in the form of elective courses) to Frisian topics. This plan must be approved by the Chair in Frisian Studies of the University of Groningen.

Semester 1, Block 1					
Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
Essential Statistics	LOX016M05	Field-specific knowledge	1.2	1. Link the various ideas behind theories of language use and learning to actual data obtained in the field	Exam
			1.4	2. Identify and compare different research types, methods and techniques used to conduct research in the field of (applied) linguistics	
		Field-specific knowledge	2.2	3. 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	
			2.3		
			3.2		

			3.4	4. 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	
		Academic and transferable skills	4.1	5. Report in writing on different aspects of quantitative research and write about obtained statistical results from empirical datasets in an academic format	
			4.2		
Minority Languages: The Case of Frisian	LHF016M05	Field-specific knowledge	1.1	1. Identify key concepts within sociolinguistics and minority language studies	Literature review, presentation
				2. Identify different forms of language governance and legislation with respect to minority languages on a global, European, and national (Dutch) scale	
			1.2	3. Explain how minority language use and development is embedded within local, national and global power dynamics	
				4. Relate language rights, language governance and regulation to the actual sociolinguistic situation of a minority language (specifically Frisian)	
				6. Demonstrate understanding of the historical development and contemporary sociolinguistic situation of the Frisian language	Literature review, presentation
			2.2		

Module	Code	Learning pathway	PLO	Course Learning Outcomes	Assessment
		Field-specific skills	3.1	7. Discuss how the Frisian language is embedded within local, national and global power dynamics from a comparative perspective.	
			3.3	5. Assess institutions and organisations dealing with minority languages, using academic theories on multilingualism & minority languages	Literature review
		Academic and transferable skills	4.1	8. Write a coherent literature review according to the relevant academic standards.	
				9. Orally present the information gathered in a coherent literature review to a diverse non-specialist audience	Presentation,
Semester 1, Block 2					
Module	Code	Learning pathway	PLO	Course Learning Outcomes	Assessment
The Multilingual School	LHF015M05	Field-specific knowledge	1.1	1. Critically assess theories of multilingual education, paying particular attention to developments in the fields of sociolinguistics and educational linguistics	Paper
			1.2	2. Formulate possible connections between theory/analysis and empiricism in the field of educational linguistics.	Presentation
			1.6	3. Critically assess how linguistic research can be combined with educational science in research on multilingualism in education	Paper
		Field-specific skills	2.1	4. Synthesise the main ideas and research in the field of educational linguistics	Knowledge clip, presentation, paper

			2.2	5. Critically assess a variety of approaches to multilingual education and make an informed choice between these for a specific case.	Paper
			3.3	6. Critically assess how research on multilingualism may inform sustainable language planning in education	Presentation
		Academic and transferable skills	4.1	7. Communicate their ideas and research findings on multilingual education in a variety of media, genres and registers (knowledge clip, oral presentation, academic paper)	Knowledge clip, presentation, paper
			5.2	8. Analyse and transfer knowledge of current and innovative empirical research in the area of multilingual education both in Europe and at a global scale	
Psycholinguistics: The Multilingual Mind	LHF021M05	Field-specific knowledge	1.1	1. Identify and describe important facts, events, and definitions within the field of psycholinguistics and neurobilingualism.	Paper
			1.2	2. Connect a typical theoretical research question within psycholinguistics and neurobilingualism to an appropriate empirical way of testing this.	
			1.3	3. 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.	
			1.4	4. Recognize, explain, and compare some of the most commonly used methods used within the field of psycholinguistics and neurobilingualism.	

Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
		Field-specific skills	1.5	5. (Partially) replicate or think of a research question for a psycholinguistic study.	
			3.1	6. Indicate the differences and similarities between the processing and representation of language(s) in monolinguals and bi- or multilinguals.	
		Academic and transferable skills	4.1 4.2 5.1	7. Write an empirical research report on the results of an experimental study following APA guidelines.	

Semester 1					
Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
Language Planning & Policy	LHF026M10	Field-specific knowledge	1.1	1. Discuss the relevant sociolinguistic theories in the field of multilingualism and how language use and social meaning are related	Research report
			1.2	2. Illustrate how social meaning and identity are constructed by members of multilingual communities using the linguistic resources in their repertoire	Research report, policy advice
			1.3	3. Evaluate new research on language planning and/or language policies in the light of recent developments in the field of linguistic theories	
			1.5	4. Set up and conduct a small research project on language planning and policy that testifies of the ability to independently develop new	Research report

		 		ideas in the field of the sociolinguistics of multilingualism and/or language contact	
		 	1.6	6. Compare sociolinguistic approaches to the study of multilingual communities to those used in other disciplines	
		Field-specific skills	2.1	5. Analyse the dynamics of particular multilingual communities with reference to relevant sociolinguistic theories, and identify specific contexts that need intervention, or gaps in the knowledge given the current literature on language policy and planning.	Policy advice
		Academic and transferable skills	4.1	7. Develop their own argument about topics in sociolinguistics and language contact, while critically evaluating other scholars' perspectives	Research report, policy advice
			4.2	8. Compose a diverse range of written forms of communication (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.	
			5.3	9. Identify social issues related to linguistic diversity and multilingualism, that can be addressed in terms of language policy and planning, and generate policy proposals to address those issues that take into account the needs and sensitivities of stakeholders.	Policy advice

<div align="center">Semester 2</div>

Module	Code	Learning pathway	PLO	Course learning outcome	Assessment
MA Thesis in Multilingualism	LHM999M20	Field-specific knowledge	1.1	1. Critically assess theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics (TER 1.1)	Thesis
			1,2	2. Design a research project that testifies of a direct connection between theory/analysis and empiricism in the field of linguistics (TER 1.2)	
			1,3	3. Critically review other scholars' work, including the latest developments in one specialized field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science (TER 1.3)	
			1.4	4. Select appropriate research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics (TER 1.4)	
			1,5	5. Independently develop new ideas for research in the field of multilingualism. (TER 1.5)	
			2.1	6. Combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics from this information (TER 2.1)	

		Field-specific skills	2.2	7. Select methods for research and devise hypotheses based on an assessment of social issues/problems and their societal and academic relevenace (TER 2.2)	
			2.3	8. Conduct independent research in one of the subdisciplines of linguistics (TER 2.3)	
			3.2	9. Set up, perform and report on a research project in a way that testifies of an 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) (TER 3.2)	
			3.4	10. Evaluate the soundness of linguistics research in terms of the statistics and methodology used	
		Academic and transferable skills	4.1	11. Report in writing about ideas and research in the field of linguistics	
			5.4	12. Assess the relevance and feasibility of research projects on multilingualism.	
MA Internship in Multilingualism	LHM000M10	Field-specific skills	2.1	1. Combine information from different sources and subdisciplines and distil relevant problems and questions with regards to multilingualism from this information, in the context of either a concrete organizational setting, or a specific research project.	Internship report

			2.2	2. Identify an issue or problem with multilingualism, either in a concrete organizational setting, or within a specific research project.	
			3.3	3. Generate descriptions, hypotheses and methods for research that can be used to deal with the issue or solve the problem mentioned under (2), using insights and methods from the field of linguistics.	
		Academic and transferable skills Field-specific knowledge	5,1	4. Assess, in a concrete organizational setting, or within a specific research project, where there own knowledge and skills are lacking, and to independently take steps to remedy this.	
			5.2	5. Gather and synthesize relevant academic literature in the context of a concrete organizational setting, or within a specific research project	
			5.3	6. Formulate, in a concrete organizational setting, or within a specific research project, specific solutions or proposals, based on available academic research, and/or their own original research.	
			5.4	7. (For research internships only) Assess the relevance and feasibility of research projects on multilingualism.	
Language, Narrative and	LHF025M10	Field-specific knowledge	1.5	1. Assess the usefulness of narrative methods for data gathering and analysis for research in the field of multilingualism	Paper, podcast

Values (elective)		Field-specific skills	2.2	2. 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	
		Academic and tranferable skills	4.1	3. Write a research report on a small narrative empirical research project	Paper
			5.4	4. Assess the possibilities of narrative research methods as part of a larger, interdisciplinary research project in the field of linguistics	

Appendix 3. Schematic overview of the assessment programme

f: Formative assignment

S: Summative assignment

Semester 1 (30 ECTS)		Block 1			Block 2		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Minority Languages: The Case of Frisian	LHF016M05	Report (f); Presentation (S)	Literature review (S)	Resubmission literature review (S)			
Essential Statistics	LOX016M05	Individual assignments (f)	Exam (S)	Resit exam (S)			
The Multilingual School	LOX016M05				Presentations (S); Knowledge clips (S)	Paper (S)	Resubmission paper (S); resubmission knowledge clips.
The Multilingual Mind	LHF021M05				Quizes (S); draft paper (f); peer review (S)	Paper (S)	Paper (S)
Language Planning & Policy	LHF026M05	Research assignments (f)			Poster (S); Individual assignments (f)	Policy Advice (S); Resubmission Poster (S)	Resubmission Policy Advice (S)

Semester 2 (30 ECTS)		Block 3			Block 4		
Module	Code	Classes	Examination	Resit	Classes	Examination	Resit
Master's Thesis in Multilingualism	LHM999M20	Research assignments (f)				Thesis (S)	Resubmission thesis (S)
Ma Internship Multilingualism	LHM000M10		Midterm review (f)		Internship report (S)		Resubmission internship report
Language, Narrative and Values	LHF025M10	Podcast				Paper	Resubmission paper