rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

Bachelor European Languages and Cultures

1 / Vision of teaching and assessment

The Faculty of Arts offers high-quality teaching that is fuelled and inspired by leading research. The Faculty is a classic Arts faculty, offering mono- and multidisciplinary programmes that are each of a high standard and together create space for interdisciplinary teaching. Graduates are equipped with knowledge and skills that suit the 21st century. They are known for their language mastery, often in multiple languages, and their understanding of communication processes. Their analytical abilities and critical minds enable them to form well-founded judgements. They have the skills that match the 'digital turn' that academic research has been making in the past few years. They are able to order and analyse (large quantities of) data and information, and draw adequate conclusions. In addition to these research skills, they have a strong intercultural awareness as well as the ability to work together with others in a constructive manner. The structure of the programmes prepares them for a suitable position in the non-profit sector or the business world. Academic developments, as well as a rapidly changing world, encourage us to think about how we can best equip, activate and inspire our Arts students with a view to their future role in society. The organization of our teaching is transitioning into a more interactive learning environment in which dialogue takes centre stage. The Faculty's students and staff are characterized by an increasing heterogeneity in language, qualifications and cultural background. We want to offer all our students a safe and inclusive learning environment in which they are willing to push their boundaries, take risks and make mistakes, and in which they can be proud of their successes. A crucial factor in this is the quality of our academic and support staff. The academic expertise as well as the didactic skills of eminent researchers from the Netherlands and abroad make a significant contribution to the development of a new generation of academic professionals. They inspire their students by integrating their own research in their classes or by having students participate in their own research.

Dialogue

We offer our students a learning environment that stimulates them to actively work on their own learning process. A good interaction between students, academic and support staff is essential. In this, it is crucial that students and lecturers discuss the learning process together, as well as students discussing it amongst themselves, and that lecturers discuss the content of a course unit, how it will be taught and how this facilitates the student's learning process. Lecturers develop modes of instruction that stimulate interaction. They give students feedback and guide them towards achieving the intended learning outcomes. The dialogue between students and lecturers is also a way to continuously improve teaching. Digital teaching resources play an increasingly important role in this. Interaction is also the most important building block for continuously improving teaching quality outside the classroom: among colleagues and within programme teams, between the programme committee, board of examiners and degree programme board, between degree programmes, alumni and the

workplace, between student representatives and the faculty board. It is exactly by shaping our teaching together that we are able to achieve a high quality.

Learning is key

Students and lecturers together form a true learning community. In each course unit, the student's learning process – both as an individual and as a group member – is key. Students of various backgrounds learn together and from each other in seminars or team assignments. They optimally prepare for a working life in which a global perspective and an open approach to other cultures are crucial. Teaching comprises recognizable learning pathways in which academic skills are integrated into course units within the entire curriculum. Lecturers choose suitable and challenging modes of instruction and assessment, provide specific feedback and stimulate students where possible to reflect on their learning process and further shape this. Assessment not only serves to assess the delivered performance, but also to provide insight into students' progress with a view to the learning outcomes. Formative evaluation (feedback) plays a major role in this. Students, in turn, provide feedback to their lecturers via teaching evaluations, enabling them to further improve their teaching.

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

Written tests are designed by examiners and peer reviewed within the chair group. Examiners conduct the tests, check and assess them. After the course, the tests are evaluated by students. For some of the courses, ESI's expertise is called upon for a statistical analysis of the tests, to identify questions that do not sufficiently distinguish between students who have or have not met the learning outcomes. The results of the evaluation and of the statistical analysis are discussed in the programme committee and, if necessary, adjustments are proposed to the examiners.

3 / Assessment dossier

a. 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 examiners of a programme ensure that the Board of Examiners has the following documents available in the form of a 'assessment dossier':

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 a selection of completed assessment forms

d. the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available

e. a statement per chair group about the peer review process of the assessment.

b. Parties involved

The following actors are responsible for fulfilling the tasks concerning the assessment dossier: the lecturers, the members of the chair group (for peer review) and the Board of Examiners.

4 / Assessment timetable

Learning outcomes of the degree programme	Appendix 1
Matrix learning outcomes	Appendix 2
Schematic overview of the assessment programme	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 2) 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 final 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. underlined, is used for summative assessment[1] at the final attainment level;
"x" for summative assessment at a lower attainment level;
"fx" for formative assessment[2] at a lower attainment level.

In parallel with the curriculum, the assessment programme (appendix 3) offers an overview of modes of assessment and exam periods. Course units within a learning pathway may be given the same visual highlighting 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

[1] Summative assessment is the examination that aims to make judgments about a student's knowledge and skills. This is usually done with a grade combined with some form of justification for the grade (free from 'Toetsen in het hoger onderwijs' (2017)).
[2] Formative assessment involves the process of seeking, aggregating, and interpreting information that students and teachers can then use to determine where students are in their learning process, what they need to work toward, and in what way that will be achieved most effectively (free from 'Toetsen in het hoger onderwijs' (2017)).

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).

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 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 theses is evaluated.**

6 / Archiving

Examiners are responsible for archiving tests, rubrics, and exams for 7 years after the test is taken.

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.

Rules and Responsibilities for the assessment of the Faculty of Arts

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 at the level specified in the programme-level learning outcomes (coded: "x", i.e. underlined), and course units in which formative (coded "fx") or summative assessment at a lower attainment level (coded: "x") takes place.

Placement manual – a manual for the placement course unit.

Syllabus – a document that sets out the details of the TER and the Assessment Plan at course unit level in accordance with the information in Ocasys.

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

Appendix 1. Learning outcomes of the degree programme

Description of the Bachelor's level in accordance with the Dublin descriptors	**Learning outcomes of the specialization** **Bachelor's graduates:**
1. Knowledge and understanding: 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.	1. Have knowledge of European linguistics in a broad sense 2. Have knowledge of a wide range of European literary texts as well as literary history and theory 3. Have knowledge of the political and sociocultural context of Europe in diachronic and synchronic perspectives
2. Applying knowledge and understanding: Graduates are able to apply their knowledge and understanding in a manner that indicates a professional approach to their job or profession, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study.	1. Are able to adequately communicate in a second (foreign) language 2. Are able to develop innovative ideas 3. Are able to select, process and analyse information from a range of sources 4. Are able to identify, formulate and resolve problems 5. Are able to reason in the abstract and analytically and synthesize ideas
3. Making judgements: Graduates have the ability to gather and interpret relevant data (usually within their field of study) to make judgements that include reflection on relevant social, academic or ethical issues.	1. Are able to gather and interpret relevant data in order to form judgements about relevant social, academic or ethical issues 2. Are able to take critical distance
4. Communication: Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	1. Are able to motivate and guide others 2. Are able to communicate essential information from their own discipline or field to both experts and non-experts 3. Are able to have constructive discussions with others while respecting diversity 4. Are able to express themselves correctly, carefully and at an academic level both orally and in writing, in Dutch or English and/or the second foreign language (Major language)
5. Learning skills: Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy.	1. Are able to stay up-to-date with developments in their field 2. Are able to plan properly and keep to deadlines 3. Are able to function independently and in a team.

Appendix 2. Matrix Learning outcomes

				1. Knowledge and understanding			2. Applying knowledge and understanding					3. Making judgements		4. Communication				5. Le s
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1
» Year 1 (Shared Profiles)																		
course unit code	**course unit title**	Language	ECTS															
LEU038P05	Studying Europe	EN/NL	5	x	x	x		x	x	x	x	x	x		x		x	
LEU056P05	L&S a: General Introduction to Linguistics	EN/NL	5	x					x		x	x	x				x	
LEU057P05	C&L a: Text and Context	NL	5		x			x	x	x	x	x	x				x	
LEU058P05	P&S a: Making Modern Europe	EN	5			x					x		x			x	x	
LEU059P05	Academic Skills	EN	5						x	x		x						x
LEU060P05	L&S b: Introduction to Socio/Applied Linguistics	NL/EN	5	x					x			x	x			x	x	
LEU061P05	C&L b: Culture and Context	EN	5		x			x	x	x	x	x	x			x	x	
LEU062P05	P&S b: Themes in European Politics	EN	5			x					x		x			x	x	

» Year 1, Semester 1 (Language Major and Elective)																		
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1
LEU022P05	German Proficiency Plus 1b (B1/B2)	German					x											
LEU070P10	German Proficiency Plus 1 (B1/B2)	German	10				x											
LEU031P05	English Proficiency 1b (B2)	EN					x		x		x		x				x	
LEU066P10	English Proficiency 1 (B2)	EN	10				x		x		x		x				x	
LEU025P05	French Proficiency Plus 1b (B1)	French					x								x			
LEU068P10	French Proficiency Plus 1 (B1)	French	10				x								x			
LEU014P05	Italian Proficiency 1b (A2)	Italian					x											
LEU071P10	Italian Proficiency 1 (A2)	Italian	10				x											
LEU052P05	Dutch Proficiency 1b (A2)	Dutch					x											

LEU076P10	Dutch Proficiency 1 (A2)	Dutch	10				x											
LEU018P05	Russian Proficiency 1b (A1)	Russian					x											
LEU072P10	Russian Proficiency 1 (A1)	Russian	10				x											
LEU013P05	Spanish Proficiency Basic 1b (A2)	Spanish					x									x		
LEU073P10	Spanish Proficiency Basic 1 (A2)	Spanish	10				x									x		
LEU029P05	Spanish Proficiency Plus 1b (B1)	Spanish					x									x		
LEU074P10	Spanish Proficiency Plus 1 (B1)	Spanish	10				x									x		
LEU020P05	Swedish Proficiency 1b (A2)	Swedish					x											
LEU075P10	Swedish Proficiency 1 (A2)	Swedish	10				x											
» Year 1, Semester 2 (Language Major and Elective)																		
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1
LEU009X05	German Proficiency Plus 2b (B2/C1)	German					x											
LEU028X10	German Proficiency Plus 2 (B2/C1)	German	10				x											
LEU016P05	German Proficiency Basic 1b (A2)	German					x											
LEU069P10	German Proficiency Basic 1 (A2)	German	10				x											
LEU014X05	English Proficiency 2b (B2/C1)	EN					x	x	x	x	x	x	x		x	x	x	
LEU024X10	English Proficiency 2 (B2/C1)	EN	10				x	x	x	x	x	x	x		x	x	x	
LEU011X05	French Proficiency Plus 2b (B2)	French					x		x							x		
LEU026X10	French Proficiency Plus 2 (B2)	French	10				x		x							x		
LEU033P05	French Proficiency Basic 1b, Major (A2)	French					x											
LEU067P10	French Proficiency Basic 1 (A2)	French	10				x											
LEU001X05	Italian Proficiency 2b (B1)	Italian					x		x							x		
LEU029X10	Italian Proficiency 2 (B1)	Italian	10				x		x							x		
LEU018X05	Dutch Proficiency 2b (B1+)	Dutch					x		x							x		
LEU023X10	Dutch Proficiency 2 (B1)	Dutch	10				x		x							x		
LEU016X05	Russian Proficiency 2b (A2)	Russian					x		x							x		

LEU030X10	Russian Proficiency 2 (A2)	Russian	10				x		x							x			
LEU004X05	Spanish Proficiency Basic 2b (B1)	Spanish					x		x							x			
LEU031X10	Spanish Proficiency Basic 2 (B1)	Spanish	10				x		x							x			
LEU005X05	Spanish Proficiency Plus 2b (B2)	Spanish					x		x							x			
LEU032X10	Spanish Proficiency Plus 2 (B2)	Spanish	10				x		x							x			
LEU007X05	Swedish Proficiency 2b (B1)	Swedish					x		x							x			
LEU033X10	Swedish Proficiency 2 (B1)	Swedish	10				x		x							x			

				1. Knowledge and understanding			2. Applying knowledge and understanding					3. Making judgements		4. Communication				5. Learning skills		
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
» Year 2 (Profiles)																				
course unit code	**course unit title**	Language	ETCS																	
LEU157B05	C&L 1: Gendering Culture	NL/EN	5		x			x		x	x	x		x		x		x		x
LEU130B05	**Short:** C&L 2: Otherness, Strangeness, Abnormality **Long:** Culture and Literature 2: The Unfamiliar. Otherness, Strangeness, Abnormality	NL/EN	5		x	x		x	x	x					x	x	x		x	x
LEU136B05	**Short:** C&L 3: Racism, Discrimination, Inequality **Long:** Culture and Literature 2: Racism, Discrimination, Inequality from Colonialism to Now	EN/NL	5		x	x		x	x	x	x	x	x			x	x		x	x
LEU126B05	L&S 1: Multi- and Plurilingualism	EN	5	x					x	x	x	x	x		x	x	x		x	x
LEU132B05	L&S 2: Structure and Variation	EN/NL	5	x					x	x	x									x
LEU138B05	L&S 3: Language Learning	EN/NL	5	x					x		x	x				x			x	x
LEU127B05	P&S 1: Institutions & Politics of the EU	EN	5			x		x	x	x	x	x	x			x	x		x	x
LEU133B05	P&S 2: Applied Research Methods	EN/NL	5			x		x	x	x	x	x	x		x	x	x		x	x
LEU137B05	P&S 3: Research Seminar	EN/NL	5			x		x	x	x	x	x	x			x	x		x	x

» Year 2 (Electives)																			
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU177B10	ELC Profile+	EN		x	x	x		x	x	x	x	x	x		x	x		x		

» Year 2 (Language Major and Elective)																			
course unit code	**course unit title**	Language		1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU074B05	German Proficiency Basic 2b (B1)	German					x		x							x				
LEU027X10	German Proficiency Basic 2 (B1)	German	10				x		x							x				
LEU024B05	German Proficiency Plus 3b (C1)	German					x		x			x			x	x	x			
LEU171B10	German Proficiency Plus 3 (C1)	German	10				x		x			x			x	x	x			
LEU076B05	German Proficiency Basic 3b (B2)	German					x		x							x				
LEU170B10	German Proficiency Basic 3 (B2)	German	10				x		x							x				
LEU026B05	English Proficiency 3b (C1)	EN					x		x	x	x	x	x	x		x	x		x	x
LEU167B10	English Proficiency 3 (C1)	EN	10				x		x	x	x	x	x	x		x	x		x	x
LEU028B05	French Proficiency Plus 3b (C1)	French					x								x	x	x			
LEU169B10	French Proficiency Plus 3 (C1)	French	10				x								x	x	x			
LEU078B05	French Proficiency Basic 2b (B2)	French					x									x				
LEU025X10	French Proficiency Basic 2 (B2)	French	10				x									x				
LEU080B05	French Proficiency Basic 3b (C1)	French					x									x				
LEU168B10	French Proficiency Basic 3 (C1)	French	10				x									x				
LEU030B05	Italian Proficiency 3b (B2)	Italian					x		x	X	x					x				
LEU172B10	Italian Proficiency 3 (B2)	Italian	10				x		x	x	x					x				
LEU032B05	Russian Proficiency 3b (B1/B2)	Russian					x		x		x					x				
LEU173B10	Russian Proficiency 3 (B1/B2)	Russian	10				x		x		x					x				

LEU034B05	Spanish Proficiency 3b (B2)	Spanish					x		x		x					x			
LEU174B10	Spanish Proficiency Basic 3 (B2)	Spanish	10				x		x		x					x			
LEU036B05	Spanish Proficiency Plus 3b (B2/C1)	Spanish					x		x		x					x			
LEU175B10	Spanish Proficiency Plus 3 (B2/C1)	Spanish	10				x		x		x					x			
LEU022X05	Dutch Proficiency 3b (B2/C1)	Dutch					x		x	x	x					x			
LEU166B10	Dutch Proficiency 3 (B2/C1)	Dutch	10				x		x	x	x					x			
LEU038B05	Swedish Proficiency 3b (B2)	Swedish					x		x							x			
LEU176B10	Swedish Proficiency 3(B2)		10				x		x							x			

» Year 2 (Language Specific Modules)																			
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU111B05	Culture and Literature 1: Dutch	Dutch	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU093B05	Culture and Literature 1: English	English	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU062B05	Culture and Literature 1: French	French	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU091B05	Culture and Literature 1: German	German	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU065B05	Culture and Literature 1: Italian	Italian	5		x	X	x		x	x	x	x	x		x	x	x		x	x
LEU094B05	Culture and Literature 1: Russian	Russian	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU083B05	Culture and Literature 1: Spanish	Spanish	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU092B05	Culture and Literature 1: Swedish	Swedish	5		x	x	x		x	x	x	x	x		x	x	x		x	x
LEU110B05	Politics and Society 1: Dutch	Dutch	5			x	x							x			x			
LEU057B05	Politics and Society 1: English	English	5			x	x							x			X			
LEU064B05	Politics and Society 1: French	French	5			x	x							x			X			
LEU056B05	Politics and Society 1: German	Germna	5			x	x							x			X			
LEU067B05	Politics and Society 1: Italian	Italian	5			x	x							x			X			

LEU058B05	Politics and Society 1: Russian	Russian	5			x	x							x			X			
LEU060B05	Politics and Society 1: Spanish	Spanish	5			x	x							x			X			
LEU061B05	Politics and Society 1: Swedish	Swedish	5			x	x							x			X			
LEU112B05	Language and Society 1: Dutch	Dutch	5	x			x							x	x		x			
LEU087B05	Language and Society 1: English	English	5	x			x							x			X			
LEU063B05	Language and Society 1: French	French	5	x			x							x			X			
LEU089B05	Language and Society 1: German	German	5	x			x							x			X			
LEU066B05	Language and Society 1: Italian	Italian	5	x			x							x			X			
LEU090B05	Language and Society 1: Russian	Russian	5	x			x							x			x			
LEU059B05	Language and Society 1: Spanish	Spanish	5	x			x							x			X			
LEU088B05	Language and Society 1: Swedish	Swedish	5	x			x							x			x			

				1. Knowledge and understanding			2. Applying knowledge and understanding					3. Making judgements		4. Communication				5. Learning skills		
				1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
YEAR 3 (Minor)																				
course unit code	**course unit title**	Language	ETCS																	
LEU118B15	Minor Placement ELC	NL	15					x	x	x	x	x	x	x		x	x		x	x
LDX004B05	German Adv. proficiency module (C1/C2)	German	5				x		x		x				x	x	x			
LRF031B05	French Adv. proficiency module (C1)	French	5				x		x		x				x	x	x			
LSX014B05	Russian Adv. proficiency module (B1/B2)	Russian	5				x		x		x				x	x	x			
LRS036B05	Spanish Adv. proficiency module (C1)	Spanish	5				x		x		x				x	x	x			
YEAR 3 (Profiles)																				
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU155B05	C&L 4: Thesis Lab	EN	5		x			x	x	x	x	x	x		x	x	x	x	x	x

LEU156B05	C&L 5: Thinking Culture	EN	5		x			x	x	x	x	x	x				x		x	x
LEU153B05	L&S 4: Research Methods	EN	5	x					x	x	x	x	x							
LEU154B05	L&S 5: Language in the Mind	EN/NL	5	x				x		x					x					
LEU151B05	P&S 4: Thesis Lab	EN/NL	5			x		x	x	x	x	x	x		x	x	x	x	x	x
LEU152B05	P&S 5: State of the Art in EPS	EN	5			x			x		x		x			x	x		x	x
YEAR 3 (Bachelor's Thesis)																				
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU117B10	Bachelor's Thesis European Languages and Cultures	**VT**	**10**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**	**x**		**x**		**x**	**x**	**x**	
» Year 3 (Language Specific Modules)																				
course unit code	**course unit title**			1.1	1.2	1.3	2.1	2.2	2.3	2.4	2.5	3.1	3.2	4.1	4.2	4.3	4.4	5.1	5.2	5.3
LEU116B10	Language Specific 2: Dutch	Dutch	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU098B10	Language Specific 2: German	German	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU099B10	Language Specific 2: English	English	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU100B10	Language Specific 2: Italian	Italian	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU101B10	Language Specific 2: Spanish	Spanish	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU102B10	Language Specific 2: French	French	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU103B10	Language Specific 2: Russian	Russian	10	x	x	x	x	x	x	x	x	x	x	**x**	x	**x**	x		x	**x**
LEU104B10	Language Specific 2: Swedish	Swedish	10	x	x	x	x	x	x	x	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**
course unit title	**code**	**week 1-10**	**week 11-20**
Studying Europe	LEU038P05	Assignments and/or written partial exam	
L&S a	LEU056P05	Assignments and/or digital exam	
C&L a	LEU064P05		Assignments and/or written partial exam
P&S a	LEU058P05		Readings, assignments, and/or written partial exam
Major language 1 / 1b	various		Written and/or oral assignments and exams
Total ECTS examined		15	15
Year 1 semester 2		**Block 3**	**Block 4**
course unit title	**code**	**week 1-10**	**week 11-20**
Academic skills	LEU059P05	Assignments, presentations, exams, and/or papers	
L&S b	LEU060P05	Assignments, presentations, exams, and/or papers	
C&L b	LEU065P05		Assignments, presentations, exams, and/or papers
P&S b	LEU062P05		Assignments, presentations, exams, and/or papers
Major language 2 / 2b	various		Written and/or oral assignments and exams
Total ECTS examined		15	15

Year 2 semester 1		**Block 1**	**Block 2**
course unit title	**code**	**week 1-10**	**week 11-20**
Profile course 1	various	Assignments, presentations, exams, and/or papers	
Profile course 2	various		Assignments, presentations, exams, and/or papers
Major language 3 / 3b	various		Written and/or oral assignments and exams
Elective 1a	various	Assignments, presentations, exams, and/or papers	
Elective 1b	various		Assignments, presentations, exams, and/or papers
Total ECTS examined		15	15
Year 2 semester 2		**Block 3**	**Block 4**
course unit title	**code**	**week 1-10**	**week 11-20**
Profile course 3	various	Assignments, presentations, exams, and/or papers	
Language specific 1 P&S*	various	Assignments, presentations, exams, and/or papers	
Language specific 1 C&L*	various		Assignments, presentations, exams, and/or papers
Language specific 1 L&S*	various		Assignments, presentations, exams, and/or papers
Elective 2a	various	Written and/or oral assignments and exams	
Elective 2b	various		Written and/or oral assignments and exams
Total ECTS examined		15	15

Year 3 semester 1		**Block 1-2**	
course unit title	**code**	**Week 1-20**	
Advanced Proficiency	various	Written and/or oral assignments and exams	
Total ECTS examined		5	
Year 3 semester 2		**Block 3**	**Block 4**
course unit title	**code**	**week 1-10**	**week 11-20**
BA thesis Europese languages and cultures	various	Thesis	
Profile course 4	various	Assignments, presentations, exams, and/or papers	
Profile course 5	various		Assignments, presentations, exams, and/or papers
Language specific 2	various	Written and/or oral assignments and exams	
Total ECTS examined		30	

* individual order per language