rijksuniversiteit groningen / faculteit der letteren

Academic year 2025/2026

Assessment Plan

BA Minorities & Multilingualism | Fries

1 / Vision of teaching and assessment

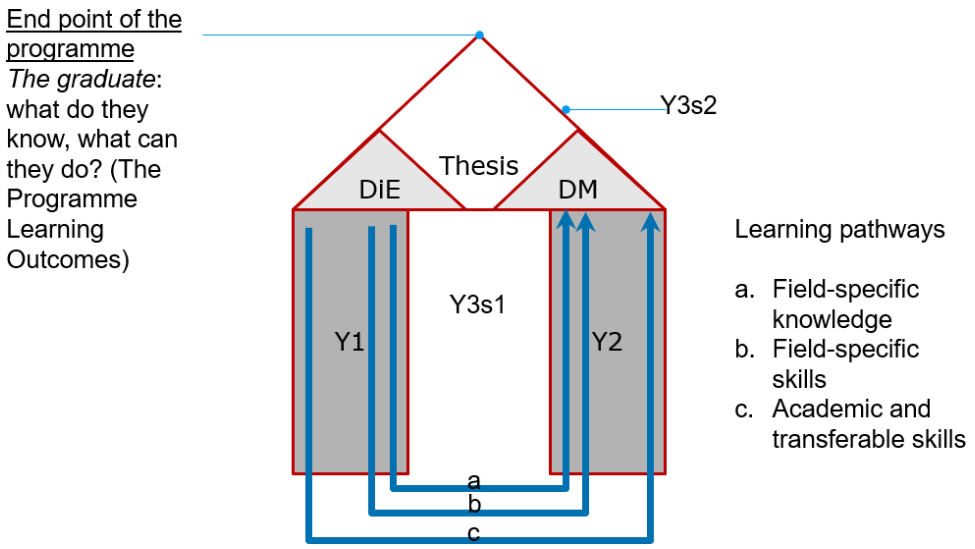
The Minorities and Multilingualism|Fries BA programme aligns itself with the intention of the Faculty of Arts to shape the curriculum according to the international requirements of the job market, among other things through novel pedagogical approaches and a teaching environment with an intercultural 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).

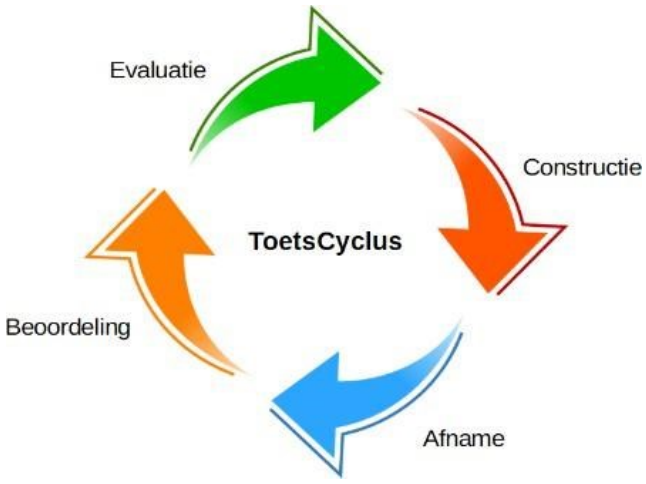


The M&M Assessment House

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

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 unites that include summative assessment 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[1] 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 theses is evaluated.

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.

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. The Frisian Track is compulsory for students in year 1.

Bachelor's learning outcomes (Dublin Descriptors)	**Learning outcomes of the Bachelor's degree programme in Minorities and Multilingualism** Graduates have:
1. **Knowledge and understanding:** 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.	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).
2. **Applying knowledge and Understanding:** Graduates can apply their knowledge an 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.	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. 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.
3. **Making judgements** 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.	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.
4. **Communication** Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	1. The ability to prepare and deliver well-structured forms of communication – 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.
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. 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 1.6	2.1	2.2	2.3	2.4	FT 2.5	2.6	3.1	3.2	3.3	3.4	4.1	4.2	4.3	FT 4.4	4.5	4.6	5.1	5.2
ETC/L&S A: General Introduction to Linguistics (LEU056P05)		X		X										X		X		X		X				X	
Minority Languages I (LHF042P05) = Frysk as Minderheidstraal I		X	X						X									X		X						

Minority Languages II (LHF043P05) = Frysk as Minderheidstaal II		X	X						X														X							
ETC / L&S 2: Structure and Variation (LEU132B05)		X								X												X	X							
Inleiding Frisistiek (LHF057P10)		X			X	X	X				X		X					X								X				
Year 1, semester 2	**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						
Methodologie (LNX003P05)										X	X	X	X	X																	
ETC / L&S 3: Language Learning (LEU138B05)		X		X				X			X			X						X				X						
Literaire Canon / Inleiding Lit (LNL006P05)													X					X	X	X	X									

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FT	Fryske taalfeardigens IIa (LHF057B05)						X					X								X	X	X					
FT	Fryske taalfeardigens IIb (LHF058B05)						X					**X**								X	X	X					
Year 2, semester 2	**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 (LHF039B10)						X	X									X				X	X	X	X			
Year 3, semester 2	**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
L&S A: General Introduction to Linguistics	LEU056P05	Assignments and/or digital exam	
Minority Languages I	LHF042P05	Blogpost, essay, exam	
Minority Languages II	LHF043P05		Case study report, exam

L&S 2: Structure and Variation	LEU132B05		Written exam, presentation, assignments
Inleiding Frisistiek	LHF057P10	Presentation	Oral exam
Minority Languages I / Frysk as minderheidstaal I	LHF042P05	Blogpost, essay, exam	
Minority Languages II / Frysk as minderheidstaal II	LHF043P05		Case study report, exam
Year 1 Semester 2		Block 3	Block 4
Module	Code	Week 1-10	Week 11-20
Methodologie	LNX003P05		Portfolio, Presentatie
L&S 3: Language Learning	LEU138B05	Digital multiple choice exam, written assignment	
Literaire Canon I	LNL006P05	Mondeling, Portfolio	

Friese Literatuur	LHF058P05		Presentation, Assignments (graded)
Taalfeardigens I	LHF056P10		Assignments (hand-in), Exam
Year 2 Semester 1		Block 1	Block 2
Module	Code	Week 1-10	Week 11-20
ETC / C&L 2: Otherness, Strangeness, Abnormality	LEU130B05		Essay, Presentation
CIS: Academic Skills I	LCX019P05	Written assignment	
CIS: Academic Skills II	LCX020P05		Written exam, Presentation

NLS and CIS: Statistics	LCX046B05	Digital exam, Written assignment			Digital exam, Written assignment		
Kunst cultuur en media in Fryslän	LHF011B10					Essay, exam	Essay, exam
Fryske taalkunde	LHF041B10	assignments	exam	Exam, assignments		Paper, presentation	Paper, presentation
Aldfrysk	LHF044B10					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	LHF039B10					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