



rijksuniversiteit
groningen

faculteit der letteren

Assessment Plan
ReMa Linguistics 2021-2022



1 / Vision of teaching and assessment

Our vision builds on the Faculty of Arts' stated focus on dialogue and learning; we value not just the gaining of knowledge but questioning and critical engagement as part of the learning process. Our courses are interactive and the assessment of our students focuses on their ability to use a range of means of communication, including digital tools, to express their ideas and show their ability to theorize and do research by applying theory to data in linguistic analysis.

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

Courses in the research master almost invariably require students to create written projects. The procedure is as follows:

- Written assignment prompt, through collaboration with co-instructors if applicable, in accordance with the intended learning outcomes and modes of instruction/learning activities
- Students are given a deadline for submission and also a re-sit deadline if their paper does not receive a sufficient grade (5.5 or higher) in its initial form
- The assignment is distributed to students
- performance assessment of student work
- analysis of the results : was the assessment appropriate for the students, i.e., neither too easy nor too hard
- communication of results and feedback
- evaluation of the assessment instrument : what changes would make it a better test of student knowledge and ability to do linguistic analysis
- improvement of previous steps in the assessment cycle as needed

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:

- the syllabus
- the list of marks, comprising all marks that count towards the final mark
- 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)
- the assessment blueprint, minutes of peer-support meetings, evaluations and self-evaluations of course units, etc., if available
- 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 dossier:

- the course instructors upload this information to Nestor
- this information is checked by the secretariat to insure completion
- the Exam Board reviews these dossiers

4 / **Assessment timetable**

Overview of learning outcomes of the degree programme + matrix	Appendix 1
Overview of the intended learning outcomes of the course units	Appendix 2



Schematic overview of time periods intended for assessment, modes of assessment used and their modes of assessment	Appendix 3
Additional regulations for the graduation dossier	Appendix 4

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. underlined, is used for summative¹ assessments at the level specified in the programme-level learning outcomes
'x' for summative assessments at lower performance levels
'fx' for formative² evaluations 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

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)).

² Formative evaluation relates to the process of searching, aggregating and interpreting information, which students and lecturers can then use to determine how students are doing in their learning process, what they should work towards and how this can be most effectively done (adapted from *Toetsen in het hoger onderwijs* (2017)).



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

The Board of Examiners annually issues advice on each degree programme's draft assessment plan for the coming academic year. Further, the Programme Committee reviews the assessment plan annually.

b. Safeguarding of assessment quality at course unit level

The Board of Examiners aims to evaluate the assessments for all course units in a degree programme in a three-year cycle – in other words, to examine each course unit's assessment at least once every three years, 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

The required documents will be uploaded to the Assessment Dossier folder on Nestor for each course.

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 – a schematic overview of time periods intended for assessment, modes of assessment used and, if relevant, learning pathways (previously known as the ‘assessment plan’).

Assessment protocol – the implementation of the TER, Part A, Article 8.7.

Appendix 1. Learning outcomes of the degree programme + Matrix of learning outcomes

<p><i>Description of Master's level according to the Dublin Descriptors</i></p>	<p><i>Learning outcomes of the Research Master's Programme in Linguistics</i></p> <p>A Master Degree in Linguistics is awarded to students who:</p>
<p>Knowledge and understanding Have demonstrated knowledge and understanding that is founded upon and extends and/or enhances the level that is typically associated with Bachelor's level, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context.</p>	<p>1.1 have general knowledge and understanding of several subdisciplines in linguistics, their interpretations, methodologies and techniques</p> <p>1.2 have a thorough knowledge of at least one theoretical and methodological approach within linguistics</p>
<p>Applying knowledge and understanding Can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study.</p>	<p>2.1 are able to formulate an academic problem independently, and in so doing, to select, apply and where necessary adapt an adequate theoretical framework and one or more relevant research methods</p> <p>2.2 are able to make an original contribution to knowledge in at least one subdiscipline in linguistics</p> <p>2.3 are able to independently formulate a research proposal</p>

<p>Making judgements</p> <p>Have the ability to integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgements.</p>	<p>3.1 make use of the research results of others and evaluate these critically</p> <p>3.2 are able to make connections between their own specialist knowledge of a subdiscipline of linguistics and other subdisciplines of linguistics or and other related disciplines, for example, psychology, neurology or information science</p>
<p>Communication</p> <p>Can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non-specialist audiences clearly and unambiguously.</p>	<p>4.1 are able to participate actively in a research group working on an academic project</p> <p>4.2 are able to work with other students and lecturers on an academic project</p> <p>4.3 are able to participate in international academic debate in the chosen area of specialization and to present an academic problem convincingly in appropriate English, both orally and in writing</p>
<p>Learning Skills</p> <p>Have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous.</p>	<p>5.1 are able to keep abreast of the latest developments in linguistics and broaden and deepen their own knowledge and understanding</p> <p>5.2 are able to reflect on the implications of one's work for the development of linguistic theories</p>

KEY For Appendix 1 Matrix

x, i.e. underlined, is used for summative³ assessments at the level specified in the programme-level learning outcomes

'x' for summative assessments at lower performance levels

'fx' for formative evaluations at lower performance levels

		1. Kennis en inzicht		2. Toepassen kennis en inzicht			3. Oordeelsvorming		4. Communicatie			5. Leervaardigheden	
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
JAAR 1 semester 1													
Vaktitel*	vakcode												
Basic Statistics (C)	LTR013M05	<u>x</u>	<u>x</u>	fx			x	x					
Corpus Linguistics (C)	LTR014M05	<u>x</u>	<u>x</u>	fx			x	x			x		
Linguistic Analysis (C)	LTR017M10	<u>x</u>	<u>x</u>				x	x					
Discourse Analysis	LTR027M10		x	<u>x</u>			x					x	x

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)).

JAAR 1 semester 2													
Vaktitel*	vakcode												
Designing your Research Project (C)	LTR021M05			x		<u>x</u>	x				x		x
Language, Brain and Cognition	LTR008M10		x	x		<u>x</u>	x	x		x	x	x	x
Methodology & Statistics Ling. Research*	LTR002M10		x	<u>x</u>			x				x		
Research Training	LTR028M05/ LTR029M05		fx						fx	fx	<u>x</u>		
LOT Course 1 (C)	LTR015M05	x	x				x				x	x	x
Summer School/Winter School/Tutorial	LTR016M05 or LTR012M10	x	x	x		x	x			x	x	x	x

* Taught once per 2 years

Appendix 2. Learning outcomes and their assessment in course units

		1. Kennis en inzicht		2. Toepassen kennis en inzicht			3. Oordeelsvorming		4. Communicatie			5. Leervaardigheden	
		1.1	1.2	2.1	2.2	2.3	3.1	3.2	4.1	4.2	4.3	5.1	5.2
JAAR 2 semester 1													
Vaktitel*	vakcode												
Research Internship in Linguistics (C)	LTR011M20		x	x	x	x	x		x	x	x	x	x
LOT Course 2 (C)	LTR016M05	x	x				x				x	x	x
Summer School/Winter School/Tutorial	LTR012M10 or LTR016M05			x	x	x	x			x	x	x	x
JAAR 2 semester 2													
Vaktitel*	vakcode												
Methodology & Statistics Ling. Research*	LTR002M10		x	x			x				x		

Research Master's Thesis in Linguistics, Thesis Class (C)	LTR999M30	x	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	<u>x</u>	x			<u>x</u>	<u>x</u>	<u>x</u>
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* C = compulsory module

* Taught once per 2 years

Appendix 3. Schematic overview of the assessment programme

JAAR 1 semester 1		Blok 1		Blok 2	
Vaktitel*	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Basic Statistics (C)	LTR013M05	computer practical	Written examination + test computer practical		exam re-sit
Corpus Linguistics (C)	LTR014M05			computer practical, weekly assignments	Report on research project report re-sit
Linguistic Theory (C)	LTR017M10	homework assignments,	written project	homework assignments	Take home exam re-sit written project exam re-sit
Research Training+	LTR028M05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Totaal aantal ECTS	30				
JAAR 1 semester 2		Blok 3		Blok 4	
Vaktitel*	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Designing your Research Project (C)	LTR021M05			Peer review, participation in panel and mock defence	Research proposal proposal re-sit
Language, Brain and Cognition	LTR008M10	presentations, short papers.		presentations, short papers.	Report on research project. project re-sit
Methodology & Statistics Ling. Research*	LTR002M10	computer practical	No separate exam, if at least 80% of the lab session reports were judge as		

			passed, the course is passed (pass/fail grade)		
Discourse Analysis	LTR027M10	Essay 1 Essay 1 re-sit	Essay 2	Essay 2 re-sit	Essay 3 Essay 3 re-sit
Research Training+	LTR029M05	Participation in faculty research project	Reflective essay about applications of theory and methods used in project	Participation in faculty research project	Reflective essay about applications of theory and methods used in project
Summer School/Winter School/ Tutorial	LTR012M10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS	120				
JAAR 2 semester 1		Blok 1		Blok 2	
Vaktitel*	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Research Internship in Linguistics (C)	LTR011M20	This specialization module involves an internship in a research environment. Assessment is based on the internship and an internship report.			
LOT Course 2 (C)	LTR016M05	The student takes LOT classes, e.g. at the LOT Summer School or Winter School. Assessment is based on a paper.			
Summer School/Winter School/ Tutorial	LTR012M10	The student takes classes at a summer school or winter school or pursues an independent study. Assessment is based on a paper.			
Totaal aantal ECTS	30				
JAAR 2 semester 2		Blok 3		Blok 4	
Vaktitel*	vakcode	week 1-7 colleges	week 8/9/10 toetsing	week 11-17 colleges	week 18/19/20 toetsing
Methodology & Statistics Ling. Research*	LTR002M10	computer practical	No separate exam, if at least 80% of the lab session reports were judge as passed, the course is passed (pass/fail grade)		
Research Master's Thesis in Linguistics, including Thesis Class (C)	LTR999M30	thesis			

Totaal aantal ECTS	30				
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* C = compulsory module

+ Can be taken either semester, but for 5 or 10 ETCS

* Taught every other year

Appendix 4. Additional regulations for the graduation dossier