



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

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- 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:

“<u>x</u>”, i.e. underlined, is used for summative assessment¹ at the final attainment level; “x” for summative assessment at a lower attainment level; “fx” for formative assessment² at a lower attainment level.
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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 course units and create a balanced mix in the run-up to the programme-level learning

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)).





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 4. The student has knowledge of one or two overarching themes within the humanities, and can explain the consequences of these themes for the knowledge domain of European Languages and Cultures
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 5. 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

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	tba	Assignments and/or written partial exam	
Introduction to European Language & Society	tba	Assignments and/or digital exam	
Introduction to Culture and Literature: Text and Context	tba		Assignments and/or written partial exam
Introduction to European Politics and Society	tba		Assignments, presentations, exams, and/or papers
Major language 1	tba	Written and/or oral assignments and exams	
Total ECTS examined		30	
Year 1 semester 2		Block 3	Block 4
course unit title	code	week 1-10	week 11-20
Academic skills and perspectives	tba	Assignments, presentations, exams, and/or papers	
Faculty-wide course 1	tba	Digital exam	
Major language 2	tba	Written and/or oral assignments and exams	
Total ECTS examined		30	

Year 2 semester 1		Block 1	Block 2
course unit title	code	week 1-10	Week 11-20
Profile course 2	tba	Assignments, presentations, exams, and/or papers	
Major language 3	tba	Written and/or oral assignments and exams	
Elective 1	tba	Assignments, presentations, exams, and/or papers	
Total ECTS examined		30	
Year 2 semester 2		Block 3	Block 4
course unit title	code	week 1-10	Week 11-20
Profile course 3	tba	Assignments, presentations, exams, and/or papers	
Language specific 1 P&S*	tba	Assignments, presentations, exams, and/or papers	
Language specific 1 C&L*	tba		Assignments, presentations, exams, and/or papers
Language specific 1 L&S*	tba		Assignments, presentations, exams, and/or papers
Faculty-wide course 2	tba	Project-based portfolio	
Total ECTS examined		30	

Year 3 semester 1		Block 1-2	
course unit title	code	Week 1-20	
Advanced Proficiency		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	tba	Thesis	
Profile course 4	tba	Assignments, presentations, exams, and/or papers	
Profile course 5	tba		Assignments, presentations, exams, and/or papers
Language specific 2	tba	Written and/or oral assignments and exams	
Total ECTS examined		30	

* individual order per language