MASTER'S PROGRAMME

LINGUISTICS

FACULTY OF ARTS

UNIVERSITY OF GRONINGEN

Master's programme Linguistics, University of Groningen

CONTENTS

This report was finalised on 1 Oktober 2019.

REPORT ON THE MASTER'S PROGRAMME LINGUISTICS OF THE UNIVERSITY OF GRONINGEN

This report takes the NVAO's Assessment Framework for Limited Programme Assessments as a starting point (September 2016).

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Master's programme Linguistics

Name of the programme:	Linguistics (Taalwetenschappen)
CROHO number:	60815
Level of the programme:	master's
Orientation of the programme:	academic
Number of credits:	60 EC
Specialisations or tracks:	European Linguistics
	Neurolinguïstiek (Dutch)
	Applied Linguistics - TEFL
	Multilingualism
Location(s):	Groningen and Leeuwarden
	(track Multilingualism)
Mode(s) of study:	full time
Language of instruction:	Dutch, English
Expiration of accreditation:	01/11/2019

The visit of the assessment panel Linguistics to the Faculty of Arts of the University of Groningen took place on 21, 22 and 23 May 2019.

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

Name of the institution:	University of Groningen
Status of the institution:	publicly funded institution
Result institutional quality assurance assessment:	positive

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 7 January 2019. The panel that assessed the master's programme Linguistics consisted of:
- Em. prof. F. (Frank) Willaert, emeritus professor in Early Dutch Literature at the University of Antwerp (Belgium) [chair];
- Prof. dr. F. (Folkert) Kuiken, professor by special appointment in Dutch as a second language and Multilingualism at the University of Amsterdam;
- Prof. dr. S.L. (Sarah) de Lange, professor by special appointment at the Department of Political Science at the University of Amsterdam;
- Prof. H. (Helen) Wilcox, professor in English Literature at Bangor University (Wales);
- O. (Onno) van Wilgenburg MA, team leader Languages in Secondary Education at Nuffic
- T. (Tamara) van Seggelen BA, master's student Linguistics and Communication Sciences (research master) at the Radboud University [student member];
- Dr. B. (Babs) Gezelle Meerburg, lecturer at NHL Stenden in Leeuwarden and Groningen for the bachelor's and master's teacher training programmes in Frisian [referee Minorities and Multilingualism].

The panel was supported by drs. E. (Erik) van der Spek, who acted as secretary.

WORKING METHOD OF THE ASSESSMENT PANEL

The master's programme Linguistics at the Faculty of Arts of the University of Groningen was part of the cluster assessment Linguistics and Literary Studies. Between January 2019 and June 2019 the panel assessed 55 programmes at 6 universities.

Panel members
The panel consisted of the following members:

- Em. prof. F. (Frank) Willaert, emeritus professor in Early Dutch Literature at the University of Antwerp (Belgium) [chair];
- Prof. P. (Petter) Aaslestad, professor in Scandinavian Literature at the Norwegian University of Science and Technology (NTNU) and chair of the Norwegian Association of Researchers (Norway);
- Prof. dr. P.A.J.M. (Peter-Arno) Coppen, professor of Didactic Methods at Radboud University;
- Prof. dr. S. (Stef) Craps, professor of English Literature at Ghent University (Belgium);
- Prof. dr. M.B.H. (Martin) Everaert, professor in Linguistics at Utrecht University;
- Em. prof. dr. O.C.M. (Olga) Fischer, emeritus professor in Germanic Linguistics (in particular English linguistics) at the University of Amsterdam;
- Prof. dr. E.J. (Liesbeth) Korthals Altes, professor in Literary Studies at the University of Groningen;
- Dr. M. (Maartje) Kouwenberg, policy officer at the Netherlands Initiative for Education Research (NRO);
- Prof. dr. F. (Folkert) Kuiken, professor by special appointment in Dutch as a second language and Multilingualism at the University of Amsterdam;
- Prof. dr. K. (Karen) Lahousse, associate professor in (French) Linguistics at KU Leuven (Belgium);
- Prof. dr. S.L. (Sarah) de Lange, professor by special appointment at the Department of Political Science at the University of Amsterdam;
- Prof. dr. K. (Katja) Lochtman, professor in German and English at the Vrije Universiteit Brussel (Belgium);
- Prof. dr. W.M. (Wander) Lowie, professor in English, Linguistics and Applied Linguistics at the University of Groningen;
- Em. prof. M.J.H. (Maaike) Meijer, author and honorary professor at Maastricht University;
- Prof. dr. J.F. (Josep) Quer, research professor at the Institució Catalana de Recerca i Estudis Avançats (ICREA) of Universitat Pompeu Fabra (Spain);
- Prof. dr. P.J. (Paul) Smith, professor in French Literature at Leiden University;
- D. (Dennis) Smit MA, secretary at the Programme bureau 'Sustainable Humanities' and interpreter Italian;
- Prof. H. (Helen) Wilcox, professor in English Literature at Bangor University (Wales);
- O. (Onno) van Wilgenburg MA, team leader Languages in Secondary Education at Nuffic;
- J.C. (Jolanda) Rozendaal MA, master's student Leraar Frans Voorbereidend Hoger Onderwijs at Utrecht University;
- T. (Tamara) van Seggelen BA, master's student Linguistics and Communication Sciences (research master) at the Radboud University;
- H.M. (Hanne) Stegeman, bachelor's student English Language and Culture and Media Studies at the University of Groningen;
- Prof. dr. B. (Benjamin) Biebuyck, professor in German Literature at Ghent University (Belgium) [referee German Language and Culture];
- Prof. dr. B. (Bart) van den Bossche, professor in Italian Literature at KU Leuven (Belgium) [referee Italian Language and Culture];
- Prof. dr. B.W. (Ben) Dhooge, professor and researcher at the department Languages and Cultures (Slavic and East-European Studies) at Ghent University (Belgium) [referee Slavic Languages and Cultures];
- Prof. dr. S. (Sebastiaan) Faber, professor in Hispanic Studies at Oberlin College (United States) [referee Spanish Language and Culture];

- Dr. B. (Babs) Gezelle Meerburg, lecturer at NHL Stenden in Leeuwarden and Groningen for the bachelor's and master's teacher training programmes in Frisian [referee Minorities and Multilingualism];
- Em. prof. dr. H.L.M. (Hub) Hermans, emeritus professor in Modern Romance Languages (in particular Spanish) at the University of Groningen [referee Romance Languages and Culture];
- Prof. M. (Máire) Ní Mhaonaigh, professor in Celtic & Medieval Studies at St John's College at the University of Cambridge (United Kingdom) [referee Celtic Languages and Culture];
- Prof. dr. B. (Bart) Philipsen, professor in German Literature & Theatre Studies at the KU Leuven (Belgium) [referee German Language and Culture];
- Prof. dr. A. (Arvi) Sepp, professor in German Literature at the University of Antwerp, professor Translation Studies at the Vrije Universiteit Brussel (Belgium) [referee German Language and Culture];
- Prof. dr. P. (Pierre) Schoentjes, professor in French Literature at Ghent University (Belgium) [referee French Language and Culture].

For each site visit, assessment panel members were selected based on their expertise, availability and independence.

The QANU project manager for the cluster assessment Linguistics and Literary Studies was dr. Anna Sparreboom. She acted as secretary in the site visits of Leiden University and the Vrije Universiteit Amsterdam. She was also present at the start of the site visits as well as the panel discussion leading to the preliminary findings at the site visits of the University of Amsterdam and Radboud University. Drs. Erik van der Spek, freelance secretary for QANU, acted as secretary in the site visits of Leiden University, the University of Amsterdam and the University of Groningen. Dr. Hester Minnema, freelance secretary for QANU, acted as secretary in the site visits of the University of Amsterdam, Radboud University (under supervision of dr. Anna Sparreboom). Drs. Linda te Marvelde and dr. Joke Corporaal (under supervision of drs. Linda te Marvelde), freelance secretaries for QANU, acted as secretaries in the site visit of Utrecht University. On 1 May 2019, Anna Sparreboom went on maternity leave. Els Schröder acted as project manager for the site visit to the University of Groningen and Alexandra Paffen for the site visit to Utrecht University. The project managers and the secretaries regularly discussed the assessment process and outcomes. Jaïra Azaria MA, employee of QANU, read all draft reports and acted as project coordinator.

Preparation
On 15 October 2018, the panel chair was briefed by the project manager on the tasks and working method of the assessment panel and more specifically his role, as well as use of the assessment framework.

A preparatory panel meeting was organised on 20 November 2018. During this meeting, the panel members received instruction on the tasks and working method and the use of the assessment framework. The panel also discussed the working method in preparation for the site visits.

A schedule for the site visit was composed. Prior to the site visit, representative partners for the various interviews were selected. See Appendix 3 for the final schedule.

Before the site visit, the programmes wrote self-evaluation reports of the programmes and sent these to the project manager. She checked these on quality and completeness, and sent them to the panel members. The panel members studied the self-evaluation reports and formulated initial questions and remarks, as well as positive aspects of the programmes.

The panel also studied a selection of theses. The selection consisted of 12 theses and their assessment forms for the programmes, based on a provided list of graduates in 2017-2018. A variety of topics and tracks and a diversity of examiners were included in the selection. The project manager and panel chair assured that the distribution of grades in the selection matched the distribution of grades of all available theses. The additional conditions for applying an adjusted working method to

the thesis selection, as required by NVAO (joint Board of Examiners and demonstrable overlap in the programmes), have been met.

Site visit
The site visit to the University of Groningen took place on 21, 22 and 23 May 2019. At the start of the site visit, the panel discussed its initial findings on the self-evaluation reports and the theses, as well as the division of tasks during the site visit.

During the site visit, the panel studied additional materials about the programmes and exams, as well as minutes of the Programme Committee and the Board of Examiners. An overview of these materials can be found in Appendix 4. The panel conducted interviews with representatives of the programmes: students and staff members, the programme's management, alumni and representatives of the Board of Examiners.

The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the panel's preliminary findings and general observations.

Calibration
In order to assure the consistency of assessment within the cluster, a calibration meeting took place on 9 April 2019, in which the panel discussed the first three assessments of Leiden University, the University of Amsterdam and the Vrije Universiteit Amsterdam. In this meeting the working method was evaluated, recurring themes were discussed and judgements per standard for each programme were determined. Panel members Frank Willaert (chair), Wander Lowie, Folkert Kuiken and Helen Wilcox were present during the calibration meeting, as well as project managers Anna Sparreboom and Alexandra Paffen and secretaries Erik van der Spek and Hester Minnema.

After the final site visit in June, a second calibration meeting was organised on 5 July 2019. During this calibration meeting, all programmes were discussed including those taken into account during the first calibration meeting. Panel members Frank Willaert (chair), Wander Lowie (via Skype) were present during the calibration meeting, as well as project managers Alexandra Paffen and secretaries Erik van der Spek and Hester Minnema. Findings and conclusions by Helen Wilcox were also taken into account on behalf of the panel, just as observations by project manager Els Schröder and secretary Linda te Marvelde.

Masterlanguage has been discussed in detail by calibrating panel members after the site visit at Utrecht University. The text on Masterlanguage was approved by the panel on 19 July 2019.

Report
After the site visit, the secretary wrote a draft report based on the panel's findings and submitted it to the project manager for peer assessment. Subsequently, the secretary sent the report to the panel. After processing the panel members' feedback, the project manager sent the draft reports to the faculty in order to have these checked for factual irregularities. The project manager discussed the ensuing comments with the panel's chair and changes were implemented accordingly. The report was then finalised and sent to the Faculty of Arts and University Board.

Definition of judgements standards
In accordance with the NVAO's Assessment framework for limited programme assessments, the panel used the following definitions for the assessment of both the standards and the programme as a whole.

Generic quality
The quality that, in an international perspective, may reasonably be expected from a higher education Associate Degree, Bachelor's or Master's programme.

Unsatisfactory
The programme does not meet the generic quality standard and shows shortcomings with respect to multiple aspects of the standard.

Satisfactory
The programme meets the generic quality standard across its entire spectrum.

Good
The programme systematically surpasses the generic quality standard.

Excellent
The programme systematically well surpasses the generic quality standard and is regarded as an international example.

MASTERLANGUAGE

Masterlanguage (MaLa) is het landelijke cursusaanbod voor talenstudenten die staan ingeschreven bij de universitaire masteropleidingen Letterkunde, Taalwetenschappen, Oudheidstudies en Neerlandistiek. Masterlanguage is een initiatief van het Disciplineoverleg Letteren en Geschiedenis (DLG) en heeft als doelstelling de brede expertise op het gebied van de talen landelijk beschikbaar te stellen. Het MaLa-programma wordt gezamenlijk ontwikkeld en aangeboden door de Universiteit van Amsterdam, Universiteit Leiden, Rijksuniversiteit Groningen, Radboud Universiteit Nijmegen, Universiteit Utrecht en de Vrije Universiteit.

Het panel Moderne Taal- en Letterkunde besteedt bij alle visitaties aandacht aan het aanbod en gebruik van Masterlanguage in opleidingen op het gebied van de moderne talen, letterkunde, en taalwetenschappen. Het panel van het cluster Regiostudies bestudeert en beoordeelt gelijktijdig het aanbod op het gebied van de Klassieke talen en Oudheidstudies. Het panel Moderne Taal- en Letterkunde heeft bij het bezoek aan de Universiteit Utrecht een apart gesprek gevoerd met de landelijke coördinator van Masterlanguage om een compleet beeld te krijgen van het functioneren van het MaLa-programma.

Organisatie
Masterlanguage heeft één centraal loket dat bestaat uit een landelijke coördinator, een beleidsmedewerker, en een secretaresse. De landelijke coördinator rapporteert aan het Regieorgaan en aan het DLG. Elke taal heeft een landelijk vakteam dat bestaat uit een docent van elk van de deelnemende universiteiten. Dit vakteam is verantwoordelijk voor het MaLa-cursusaanbod op het gebied van de betreffende taal. Onder deze verantwoordelijkheid vallen ontwikkeling van cursussen, vaststelling en bewaking van het cursusniveau en organisatie van extracurriculaire activiteiten. Elk vakteam heeft een vakteamvoorzitter die de processen binnen het vakteam aanstuurt en de schakel vormt met het MaLa-loket. De vakteamvoorzitters zijn verenigd in de Programmaraad. Deze raad voert de centrale regie over het MaLa-cursusaanbod en bewaakt mede de afstemming en kwaliteit van het totale cursusaanbod.

In het academisch jaar 2017-2018 is een stuurgroep in het leven geroepen. Deze stuurgroep bestaat uit vice-decanen en/of onderwijsdirecteuren van de deelnemende universiteiten. De stuurgroep heeft een adviserende rol en biedt ondersteuning bij het uitzetten van het MaLa-beleid binnen de instellingen. Masterlanguage valt vanaf 2019 onder het Nationaal Platform voor de Talen. De voorzitter van het Talenplatform is voorzitter van de MaLa-stuurgroep.

Aanbod
Masterlanguage biedt studenten in de moderne talen de mogelijkheid om in de keuzeruimte van hun masteropleiding cursussen in de doeltaal te volgen. Sinds de start van Masterlanguage in het academisch jaar 2013-2014 worden er cursussen verzorgd op het gebied van de talen Duits, Engels, Frans, Italiaans, Nederlands en Klassieke talen. Spaans is vanaf studiejaar 2017-2018 aan het cursusaanbod toegevoegd. MaLa-onderwijs wordt gegeven in de doeltaal (met uitzondering van de Klassieke talen). Voor elke taal bestaat het aanbod elk semester uit één of twee cursussen van 5 EC die altijd op vrijdag worden ingeroosterd. Met instellingen is afgesproken om op vrijdag geen – of in ieder geval zo min mogelijk – lokaal masteronderwijs te programmeren, zodat studenten in de gelegenheid zijn om MaLa-cursussen te volgen.

Het panel heeft de MaLa-cursussen bestudeerd en stelt vast dat het MaLa-aanbod onderzoeksgericht is en functioneert als een aanvulling op het bestaande cursusaanbod. MaLa geeft de mogelijkheid expertise te bundelen en het aanbod voor studenten te verbreden. Het panel concludeert dan ook dat het aanbod van MaLa een belangrijke en waardevolle toevoeging kan zijn aan het vakkenpakket van masterstudenten taal- en letterkunde. Met name voor studenten Duits, Frans, Spaans en Italiaans biedt het MaLa-aanbod de nodige verrijking op het lokale aanbod voor studenten.

Het cursusaanbod van 2019-2020 wordt voor het eerst meerjarig (3 jaar) vastgelegd met vaste cursustitels en een vaste cursusbeschrijving. Het voordeel van deze (nieuwe) programmering is dat het MaLa-cursusaanbod in de Onderwijs- en Examenreglementen (OERen) van de deelnemende instellingen opgenomen kan worden. Hierdoor zullen naar verwachting de betrokken organisatiepartijen (examencommissies, programmacoördinatoren, onderwijsdirecteuren, docenten) meer vertrouwd raken met het MaLa-onderwijs. Het kan ook een aantal processen versoepelen. Studenten hoeven dan bijvoorbeeld niet meer voor iedere cursus instemming van een examencommissie te hebben voor deelname aan MaLa-onderwijs. De coördinator informeert het panel dat er een check zal plaatsvinden om te onderzoeken of de cursussen daadwerkelijk in de OERen van de deelnemende opleidingen zijn opgenomen.

Instroom

De instroom in sommige cursussen is laag, soms zelfs zo laag dat de cursus wordt afgelast. Bij minder dan drie deelnemers komt een cursus te vervallen. Er zijn voor de lage instroom een aantal mogelijke oorzaken. De meeste studenten volgen Mala-onderwijs in hun vrije keuzeruimte, maar die ruimte is betrekkelijk klein, en daarbovenop kunnen ze ook kiezen uit lokaal aanbod. Ook was er tot nu toe nog geen landelijke afstemming over de wijze waarop (lokaal) de voorlichting over MaLa plaatsvindt. Daar komt nog bij dat studenten tot nu toe altijd toestemming moesten vragen aan de examencommissie van hun universiteit om een MaLa-cursus te kunnen volgen. Deze extra stap in het inschrijfproces werkte mogelijk afremmend. Door cursussen op te nemen in de Onderwijsexamenreglementen van de verschillende instellingen zou deze stap niet meer nodig zijn. Uit gesprekken blijkt verder dat studenten de reistijd naar andere instellingen als belemmerend ervaren. De inzet van *blended learning* zou deze hobbel in de toekomst mogelijk weg kunnen nemen.

Voorlichting

De voorlichting over het MaLa-aanbod valt onder de verantwoordelijkheid van de instellingen. Tijdens de voorlichting over de lokale masterprogramma's vindt in principe ook de voorlichting over Masterlanguage plaats. Er is een inhoudelijke basispresentatie beschikbaar die aangepast kan worden aan de betreffende masteropleiding. In 2019-2020 lanceert MaLa een promotiecampagne om het cursusaanbod meer bekendheid te geven. Studenten worden verder doorverwezen naar de website van Masterlanguage, waarin het volledige cursusaanbod en alle praktische informatie opgenomen staat. De MaLa-website heeft onlangs een nieuwe inrichting gekregen, zodat informatie voor zowel studenten als docenten aantrekkelijker wordt gepresenteerd en beter toegankelijk is. De website is van wezenlijk belang, omdat het de toegangspoort is tot het cursusaanbod en de cursusinschrijving. Het panel adviseert alle deelnemende instellingen om het MaLa-programma bij studenten onder de aandacht te brengen door ze actief te wijzen op deze website en/of door Masterlanguage met vaktitels en alle mogelijke specificaties van inhoud, leerdoelen, docenten, plaats en tijd online op te nemen.

De landelijke coördinator informeert het panel dat de lokale (doeltaal)docenten van de deelnemende instellingen een sleutelrol spelen bij het promoten van en informeren rond de MaLa-vakken. Deze lokale docenten zijn echter vaak onvoldoende vertrouwd met het aanbod van Masterlanguage waardoor zij geen stimulerende rol spelen bij het kiezen voor MaLa-vakken. Daarnaast begrijpt het panel dat een aantal mastercoördinatoren van de verschillende deelnemende instellingen (nog) niet open staat voor het opnemen van het MaLa-aanbod in hun masterprogramma omdat zij vrezen hierdoor studenten te verliezen voor bepaalde (kwetsbare) vakken uit het lokale aanbod. Om dit probleem te ondervangen worden voorstellen gedaan om te komen tot inbeddingsstrategieën in de lokale masteropleidingen waarbij MaLa-cursussen een deel van de stage, het stageonderzoek en/of een deel van de masterscriptie vervangen of in de vrije ruimte opgenomen worden en zo het lokale cursusaanbod niet bedreigen. Het panel is geïnformeerd dat het opofferen van een deel van de masterscriptie ten behoeve van MaLa-aanbod is gesuggereerd door een van de deelnemende instellingen voor een specifieke educatieve opleiding. Volgens het panel moet deze oplossingsrichting gespecificeerd worden en niet zonder meer als optie worden gepresenteerd.

Kwaliteitsborging

Iedere cursus wordt in principe verzorgd door twee docenten, elk afkomstig van een andere universiteit. Een van de twee docenten is tevens coördinator van de cursus. De Programmaraad houdt via de vakteams toezicht op de kwaliteit van de docentuur. De kwaliteitsborging van elke cursus valt onder de verantwoordelijkheid van het instituut dat de cursus aanbiedt (het penvoerende instituut). De coördinator van het vak – die verbonden is aan het penvoerende instituut – is verantwoordelijk voor het opstellen van de studiehandleiding, toetsen, de toetsdossiers, et cetera voor alle studenten die deelnemen aan het MaLa-vak. De examencommissie van het instituut waar de student staat ingeschreven als hoofdvakstudent en van welke de student na afronding van het programma het diploma ontvangt is eindverantwoordelijk voor de kwaliteit en kwaliteitszorg van het gehele programma dat door de student gevolgd is.

Het panel vindt Masterlanguage een mooi initiatief, beschrijft de organisatiestructuur als logisch, en constateert dat het cursusaanbod relevant en interessant is voor masterstudenten. Uit de evaluaties van de cursussen blijkt ook dat de kwaliteit door studenten positief wordt beoordeeld. Het panel ziet de samenwerking van (twee) docenten van verschillende universiteiten in een cursus, én het feit dat studenten kennismaken met collega-studenten en docenten van andere instellingen als een verrijking voor alle betrokken partijen. De kwaliteit van het cursusaanbod is in de optiek van het panel goed geborgd. Door verschillende redenen is de animo voor Masterlanguage de afgelopen jaren beperkt geweest, maar het panel heeft er vertrouwen in dat de genomen maatregelen ertoe zullen bijdragen dat studenten in de toekomst meer van het aanbod gebruik gaan maken.

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The master's programme in Linguistics consists of four different tracks: European Linguistics, Neurolinguïstiek, Applied Linguistics and Multilingualism. The panel established that the programme is undergoing a number of changes, the most important of which is the separation of the Neurolinguïstiek track under the name Language and Speech Pathology. The panel approves of this choice and believes that the profile of this track will be strengthened by separating it from the Linguistics programme. However, it feels that a programme taught in Dutch should have a Dutch name as well. Another development is the collaboration between the European Linguistics and the Multilingualism tracks, which might lead to an integration of these two tracks.

The panel concludes that the programme does not yet have a clear focus on its future development. It feels that a thorough reflection is needed on the way a cohesive and sustainable master's programme Linguistics can be maintained; in this reflection, students should have an important say. Its view is supported by remarks made by the students, for whom clarity of focus is an issue as well. It turns out that many students have expectations that are not fully met; this is true for all tracks. The panel feels that this problem underlines the importance of a clear and cohesive focus.

The panel established that the programme has formulated several sets of intended learning outcomes: one set at the programme level and one for each track. It feels that the intended learning outcomes are appropriate to a linguistics programme at a master's level and recognises the profile of the four tracks in the track-specific learning outcomes.

Standard 2: Teaching-learning environment

The panel studied the curricula of the four tracks and found them to be well-structured and research-oriented. In the curricula, the panel recognises the balance between advanced research and practical application. In its opinion, the focus on small-scale, research-oriented learning communities is appropriate for a master's programme. It is positive about the internships in three of the four tracks. However, it noted that placements have been problematic for the Neurolinguïstiek track. It feels that since the internship is mandatory, the programme should offer sufficient placements.

A point of attention is the lack of cohesion between the tracks. The panel did not encounter any ideas on cooperation and shared activities. It feels that if the tracks wish to remain together as a programme, it would be wise to discuss what they have in common and how they can give their students a feeling of community.

Although students experience a heavy workload in the first semester, the programme appears to be feasible. The study guidance in general appears to be sufficiently well organised, although the guidance in the European Linguistics track could be improved. The panel established that the staff have the expertise needed for this programme and that the programme is clearly research-driven.

Standard 3: Student assessment

The panel studied the assessment plan of the master's programme Linguistics and finds it to be satisfactory. It feels that the focus on scientific essays is fitting for a master's programme with an emphasis on research. Students are generally satisfied with the way they are assessed. The panel had access to a number of Assessment Dossiers and found them to be satisfactory.

The panel agrees with the assessments of the theses and approves of the newly developed, uniform assessment form. It advises ensuring that the second reader has a recognisable voice on this form. It suggests that the programme might consider introducing a public defense to the assessment process of the thesis.

The panel approves of the merger of the Board of Examiners and is positive about the role of the secretary and the assessment expert in it. However, since the Board has mandated many activities

to the expert teams, the panel questions whether the Board can still take sufficient responsibility for the quality assurance in all cases in the future. In its opinion, the Board of Examiners is still looking for the right interpretation of its own role and could operate more forcefully and independently. However, it fully trusts the Board to continue developing its professional practice as it has sufficiently demonstrated that it is aware of the necessity of enhancing its role within the assurance of assessment.

Standard 4: Achieved learning outcomes
The panel concludes that students of the master's programme Linguistics achieve an adequate final level and the intended learning outcomes. The theses show sufficient quality and the required academic level. The available information on the subsequent careers of the graduates indicates that the students find suitable jobs, both in the professional field and in academia.

The panel assesses the standards from the *Assessment framework for limited programme assessments* in the following way:

Master's programme Linguistics

Standard 1: Intended learning outcomes	satisfactory
Standard 2: Teaching-learning environment	satisfactory
Standard 3: Student assessment	satisfactory
Standard 4: Achieved learning outcomes	satisfactory
General conclusion	satisfactory

The chair, em. prof. F. (Frank) Willaert, and the secretary, drs. E. (Erik) van der Spek, of the panel hereby declare that all panel members have studied this report and that they agree with the judgements laid down in the report. They confirm that the assessment has been conducted in accordance with the demands relating to independence.

Date: 1 October 2019

DESCRIPTION OF THE STANDARDS FROM THE ASSESSMENT FRAMEWORK FOR LIMITED FRAMEWORK ASSESSMENTS

> **Standard 1: Intended learning outcomes**
> The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

The master's programme in Linguistics consists of four different tracks: *European Linguistics, Neurolinguïstiek, Applied Linguistics* and *Multilingualism*. Although the four tracks differ largely in scope and content, they share a common vision: each one trains students to understand area-specific linguistic research and theory and to apply this knowledge to real-world contexts, such as teaching, healthcare and politics.

- The *European Linguistics* track focuses on the structure, variation, use and development of language. This track was called 'Theoretical Linguistics' until 2013; the new name implies a changed focus, although the proportion of theoretical linguistics is still quite substantial. The track offers ample opportunity to focus on a specific European language or language family.
- The *Neurolinguïstiek* track (Neurolinguistics) is the only one of the four that is taught in Dutch. The focus of this track is on language disorders, such as aphasia and dyslexia. The track combines a theoretical linguistic and a clinical approach to language pathology with the diagnosis of speech disorders. Part of the programme is a mandatory internship during which the students gain clinical experience and are prepared for the labour market. This track is also followed by students who completed a bachelor's degree in Speech Therapy at a vocational university.
- The *Applied Linguistics* track is dedicated to second language acquisition and teaching. The Groningen approach is characterised by an emphasis on the dynamic, usage-based nature of language development and use. Usage-based linguistics is founded on the view that grammar is not only a system for producing and understanding language, but it is also shaped by those processes during linguistic interactions. As in the other tracks, the combination of a solid theoretical understanding and the application of this knowledge is prominent. In this track, students may also do an optional internship to practise their teaching skills. The track mainly prepares students for language teaching (in different educational settings) and the development of educational materials.
- The *Multilingualism* track is the latest addition; it was added in 2013. It is taught on location in Leeuwarden and is closely connected to the bachelor's programme Minorities and Multilingualism: both programmes use the multilingual laboratory of the province of Fryslân as a research environment. Students acquire knowledge of the conceptual, societal, cognitive, political and pedagogical aspects of multilingualism. In this track, most students do an internship as well, preparing them for positions with cultural and governmental institutions.

During the site visit, the panel noted that the programme and its profile are changing rapidly. This is true for three of the four tracks; only the Applied Linguistics track will continue with its current profile. The Neurolinguïstiek track intends to become an independent master's programme with a new name: Language and Speech Pathology. The staff of this track consider that the emphasis on speech and language disorders would be better served in a separate programme. The panel understands this choice and believes that the profile of this track will be strengthened by separating it from the Linguistics programme. However, it feels that a Dutch-taught programme should have a Dutch name as well. It learned that the English name is motivated by the fact that a CROHO label with this name is available. Although it understands that an existing CROHO label is a tempting offer, it feels that in communicating the programme to future students, a Dutch name is essential.

Another development is the collaboration between the European Linguistics and Multilingualism tracks, which might lead to an integration of the two tracks. According to the staff, a new, integrated track would be well suited for graduates of the successful bachelor's programme Minorities and

Multilingualism. However, the implications of this integration and its consequences for the European dimension of the European Linguistics track are still unclear. The panel concluded that the programme does not yet have a clear focus on its future development. It feels that a thorough reflection is needed on the way a cohesive and sustainable master's programme can be maintained; in this reflection, students should have an important say as well.

Although the profile at the programme level is unclear, the panel feels that some of the individual tracks have a clear and strong profile. This is most notably true for the Neurolinguïstiek track, with its focus on speech and language pathology and its relevance for the healthcare sector. The Applied Linguistics track also has a clear profile with its focus on second language acquisition and teaching. The profile of the third track, European Linguistics, is less pronounced, since it combines a European and a more general theoretical perspective. Multilingualism, finally, has started only recently but is developing in a promising way.

Clarity of focus is an issue for the students as well. It turns out that many students arrive with expectations that are not fully met; this is true for all four tracks. For instance, many students of Applied Linguistics were surprised to find that the first half of the programme was rather theoretical. The discrepancies between expectations and reality were the largest in the Neurolinguïstiek track, as the students felt the programme appeared to be intended for students who had previously studied speech-language pathology (the bachelor's programme Logopedie), although those students form only part of the intake. The panel feels that this lack of clarity emphasizes the importance of a clear and cohesive focus.

The master's programme Linguistics uses a set of intended learning outcomes for the programme as a whole, supplemented by four track-specific sets, one for each track. The general set is based on the document 'Reference Points for the Design and Delivery of Degree Programmes in Linguistics'; all sets are formulated in accordance with the five Dublin descriptors. The panel feels that the learning outcomes at the programme level have been stated in rather generic terms, but the learning outcomes at the track level are more specific and do justice to the specific scope and focus of each track. For instance, learning outcome 1.4 for the Neurolinguïstiek track states that students who have completed this track have demonstrated: "Familiarity with the methods and techniques used to conduct research in the field of neurolinguistics or psycholinguistics. This concerns research into language behaviour, cognition, neuroimaging, and the associated statistical analysis methods." The panel feels that the intended learning outcomes are appropriate to a linguistics programme at the master's level and recognises the profile of the four tracks in the learning outcomes for each track.

Considerations
The panel established that the programme is undergoing a number of changes, the most important of which is the separation of the Neurolinguïstiek track under the name Language and Speech Pathology. The panel approves of this choice and believes that the profile of this track will be strengthened by separating it from the Linguistics programme. However, it feels that a programme taught in Dutch should have a Dutch name as well. Another development is the collaboration between the European Linguistics and the Multilingualism tracks, which might lead to an integration of these two tracks.

The panel concludes that the programme does not yet have a clear focus on its future development. It feels that a thorough reflection is needed on the way a cohesive and sustainable master's programme Linguistics can be maintained; in this reflection, students should have an important say. Its view is supported by remarks made by the students, for whom clarity of focus is an issue as well. It turns out that many students have expectations that are not fully met; this is true for all tracks. The panel feels that this problem underlines the importance of a clear and cohesive focus.

The panel established that the programme has formulated several sets of intended learning outcomes: one set at the programme level and one for each track. It feels that the intended learning

outcomes are appropriate to a linguistics programme at a master's level and recognises the profile of the four tracks in the track-specific learning outcomes.

Conclusion

Master's programme Linguistics: the panel assesses Standard 1 as 'satisfactory'.

Standard 2: Teaching-learning environment
The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.

Findings

Curriculum

The 60 EC curriculum is divided into two semesters of 30 EC each. In the first semester, students mostly combine shared modules (one or two) with a number of track-specific modules. The shared modules concern academic skills. The 'Essential Statistics' module is shared by three of the four tracks; it is absent only in the Neurolinguïstiek track. The 'Research Methodology' module is shared by European and Applied Linguistics. There is no course that is followed by all students. In the second semester, all students write their master's thesis (20 EC). That leaves room for either an internship (mandatory in the Neurolinguïstiek track, optional in Applied Linguistics and Multilingualism) or a 10 EC module (see below).

In the *European Linguistics* track, students follow both shared modules in the first semester. They also choose two of the following modules (10 EC each): 'Language Development', 'New Sounds' and 'Functional Linguistics'. In the second semester, they choose either an internship or one of the following modules: 'Debates in Linguistics' or 'Language Variation in Europe'. In this course, as an example, students explore the advantages and disadvantages of different strategies for communication across linguistic borders in Europe. They also carry out an experimental research project that is related to the lecturer's current research. This setup combines a broad theoretical background with methodological skills for conducting experimental research.

The *Neurolinguïstiek* track contains neither shared modules nor electives; all modules are fixed. In the first semester, students follow three 10 EC modules: Afasiologie, Taalontwikkelingsstoornissen and Dyslexie. All of them are research-oriented. For instance, the Afasiologie module mainly focuses on verb retrieval problems in aphasia and dementia and on speech disorders. The first part of the course is used for the theoretical foundations, while in the second part, students perform their own research project.

In the second semester, all students do a mandatory internship in a professional setting, for instance in an institution treating patients with speech disorders. This sometimes poses problems, according to the students. Some of them were rather disappointed about the limited number of available placements. The staff agrees that it is sometimes difficult to place all students; a complicating factor is that the programme attracts different types of students who require different types of internship (for instance, clinical-linguistic internships versus speech therapy internships). The panel understands these difficulties but argues that the programme should guarantee that sufficient high-quality placements are available since the internship is mandatory.

The panel also discussed the lack of shared courses in the Neurolinguïstiek track, and specifically the absence of a module on statistics. The staff states that all students who come from the RUG bachelor's programme Taalwetenschap have gained sufficient knowledge of statistics. Students who enter from other programmes or universities must have sufficient knowledge of statistics as it is an entry requirement. Students who have done a bachelor's programme in Speech Therapy at a vocational university do a premaster first. The panel feels that the programme should actively monitor the statistics skills of its students. It might even be a good idea to have these students follow

the 'Essential Statistics' module as well. This would have the added advantage of supplying a shared module across the four tracks, which would bring some cohesion within the programme.

Students of the *Applied Linguistics* track follow both shared modules. In the first semester they also take two mandatory modules: 'Theory of Second Language Development' and 'Teaching Methodology and Second Language Development'. In the second semester, apart from their master's thesis, they have a choice between an internship and the 'Computer-Assisted Language Learning' module. Students who do an internship can develop their teaching skills further.

According to the Self-evaluation Report, the 'Theory of Second Language Development' course is a central module in this track. In it, students are introduced to different theoretical aspects of second language learning and to a contemporary, dynamic view on language development. They critically read a number of original key texts in step-by-step reading assignments. The module is assessed with an individual article-style report on an original empirical study. The module also contains an Academic Writing course that prepares the students for their thesis.

In the *Multilingualism* track the students follow the shared module 'Essential Statistics'. They also take five 5 EC mandatory modules in the first semester: 'The Multilingual Community', 'The Multilingual Mind', 'The Multilingual School', 'Minority Languages: The Case of Frisian' and 'Language Planning and Policy'. In the 'Minority Languages: The Case of Frisian' module, students are introduced to language use in Fryslân and follow lectures on topics such as language industry (commodification), minority language and religion, language policy, and linguistic landscapes. They also visit Frisian cultural and government institutions. They find the combination of theoretical introductions and field excursions attractive and balanced.

Apart from the shared courses, the panel encountered little cohesion between the tracks. Each track essentially functions as its own, independent programme. Not only is a shared introductory course lacking, but even the introductory periods are organised per track (if at all). While Applied Linguistics organises an introduction week capped with a dinner, European Linguistics and Neurolinguïstiek do not organise any introductory activities. The panel did not hear any ideas on cooperation and shared activities. It feels that if the tracks wish to remain together as a programme, it would be wise to discuss what they have in common and how they can organise a community feeling for all students.

Apart from the issue of expectations that are not always met, the students are generally satisfied with the track of their choice. They find each track to be logically structured. The first semester, which lays the foundation in all tracks, is generally found to be quite theoretical, except for the Multilingualism track, in which the students experience more of a balance between theoretical and practical aspects. In the second semester, when students can opt for an internship, this balance is perceived in the other tracks as well. The panel agrees with the students that all tracks are well-structured and research-oriented. It recognises the balance between advanced research and practical application. This is especially true of the Neurolinguïstiek track, but present in all tracks.

Teaching methods
The teaching methods of the master's programme are based on its educational vision, with a focus on the following four concepts: small-scale learning communities, internationalisation, research-based teaching, and active learning. Small-scale learning communities are realised by the division of the programme into four specialised tracks. Within the tracks, virtually all courses contain seminar-style classes, which allow students to work together in small groups. Internationalisation is most prominent in the Applied Linguistics track, in which an international classroom is easily realised with 30%-50% non-Dutch students each year. This track brings together students from a variety of linguistic backgrounds, which affords possibilities for both students and instructors. The focus on research has been discussed above: all teaching is firmly grounded in research, and most lecturers use their own research as a resource in their teaching. Active learning, finally, means that the students are encouraged to take ownership of their own learning process, which is a prerequisite for

them to become active researchers themselves. The panel believes that the focus on small-scale, research-oriented learning communities is appropriate for a master's programme.

Feasibility and study guidance
In general, the students find the programme to be feasible. In the first semester, with its emphasis on theory, they experience the workload as heavy, but they do not encounter any major problems. In the second semester, when they write their master's thesis, some students had complaints about the late feedback they received from their supervisors, mainly in the Neurolinguïstiek track. The panel feels that timely feedback is essential for a successful master's thesis trajectory. The students of the Multilingualism track experienced some practical problems, since the track is located in Leeuwarden while many supervisors are based in Groningen. The panel understands these problems, but believes the distance between Leeuwarden and Groningen is bridgeable for students and supervisors alike.

One graduate from the European Linguistics track reported being the only student in her year. She told the panel that she felt rather alone and had the impression that her track was forgotten. Although she drew attention to her situation at various moments, no one seemed to take responsibility. The panel realises that one student is a small sample but feels that these types of signals or complaints should be taken seriously by the staff of this track. Also, the experiences of this student suggest that the study guidance could be improved, at least in the European Linguistics track.

Apart from these issues, the students did not report any major bottlenecks in their studies. They are generally satisfied with the information and study guidance they receive. A study advisor is appointed for each track. The panel concludes that the study guidance is sufficiently well organised (although the European Linguistics track apparently showed a lacuna in this respect) and that the programme is generally feasible.

Teaching staff
The permanent staff have doctorates (full and associate professors and senior university lecturers). They carry out scholarly research and bring the results to the courses they teach. Many of the lecturers are also active at the bachelor's level, for instance in the bachelor's programmes Taalwetenschap and Minorities and Multilingualism. Most permanent staff members have a university teaching certificate or an equivalent. The panel established that the staff possess the expertise needed for this programme and that the programme is clearly research-driven.

The student-teacher ratio differs per track and per year. Since some classes are also attended by students from other programmes, the actual ratio is somewhat higher than the official figures. The workload is increased by allowing students two entry moments, in September and February; this is a Faculty policy. The panel understood that generally only a few students enter in February. It advises reconsidering the entry moment in February and possibly cancelling this enrolment option, unless the programme is able to attract a substantial number of students to enter in that month.

Students are generally satisfied with the academic and didactic skills of their lecturers. Due to the small scale of most seminars, they feel they receive sufficient personal attention from their lecturers. They perceive their teachers to be approachable and knowledgeable. The panel concludes that the staff are committed to both research and teaching.

Considerations
The panel studied the curricula of the four tracks and found them to be well-structured and research-oriented. In the curricula, it recognises the balance between advanced research and practical application. In its opinion, the focus on small-scale, research-oriented learning communities is appropriate for a master's programme. It is positive about the internships in three of the four tracks. However, it noted that placements have been problematic for the Neurolinguïstiek track. It feels that since the internship is mandatory, the programme should offer sufficient placements.

A point of attention is the lack of cohesion between the tracks. The panel did not encounter any ideas on cooperation and shared activities. It feels that if the tracks wish to remain together as a programme, it would be wise to discuss what they have in common and how they can give their students a feeling of community.

Although students experience a heavy workload in the first semester, the programme appears to be feasible. The study guidance in general appears to be sufficiently well organised, although the guidance in the European Linguistics track could be improved. The panel established that the staff have the expertise needed for this programme and that the programme is clearly research-driven.

Conclusion
Master's programme Linguistics: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Student assessment
The programme has an adequate system of student assessment in place.

Findings
The assessment system for the master's programme Linguistics is based on (a) the Teaching and Examination Regulations, (b) the learning outcomes and (c) the assessment plan. The panel studied the assessment plan, in which the intended learning outcomes are linked to the types of assessment for each module. Generally, summative testing is combined with formative testing in each module. Details of the assessment are specified in the course outlines for all courses and are made available through Nestor, the digital learning environment. The panel agrees with the principles of assessment outlined in the assessment plan.

Since most courses contain both theoretical and methodological knowledge, the scientific essay is the preferred form of assessment. Depending on the track and the subject, these essays are supplemented with digital exams, portfolios, presentations and oral exams. Internships are assessed by the teacher-supervisor on the basis of the internship report. The panel feels that the focus on scientific essays is fitting for a master's programme with an emphasis on research. Students are generally satisfied with the way they are assessed; the only issue that the panel heard is that the distribution of assessments over the year could be improved.

Tests are compiled by qualified teachers and then assessed by colleagues (peer review). They are periodically evaluated by the Board of Examiners, on the basis of Testing Dossiers compiled by the teachers. These Testing Dossiers contain the course outline (including the learning outcomes), assignment guidelines and marking criteria. The panel had access to a number of these dossiers and found them to be satisfactory.

Assessment of theses
The panel read 12 theses and broadly agreed with the assessments. However, it noted that the programme uses various assessment forms across tracks. The forms the panel has seen differ widely in quality; the amount of feedback also differed from track to track. The panel was pleased to see that this problem has been addressed recently and that a new, digital form (originally developed for Applied Linguistics) is now used in all tracks. It advises ensuring that the second reader has a recognisable voice on this form. It also recommends providing a standardised cover page for all theses that contains information such as the title of the thesis, track, student number, supervisors and date.

In some cases, the forms seen by the panel suggest that a discussion between the supervisor, second reader and student has been organised as a formal completion of the track. The panel finds added value in such a meeting between students and their supervisor and second assessor. It suggests that the programme might consider introducing a public defence or final discussion to the assessment process of the thesis.

Board of Examiners

As of 1 January 2019, there is one Board of Examiners for the Arts, which is responsible for the assessment of all bachelor's and master's programmes within the Faculty of Arts. This committee is the result of a merger of six previous Boards of Examiners. These previous boards decided to merge for reasons of effectiveness. The new Board of Examiners replaces the former meeting of the chairs of the separate boards.

The former independent boards have been given the status of expert teams in the new constellation. These teams ensure that there is still room for the individual character of the quality assurance of each programme, but the cooperation ensures there is more harmonisation between the various programmes. Many daily activities are mandated to the expert teams, e.g. requests for exemption, cases of fraud, advice on the Examination Regulations, the safeguarding of the examinations and random checks on the quality of the theses. The central Board of Examiners monitors the activities of the expert teams and records them in the annual report.

The panel approves of the merger of the Board of Examiners and is positive about the role of the secretary and the assessment expert in it. However, it also thinks that the Board has mandated many activities to the expert teams. Although it did not find any evidence of problems regarding the existing quality control, the question is whether the Board can still take sufficient responsibility for the quality assurance for all cases within all programmes in the future, especially if the total number of students in the programmes grows. The panel noted that in the spring of 2019 faculty rules and guidelines have been laid down that define the structure, responsibilities and tasks of the Examination Board. The panel is of the opinion that these rules must now be implemented in more detail, and that in particular the way in which the supervision of the expertise teams will be put into practice deserves a great deal of attention.

Considerations

The panel studied the assessment plan of the master's programme Linguistics and finds it to be satisfactory. It feels that the focus on scientific essays is fitting for a master's programme with an emphasis on research. Students are generally satisfied with the way they are assessed. The panel had access to a number of Assessment Dossiers and found them to be satisfactory.

The panel agrees with the assessments of the thesis and approves of the newly developed, uniform assessment form. It advises ensuring that the second reader has a recognisable voice on this form. It suggests that the programme might consider introducing a public defence to the assessment process of the thesis.

The panel notes that the introduction of a joint Board of Examiners for the Arts has led to greater efficiency. The panel appreciates the contribution of the official secretary and the assessment expert in this committee. However, the panel is of the opinion that it remains to be seen how the supervision by the EC of the expertise teams will be put into practice. Based on the current assessment quality and its findings during the visit, the panel has sufficient confidence in the Board of Examiners to take this step in the future.

Conclusion

Master's programme Linguistics: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes
The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 12 master's theses of the programme, evenly divided over the four tracks. In general, it found them to be of sufficient quality. In high-quality theses, it encountered lucidity, ambition, accuracy and originality. The theses had a clear academic style, a proper methodical section and a

critical discussion of results. Weaknesses found had to do with redundancy of writing, scarcity of data and a rudimentary execution of the research project. However, the panel established that the intended learning outcomes are realised in all theses.

The alumni of the programme generally appear to find appropriate positions in the professional field. The different tracks have their own way to keep in touch with their alumni. The Applied Linguistics track has a Facebook group for alumni, through which surveys are sent to monitor the careers of its graduates. In other tracks, the contacts with alumni are often on a personal basis.

According to the National Alumni Survey (NAE), graduates from the Neurolinguïstiek track work in health care (37%), at universities (22%) and at vocational universities or other teaching professions (11%). Graduates from the Applied Linguistics track mostly work as language teachers (35%), in research (17%), at universities (14%) and in other teaching-related professions (12%). For the other two tracks, the panel received no information about the careers of the alumni. For all tracks, according to the NAE, 70% of the alumni have salaried positions, while 21% follow another programme or do a PhD. The panel concluded that the master's programme in Linguistics prepares its students for an appropriate job or a career in research.

Considerations
The panel concludes that students of the master's programme Linguistics achieve an adequate final level and the intended learning outcomes. The theses show sufficient quality and the required academic level. The available information on the subsequent careers of the graduates indicates that the students find suitable jobs, both in the professional field and in academia.

Conclusion
Master's programme Linguistics: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

The panel assessed all four standards of the master's programme in Linguistics as 'satisfactory'. According to NVAO's decision rules, the general final assessment of the programme is therefore 'satisfactory'.

Conclusion
The panel assesses the *master's programme Linguistics* as 'satisfactory'.

APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

1. Knowledge and understanding

Graduates have demonstrated knowledge and understanding in a field of study that builds upon and exceeds the level reached in the Bachelor's phase and are able to use specialist literature that requires knowledge of the latest developments in the field.

General learning outcomes of the Master's degree programme in Linguistics Students who have completed the Master's degree programme in Linguistics have demonstrated:	1.1	Specialist knowledge and understanding of concepts and theories in the field of linguistics.
	1.2	The ability to make connections between theory/analysis and empiricism in the field of linguistics.
	1.3	Knowledge of the most recent developments in the field of linguistic theories.
	1.4	Experience with the methods and techniques used to conduct research in the field of (applied) linguistics.
	1.5	The ability to independently develop new ideas for research in the field of (applied) linguistics.
	1.6	Specialist knowledge of interactions between linguistics and other disciplines.
Master's track Neurolinguistics Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:	1.1	Familiarity with theories in several subfields of theoretical linguistics (syntax, semantics, phonology and phonetics) and neurolinguistics and psycholinguistics (language processing, language development, language pathology) and the ability to apply these.
	1.2	The ability to make connections between theory/analysis and empiricism (diagnostics and treatment) in the field of neurolinguistics.
	1.3	Familiarity with the latest developments in a specialised subfield of neurolinguistics (impairments in spoken and written language).
	1.4	Familiarity with the methods and techniques used to conduct research in the field of neurolinguistics or psycholinguistics. This concerns research into language behaviour, cognition, neuroimaging, and the associated statistical analysis methods.
	1.5	The ability to independently develop new ideas for research in the field of neurolinguistics.
Master's track Applied Linguistics Students who have completed the Master's degree programme in Applied Linguistics have demonstrated:	1.1	Demonstrable specialist knowledge and understanding of concepts and theories in the field of second-language acquisition and second-language teaching.
	1.2	The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.
	1.3	Familiarity with the most recent developments in the field of theories concerning second-language acquisition (such as the application of Dynamic Systems Theory), language teaching (such as the Common European Framework of Reference) and computer-assisted language teaching.
	1.4	Familiarity with the broad spectrum of methods and techniques in the field of applied linguistics research, ranging from traditional statistics to dynamic approaches to language development research.
	1.5	The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.
Master's track European Linguistics Students who have completed the Master's degree programme in European Linguistics have demonstrated:	1.1	Specialist knowledge in the field of theoretical linguistics and the linguistics of modern European languages.
	1.2	Theoretically substantiated knowledge of the role that linguistic data plays in linguistic arguments.
	1.3	Advanced knowledge of linguistic theories, principles, hypotheses, methodologies and explanations.
	1.4	Specialist knowledge of structure, variation and change in language in general, and of modern European languages in particular.
	1.5	Specialist knowledge of the interaction between linguistics and other disciplines.
Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism Students who have completed the Master's degree programme in Multilingualism have demonstrated:	1.1	Familiarity with theories of multilingualism, paying particular attention to developments in the fields of psycholinguistics and sociolinguistics.
	1.2	The ability to make connections between theory/analysis and empiricism in the field of linguistics.
	1.3	Familiarity with the latest developments in one specialised field with regard to multilingualism, chosen from the fields of psycholinguistics, neurolinguistics, sociolinguistics or educational science.
	1.4	Knowledge of the research methods in the fields of sociolinguistics, neurolinguistics or psycholinguistics.
	1.5	The ability to independently develop new ideas for research in the field of multilingualism.

2. Applying knowledge and understanding

Graduates can apply their knowledge and 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.

General learning outcomes of the Master's degree programme in Linguistics Students who have completed the Master's degree programme in Linguistics have demonstrated:	2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of (applied) linguistics from this information. 2.2 The ability to identify social issues and problems in the field of linguistics, especially in relation to politics, language teaching, healthcare or civil society organisations, and to generate descriptions, hypotheses and methods for research based on this. 2.3 The ability to conduct independent research in one of the subdisciplines of linguistics.
Master's track Neurolinguistics Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:	2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of neurolinguistics from this information. This requires sufficient basic knowledge of several disciplines related to the specialisation area. 2.2 The ability to identify social issues/problems, especially in relation to teaching/language teaching and healthcare (speech and language pathology), and to generate hypotheses and methods for research based on this. 2.3 Mastery of a number of skills (research into behaviour, neurolinguistic functions, neuroimaging), enabling them to conduct research independently (to a certain extent) in one of the subfields of neurolinguistics.
Master's track Applied Linguistics Students who have completed the Master's degree programme in Applied Linguistics have demonstrated:	2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of second-language acquisition and language teaching methods from this information. 2.2 The ability to identify social issues and problems, especially in relation to politics, language teaching and civil society organisations, and to generate descriptions, hypotheses and methods for research based on this. 2.3 The ability to independently design a series of foreign language lessons in accordance with the latest insights from language acquisition research. 2.4 The ability to conduct independent research in one of the subdisciplines of applied linguistics.
Master's track European Linguistics Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:	2.1 Formulate theory-based questions and linguistic generalisations on the basis of data collected and organised independently and select appropriate research methods within a relevant framework. 2.2 Analyse and interpret complex linguistic data presenting a theory-based argument for or against a particular linguistic analysis. 2.3 Communicate about the field in one or more modern European languages using the correct register (formal, informal, specialist) to express themselves orally and in writing to specialist and non-specialist audiences.
Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism Students who have completed the Master's degree programme in Multilingualism have demonstrated:	2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics from this information. 2.2 The ability to identify social issues/problems, especially in relation to politics, teaching/language teaching and healthcare, and to generate hypotheses and methods for research based on this. 2.3 The ability to conduct independent research in one of the subdisciplines of linguistics.

3. Making judgements

Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgements that include reflection on relevant social, academic or ethical aspects.

General learning outcomes of the Master's degree programme in Linguistics Students who have completed the Master's degree programme in Linguistics have demonstrated:	3.1 The ability to understand multiple views of a certain linguistic phenomenon and to compare these views with each other. 3.2 The ability to understand the nature and function of linguistics research and of the relationship between the various subdisciplines. 3.3 The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.
Master's track Neurolinguistics Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:	3.1 The ability to understand and compare multiple views on a certain subfield of neurolinguistics and language/speech pathology held by different disciplines. 3.2 Understanding of the nature and function of neurolinguistics research and of the interrelationships between the various subfields (in particular neuro/psycholinguistics in relation to theoretical linguistics). 3.3 The ability to evaluate the soundness of neurolinguistics research in terms of the statistics and methodology used (behaviour observations, language and speech tests, neuroimaging).
Master's track Applied Linguistics Students who have completed the Master's degree programme in Applied Linguistics have demonstrated:	3.1 The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching. 3.2 Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields. 3.3 The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching. 3.4 The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used.
Master's track European Linguistics Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:	3.1 Critically select, process and analyse information from a wide range of sources. 3.2 Identify the nature of a problem and reflect on the right approach to finding a solution. 3.3 Independently process abstract ideas and develop innovative ideas.
Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism Students who have completed the Master's degree programme in Multilingualism have demonstrated:	3.1 The ability to understand multiple perspectives of a certain linguistic phenomenon and to compare these perspectives with each other. 3.2 A demonstrable 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). 3.3 The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.

4. Communication

Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

General learning outcomes of the Master's degree programme in Linguistics Students who have completed the Master's degree programme in Linguistics have demonstrated:	4.1 The ability to report orally and in writing on ideas and research in the field of (applied) linguistics. 4.2 The ability to report on supervised own research in the field of (applied) linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.
Master's track Neurolinguistics Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:	4.1 The ability to report orally and in writing on ideas and research in the field of neurolinguistics, particularly in a multidisciplinary setting. 4.2 The ability to report on own supervised research in the field of neurolinguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.
Master's track Applied Linguistics Students who have completed the Master's degree programme in Applied Linguistics have demonstrated:	4.1 The ability to report orally and in writing in English on ideas and research from applied linguistics. 4.2 The ability to report, individually or as part of a group, on supervised research in the field of applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.
Master's track European Linguistics Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:	4.1 Communicate linguistic ideas to specialist and non-specialist audiences, expressing themselves orally and in writing in accordance with the correct register (formal, informal, specialist) in both their native language and at least one other language. 4.2 Present research results in accordance with the criteria of the international academic community, in both oral presentations and potentially publishable articles, and contribute to the public debate about the function of language and linguistics in society.
Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism Students who have completed the Master's degree programme in Multilingualism have demonstrated:	4.1 The ability to report orally and in writing about ideas and research in the field of linguistics. 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 an IT aids.

5. Learning skills
Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.

General learning outcomes of the Master's degree programme in Linguistics Students who have completed the Master's degree programme in Linguistics have demonstrated:	
5.1	The ability to study independently with an eye to further academic development upon completion of the degree programme.
5.2	The ability to acquire new knowledge of a specialisation area of linguistics and independently find the relevant academic literature.
5.3	The ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.
5.4	The ability to start a PhD programme in the fields of linguistics in the widest possible sense.

Master's track Neurolinguistics Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:	
5.1	The ability to acquire new knowledge of a specialisation area of neurolinguistics and independently find the relevant academic literature.
5.2	The ability to start a PhD programme in the fields of neurolinguistics and language pathology in the widest possible sense.

Master's track Applied Linguistics Students who have completed the Master's degree programme in Applied Linguistics have demonstrated:	
5.1	The ability to specialise further in a field of applied linguistics and navigate their way independently through the academic literature.
5.2	The ability to start a follow-on degree programme of a largely independent or autonomous nature in the field of language development or language teaching methods.

Master's track European Linguistics Students who have completed the Master's degree programme in European Linguistics have demonstrated that they can:	
5.1	Study independently with an eye to further academic development upon completion of the degree programme.
5.2	Follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.

Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism Students who have completed the Master's degree programme in Multilingualism have demonstrated:	
5.1	The ability to specialise further in a field of linguistics and navigate their way independently through the academic literature.
5.2	Having the necessary grounding to pursue a PhD programme in the field of linguistics in a broad sense.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

Track European Linguistics[1]

No.	Course unit	Student workload in ECTS
1	Phonology/Phonetics	10 ECTS
2	Syntax/Semantics	10 ECTS
3	Essential Statistics	5 ECTS
4	Res Meth. Language Development	5 ECTS
5	Sociolinguistics	10 ECTS
	Interdisciplinary Seminar	10 ECTS
6	MA Placement in European Linguistics	10 ECTS
7	MA Thesis in European Linguistics	20 ECTS

[1] Students must choose at least 10 ECTS from 1, 2, 5 in addition to Essential Statistics, Res. Meth. Language Development and the MA Thesis in European Linguistics. In consultation with the Board of Examiners, students may also follow a course unit from another MA degree programme instead of the Interdisciplinary Seminar in Linguistics. Students following the MA in European Linguistics within the framework of a Master of Arts in Teaching programme must follow an MA course unit in European Literature in their target language as their Interdisciplinary Seminar. These students, as well as students who would like to have a specific language predicate on their degree certificate, must complete the written assignments, presentations for at least two complete 10 ECTS courses and the MA thesis in their target language if possible (this is compulsory for the Master of Arts in Language Teaching, i.e., English, French, German and Spanish, as well as Italian and Swedish). In addition, students may replace one Interdisciplinary Seminar with an MA Placement in European Linguistics. Finally, students of a language that participates in the national Masterlanguage programme (German, French, Italian and English) may follow courses from this programme as Interdisciplinary Seminars. All choices indicated above must be presented to the Board of Examiners for approval.

Track Neurolinguïstiek

No.	Course unit	Student workload in ECTS
1	Aphasiology (MA)	10 ECTS
2	Dyslexia (MA)	10 ECTS
3	Developmental Language Disorders (MA)[1]	10 ECTS
4	MA Placement in Neurolinguistics	10 ECTS
5	MA Thesis in Neurolinguistics	20 ECTS

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Track Applied Linguistics - TEFL

No.	Course unit	Student workload in ECTS
1	Teaching Methodology & Second Language Development	10 ECTS
2	Theory of Second Language Development	10 ECTS
3	Essential Statistics	5 ECTS
4	Res. Meth. Language Development	5 ECTS
5	Computer-Assisted Language Learning[1]	10 ECTS
6	MA Placement in Applied Linguistics/TEFL[1]	10 ECTS
7	MA Thesis in Applied Linguistics	20 ECTS

[1] Students choose between course units 5 and 6 or choose a course unit from one of the other linguistic Master's programmes at the University of Groningen.

Track Multilingualism

No.	Course unit	Student workload in ECTS
1	Language Planning and Policy	5 ECTS
2	Minority Languages: The Case of Frisian	5 ECTS
3	Essential Statistics	5 ECTS
4	Sociolinguistics: The Multilingual Community	5 ECTS
5	Psycholinguistics: The Multilingual Mind	5 ECTS
6	The Multilingual School	5 ECTS
7	MA Thesis in Multilingualism	20 ECTS
8	Language and Cultural History[1]	10 ECTS
9	MA Placement in Multilingualism[1]	10 ECTS
10	Testing and Assessment[1]	10 ECTS

[1] Students choose between course units 8, 9 and 10 or choose a course unit from one of the other specialisations within the Master's degree programme in Linguistics at the University of Groningen. In all other cases students must consult the Board of Examiners.

APPENDIX 3: PROGRAMME OF THE SITE VISIT

Indeling

A	BA Nederlandse Taal en Cultuur
B	MA Neerlandistiek
C	BA English Language and Culture
D	MA Literary Studies
E	BA Minorities and Multilingualism
F	BA Taalwetenschap
G	MA Taalwetenschappen
H	BA Europese Talen en Culturen

Dag 1		**21 mei 2019**
09:00		ontvangst
09:00	11:30	startvergadering en inzien documenten opleidingen A,B,C,D
11:30	12:00	management Moderne Taal en Letterkunde
12:30	13:15	OPD en coördinatie opleidingen A en B
13:15	14:00	studenten opleidingen A en B
14:15	15:00	docenten opleidingen A en B
16:00	16:45	OPD en coördinatie opleidingen C en D
16:45	17:30	studenten opleidingen C en D
17:45	18:30	docenten opleidingen C en D

Dag 2		**22 mei 2019**
10:00	11:00	OPD en coördinatie opleidingen E, F en G
11:00	12:00	studenten opleidingen E, F en G
12:45	13:45	docenten opleidingen E, F en G
15:00	15:30	OPD en coördinatie opleidingen C, D en H
15:30	16:00	studenten H
16:15	16:45	docenten H
17:45	18:15	alumni opleidingen B, D en G

Dag 3		**23 mei 2019**
10:00	11:00	examencommissie
13:00	13:30	eindgesprek management
15:30	15:45	presentatie voorlopige bevindingen
16:00	16:45	ontwikkelgesprekken

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APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

Prior to the site visit, the panel studied 12 theses of the master's programme Linguistics. Information on the selected theses is available from QANU upon request.

During the site visit, the panel studied, among other things, the following documents (partly as hard copies, partly via the institute's electronic learning environment):

- Annual reports and minutes Programme Committee;
- Annual reports and minutes Board of Examiners;
- Assessment plans (for all programmes);
- Assessment files (for all programmes);
- Documentation Masterlanguage.