

**M LINGUISTICS**  
**UNIVERSITY OF GRONINGEN**  
**Assessment report**

17 July 2025



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## 1. SUMMARY

This report describes the programme assessment of the academic master Linguistics offered by the University of Groningen.

### **Standard 1: Intended learning outcomes**

While the overall profile of the Linguistics programme remains broad and somewhat loosely defined, the panel concludes that progress has been made in clarifying the distinct identities of the five tracks. Each track now has a well-defined focus that is recognised by (prospective) students and alumni. The programme's intended learning outcomes, including those specified per track, are appropriate for an academic master's level and align well with international reference frameworks and the Dublin Descriptors. The panel acknowledges the ongoing efforts to restructure the tracks but makes no recommendation on this matter as it is outside the scope of the current programme assessment. If the programme proceeds with restructuring the tracks, the panel suggests that the programme articulate a clear rationale for how the restructured tracks belong to, and jointly constitute, a coherent Linguistics profile that covers the core of what is understood by that term in the field. The panel recognises how the programme maintains strong professional relevance through its Advisory Board, which meets annually to advise on the programme's structure and relevance. According to the panel, the programme meets the requirements associated with this standard.

### **Standard 2: Teaching-learning environment**

Based on the documentation review and site visit interviews, the panel concludes that the basic quality of the Linguistics master programme is assured. The programme provides a rich and varied educational environment with strong individual tracks, tailored to achieve the intended learning outcomes across its five distinct tracks. The panel found that the five tracks largely operate as separate programmes with limited curricular integration. Although greater cross-track alignment could improve coherence, the current structure sufficiently meets the programme's educational objectives and student needs.

The curriculum offers a well-balanced mix of theoretical instruction, empirical research, and professional application, with clear links to societal needs and labour market demands. The structure of the programme allows for individual academic development, with opportunities for specialisation through track-specific courses, internships and the master's thesis. Teaching methods are interactive and research-based. Most courses are taught in small group seminars, allowing close contact between students and lecturers, frequent discussion and active participation. The small-scale teaching environment and the involvement of research-active staff are valued by both students and alumni. The panel concludes that the teaching team is a key strength of the programme, providing a combination of academic excellence, strong research commitment and high quality, student-centred teaching. The panel

believes that choosing English as the language of instruction, as well as giving the programme and several tracks English titles, adds value by enriching linguistic discussions and enhancing the connection to the international research community. For Multilingualism, the use of Frisian is also valuable and necessary, as the local linguistic context provides important insights and enriches the study of multilingualism.

The panel identified several areas for improvement and recommended that the admission requirement for the Vertalen in Europa track be reworded to focus on fluency in Dutch at a native speaker level, rather than on native speaker status. In addition, the panel suggests strengthening educational leadership by encouraging more staff to obtain the Senior Teaching Qualification (SKO). It also believes that the provision of thesis workshops across all tracks could further enhance student support. Finally, while students and alumni confirmed that they were generally able to find an internship position the panel encourages the programme to continue its efforts to ensure that there are sufficient opportunities for compulsory internships. Notwithstanding these points, the overall learning environment effectively supports the educational objectives, leading to a positive assessment of this standard.

### **Standard 3: Student assessment**

The panel concludes that the Linguistics programme has a well-structured and effective assessment system. The assessment policy is clearly described in the Teaching and Examination Regulations and in the assessment plans for each track, which map course units to intended learning outcomes. Assessment methods are varied and well aligned with course objectives, testing theoretical knowledge, research skills and the ability to communicate results to different audiences. Thesis assessment procedures are in place, involving two independent examiners, clear criteria and standardised assessment forms. The grades awarded to the selected theses examined by the panel were in line with expectations, with a reasonable range and average. However, the panel found shortcomings in the archiving and documentation of theses and thesis assessments. It acknowledges that steps are being taken to introduce digital record keeping and recommends that this be prioritised to ensure consistency and transparency. The panel also recommends that the programme develops a clear AI policy outlining how AI can be responsibly integrated into teaching and assessment, and that staff be provided with opportunities for training in this area.

The Examination Board of the Faculty of Arts plays a key role in quality assurance, with annual sampling of courses and theses and clear procedures for dealing with academic misconduct. The examination board demonstrates professionalism and adaptability, particularly in responding to challenges such as generative AI. However, even in an age of budget cuts, the panel notes that the current level of administrative support is the absolute minimum required for the examination board to effectively manage its workload. According to the panel, the standard is demonstrably met.

**Standard 4: Achieved learning outcomes**

The panel concludes that the intended learning outcomes of the master's programme in Linguistics are clearly achieved. The quality of the reviewed theses confirms that graduates demonstrate the required academic level, combining theoretical insight, methodological rigour, and independent research skills. The theses show clear relevance to academic and societal contexts across all tracks. In addition, graduate outcomes are strong, with alumni quickly finding appropriate positions in academia, education, healthcare, policy, and translation. The programme's alumni monitoring and feedback mechanisms confirm that graduates are well prepared for both professional and research careers. The panel concludes that this standard is met.

The programme meets all four standards. Considering this, the panel arrives at the final opinion 'positive' to the NVAO for the accreditation of the master Linguistics at the University of Groningen.

The chair and secretary of the panel hereby declare that all members of the panel have considered this report and agree with the judgements recorded in the report. They confirm that the assessment was carried out in accordance with the requirements regarding independence.

Date: 17 July 2025

Prof. dr. Matthias Hüning  
(chair)

dr. Irene Conradie  
(secretary)

## 2. INTRODUCTION

### Procedure

The University of Groningen has commissioned Odion Onderzoek to carry out a quality assessment of the bachelor's programmes Minorities & Multilingualism, Linguistics, and Dutch Language and Culture, and the master's programmes Linguistics and Dutch Studies. This report focuses on the master's programme in Linguistics. This assessment is part of the accreditation of the external assessment group of academic programmes in Modern Language and Literature Studies 1 (WO Moderne Taal- en Letterkunde 1). This group consists of 32 programmes offered by six institutions: the University of Groningen, VU Amsterdam, Radboud University, Utrecht University, the University of Amsterdam and Leiden University. Dr. Irene Conradie acted as cluster coordinator for Odion Onderzoek until 11 April 2025, after which dr. Alexandra Paffen took over the role.

The assessment was carried out in accordance with the procedures and standards of the NVAO's 'Assessment framework for the higher education accreditation system of the Netherlands' (Staatscourant 2024, no. 6405). The programmes within the external assessment group WO Moderne Taal- en Letterkunde 1 are existing programmes, and the participating institutions have a positive institutional audit decision.

In consultation with the programmes, Odion Onderzoek has set up a panel of expert peers (accreditation panel) that conducted the programme assessment of the above five programmes at the University of Groningen:

- Prof. dr. Matthias Hüning (chair), professor of Dutch Linguistics, Freie Universität Berlin;
- Prof. dr. Elke Brems (panel member), professor of Translation Studies and Dutch Language, Literature and Culture, KU Leuven;
- Dr. Maaïke van den Haak (panel member), assistant professor of English Linguistics and User Studies, VU Amsterdam;
- Prof. dr. Ad Neeleman (panel member), professor of Linguistics, University College London;
- Roos Krijger MA (student member), recent graduate of the master's programme Translation Studies at Utrecht University;
- Dr. Laura Rupp (referee), associate professor of English Linguistics, VU Amsterdam;
- Prof. dr. Emiel Krahmer (referee), professor of Language, Cognition and Computation, Tilburg University.

The panel was supported by dr. Irene Conradie, as process coordinator and secretary. She has extensive experience as an NVAO-certified secretary. The NVAO has reviewed the proposed composition of the panel and found that it meets the required competencies. In addition, the panel members, the institution and the secretary have declared in writing that the panel and the secretary will carry out their duties independently. On 10 February 2025, the NVAO approved the proposed panel composition.

Prior to the assessment process, the chair completed training on the NVAO's assessment framework (2024). The cluster coordinator and the chair went through the standards, procedures and responsibilities in accordance with the 'Profile of the chair' (NVAO 2016) and the guidelines from the NVAO training course 'Train the chair'. The other panel members were instructed and informed by the cluster coordinator and chair in a cluster-wide kick-off meeting about the framework and assessment procedure, the panel's duties, attitude, and planning within the cluster.

Prior to the site visit, the Faculty of Arts sent a list of recent graduates to the secretary. The panel chair, in consultation with the secretary, selected 15 final projects per programme. This took into account the distribution of final grades, examiners, and if applicable, variants and tracks. The panel studied the selected final projects with the accompanying assessment forms, as well as the self-evaluation report of the programmes. The panel assessed the final projects according to the NVAO guideline for the study of final projects ('Uitvoeringsregels', September 2024). An overview of the material reviewed is included in Annex 5.

After reviewing the documentation, the panel members formulated their initial impressions and shared them with the secretary. The secretary compiled these and shared them with the panel.

Staff and students of the five programmes at the University of Groningen were informed in advance by the institution of the possibility of speaking to the panel in confidence. They could contact the secretary. During the online preparatory meeting, an open consultation session was scheduled for registered participants. No responses were received, so the open consultation was cancelled. At a preparatory meeting on 18 February, panel members discussed their initial impressions and identified key discussion points for the site visit.

The panel visited the University of Groningen on 5, 6 and 7 March. The programme of the site visit with representative interlocutors was submitted by the programme to the chair and the secretary. Information on the content of the site visit is described in Annex 4.

At the end of the site visit, the panel formed an independent opinion on the programmes, based on the four standards of the NVAO 2024 assessment framework for accreditation of existing programmes. The chair shared the main conclusions in a public verbal feedback session. The development dialogue took

place during the site visit on 7 March and a separate report of this was drawn up, endorsed by the panel chair.

This final report provides a systematic account of the panel's findings, considerations and conclusions. The secretary prepared a draft version after the site visit and submitted it to the members of the panel. Based on their comments, the report was modified in consultation with the chair. The draft report was then sent to the Faculty of Arts for checking for factual inaccuracies. After incorporating any corrections, the report was approved and endorsed by the chair.

### **Institution**

The University of Groningen is a publicly funded institution with approximately 7,100 full-time equivalent staff and more than 34,000 students. The university has 11 faculties, 9 graduate schools, 45 bachelor's programmes and 120 master's programmes. Firmly rooted in the north of the Netherlands, the university has a strong focus on interdisciplinary research and offers students the opportunity to participate in international programmes and partnerships. In its strategic plan 'Making Connections. Strategic Plan Rijksuniversiteit Groningen 2021-2026', the university emphasises interdisciplinarity, social impact and talent development.

The Faculty of Arts, with more than 5,000 students, offers a wide range of education and research. Administration is in the hands of a Faculty Board and teaching is organised into five programme clusters, with responsibilities divided between board, coordinators and teaching teams.

### **Programme**

The master's programme in Linguistics at the University of Groningen is a one-year research-oriented programme with five different tracks: Theoretical and Empirical Linguistics (TEL), Neurolinguïstiek (Neurolinguistics), Applied Linguistics – TEFL (Teaching English as a Foreign Language), Multilingualism and Vertalen in Europa (Translation in Europe). Each track combines theoretical foundations with practical applications, preparing students for careers in academia, education, healthcare, policy-making and translation. The programme maintains strong links with research and professional practice, offering internships and applied research opportunities. Despite the challenges of financial restructuring and changing student numbers, the programme continues to adapt, exploring interdisciplinary links and strengthening professional components. The administrative data of the programme and the institution are provided in Annex 1 to this report.

### **Developments since the last accreditation**

The last accreditation of the Linguistics programme at the University of Groningen took place in 2020, when it received a positive assessment. Since then, several developments have taken place. The

programme did not follow through with plans to separate the Neurolinguïstiek track under the name Language and Speech Pathology but maintained the existing structure. The Vertalen in Europa track was introduced in 2021 to meet the growing demand for qualified translators in the professional market. In addition, the track Theoretical and Empirical Linguistics was launched in 2022-23 as a successor to European Linguistics. This revised track places a greater emphasis on the analysis of linguistic data to study language structure, variation, use, and development. It covers core linguistic subfields and offers specialisations in The Human Language System and Language Development and Sociolinguistics.

The 2019 assessment panel identified several strengths within the programme, as well as areas for improvement. The panel praised the programme's strong research base, the expertise of the teaching staff and the integration of theoretical and applied linguistics. However, it expressed concern about the lack of cohesion between the tracks, which was also an issue for students. The previous panel also noted that the former European Linguistics track lacked a clear focus and that student guidance in the track could be improved. It also recommended the discontinuation of the February intake to improve programme cohesion, highlighted the limited availability of internships in Neurolinguistics, and wondered whether the then new structure of the Examination Board with expert teams would be sufficient for quality assurance.

Since the review, the programme has discontinued the February intake, revised its track structure, introduced an information session for prospective students on what the tracks offer, and implemented changes in the organisation of study advisors to improve student guidance. The programme indicated that the system of a central examination board and several expertise boards has proved its worth. Overall, the programme has continued its efforts to align the curriculum with both student expectations and the needs of the labour market.

The current panel has considered how the programme has responded to the recommendations made by the panel in the previous accreditation and discussed this during the site visit. The panel notes that the programme has largely followed the previous recommendations and has thus initiated a positive development. This is discussed in more detail under Standards 1, 2 and 3.

### 3. MASTERLANGUAGE

The master's programmes within the Modern Language and Literature Studies 1 (WO Moderne Taal- en Letterkunde 1) external assessment group make use of the supplementary educational offering provided by Masterlanguage. This national collaboration allows language students to take master's-level courses that draw on the expertise of multiple universities. The initiative offers in-depth Masterlanguage courses that are either thematic or language-specific. These courses take an interdisciplinary approach, combining linguistics, literature, cultural studies, communication, and didactics.

Masterlanguage is a collaboration between six universities: Utrecht University, Radboud University, the University of Groningen, Leiden University, the University of Amsterdam, and VU Amsterdam. Lecturers from these institutions work together to design and deliver the courses. This interuniversity structure strengthens the quality and diversity of the courses on offer and encourages students to engage beyond the boundaries of their home institution.

The course offering consists of advanced-level subjects that combine both theoretical and practical approaches. In the field of Dutch language and literature, two courses are offered each semester, with an average of 18 students per course in recent years. Students enrolling in Masterlanguage courses usually have an academic background in languages and literature. Admission requirements may vary depending on the course. Information about the courses is provided through university channels and central communications from Masterlanguage.

Quality assurance is ensured through evaluations and feedback from students and lecturers, with the participating universities jointly responsible for monitoring and improving teaching quality. This helps to ensure that Masterlanguage remains a valuable addition to the curricula of the participating master's programmes.

The panel received documentation on Masterlanguage and its course offerings, reviewed a selection of courses and discussed the programme with stakeholders. The selected courses covered current issues and relevant themes, as well as innovative methodologies. For instance, on the Literatuur en Burgerschap (Literature and Citizenship) course, students learn to analyse literature and apply it as a tool for societal reflection and democratic dialogue.

Lecturers spoke with evident enthusiasm about collaborating with colleagues from other institutions and incorporating their current research into their teaching. They also expressed appreciation for the diversity of students from across the country who participate in the courses. The students interviewed by the panel were highly motivated and enthusiastic, partly because they had chosen this opportunity

consciously. Both staff and students recognised the clear added value of Masterlanguage, an impression fully shared by the panel.

## 4. PROGRAMME ASSESSMENT

### 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 and considerations

##### *Profile*

The master's programme in Linguistics at the University of Groningen integrates linguistic research with application in society. It trains students to become independent linguistic professionals who are able to apply theoretical and methodological knowledge both in academic research and in real-life contexts. For example, graduates can contribute to healthcare by assisting in the diagnosis and treatment of language disorders, to education by improving language teaching and multilingual learning, and to politics by advising on language policy and political discourse.

The programme offers five specialised tracks in line with this vision, each focusing on a specific aspect of linguistics. An important element of the programme is the opportunity to gain practical experience. Internships play a key role in this: they are compulsory in the Vertalen in Europa and Neurolinguïstiek tracks - to gain experience in translation and clinical settings respectively - and are encouraged in the other tracks. This practical orientation complements the academic depth of the programme and is reflected in the distinct profiles of the five tracks:

- The *Theoretical and Empirical Linguistics* track, introduced in 2022-23 and taught in English, focuses on understanding language structure, variation, use, and development through complex data analysis. It offers two specialisations: one in grammar theory (The Human Language System (THLS)), and one in language development (Language Development and Variation (LDV)), preparing students for careers as theoretical linguists in research, teaching, communication, and language policy.
- The *Neurolinguïstiek* track, taught in Dutch, combines theoretical linguistics with clinical practice, focusing on the diagnosis and treatment of language disorders such as aphasia, dyslexia and language disorders in children. It prepares students for careers in speech pathology, research and therapeutic development, with practical experience gained through internships and thesis projects.
- The *Applied Linguistics - TEFL* track, taught in English, provides a clear theoretical profile by focusing on dynamic, usage-based approaches to second language learning, while also providing exposure to other theories in the field. It combines this theoretical foundation with practical

experience in innovative teaching methods and internships, preparing students for careers in research, teaching, policy and educational publishing.

- The *Multilingualism* track is based at Campus Fryslân in Leeuwarden, in the bilingual province of Fryslân. It is taught in English, and in Frisian in the Frisian specialisation. The unique access to the multilingual context of Fryslân allows students to conduct field research in several sub-disciplines of multilingualism: sociolinguistics, psycholinguistics, language policy, and multilingualism in education. With a focus on minority languages and international collaboration, it prepares students for research careers and roles in government, education, and NGOs.
- The *Vertalen in Europa* track combines academic knowledge in translation studies with translation technology skills. It offers solid translation skills, especially in written Dutch. With a focus on EU translation, the track prepares students for careers as translators, editors or translation project managers. Its technology component is robust and the courses, taught in both Dutch and English, focus primarily on English to Dutch translation, with occasional use of other European languages based on student demand.

During the visit, the panel discussed the programme's profile and noted that it functions as a broad umbrella under which the different tracks all show some degree of relatedness, but where some tracks align more closely with the overall programme profile than others. In the previous assessment, students had identified the limited coherence between the tracks as a shortcoming. In discussions with the panel, the management indicated that the project to improve coherence had been delayed, partly due to the COVID-19 pandemic. A year ago, a working group was set up to explore a different organisation of expertise. This included the possibility of reducing the number of tracks or relocating certain tracks. One idea under consideration is to shift the focus of the *Vertalen in Europa* track to Translation and Technology, with the intention of integrating it into the master's programme Communication and Information Sciences, which aligns more closely with its focus on digital humanities. Although no final plan was yet available, the management emphasised that the process is aimed at balancing academic quality, societal relevance and organisational sustainability. The panel welcomes management's assurance that this process will not result in a loss of current research expertise or educational themes, but merely in a redistribution across programmes. The panel supports the ambition to improve coherence and recognisability while preserving Groningen's distinctive areas of expertise, such as multilingualism and theoretical linguistics. It is not for the panel to judge which tracks the programme should retain, but the panel considers it important that any restructuring ensures that all tracks remain clearly identifiable as integral parts of a linguistics programme. Compared with the previous report, the panel notes that the previously perceived lack of coherence did not emerge as a shortcoming in the interviews conducted during the current visit. The panel found that the individual tracks now have a clearer profile and are seen as sound, substantive programmes that are valued by students, staff, and alumni.

### *Intended learning outcomes*

The Linguistics programme has formulated a set of six programme-specific learning outcomes based on the five Dublin Descriptors. These apply to all tracks and aim to help students understand and apply linguistic research in society. Track-specific outcomes elaborate on these programme objectives, ensuring a more tailored approach to each specialisation. The programme has aligned its learning outcomes with the Reference Points for the Design and Delivery of Degree Programmes in Linguistics, which outline the key characteristics of linguistics as an academic discipline in European universities. Additional input from the United Kingdom Quality Assurance Agency for Higher Education (UK QAA) Subject Statement for Linguistics has further shaped these outcomes.

The panel agrees that the programme's learning outcomes are consistent with the Dublin Descriptors, with track-specific outcomes providing further detail. They reflect master's level expectations by ensuring that students acquire advanced theoretical and methodological knowledge, can apply this in both academic and societal contexts and develop independent research skills. The outcomes also correspond to the five Dublin Descriptors and emphasise interdisciplinary awareness, thereby supporting the development of graduates as both specialist researchers and professionals in linguistically informed fields. The different profiles of the five tracks are also clearly reflected in the track-specific learning outcomes, which elaborate the general programme outcomes in relation to each track's focus. For example, the Neurolinguistics track focuses on language pathology, Applied Linguistics on second language acquisition and teaching, and Multilingualism on sociolinguistic and policy aspects of multilingual societies. This ensures that all students meet the overall academic standards while developing specialised expertise relevant to their chosen area.

### *Connection to the professional field*

The programme keeps in touch with the profession by working with relevant community partners and through its professional advisory board, which advises both the bachelor's and master's programmes in Linguistics. This advisory board was established after the last accreditation review to strengthen the link with the profession. It consists of two alumni, two potential employers, two senior lecturers and two students and meets annually to advise on the relevance and structure of the programme. Recent recommendations have included making thesis summaries available to the public and exploring specific areas of research. The panel values this ongoing engagement and notes its importance in maintaining the professional relevance of the programme.

### **Conclusion**

While the overall profile of the Linguistics programme remains broad and somewhat loosely defined, the panel concludes that progress has been made in clarifying the distinct identities of the five tracks. Each track now has a well-defined focus that is recognised by (prospective) students and alumni. The programme's intended learning outcomes, together with their track-specific elaborations, are

appropriate for an academic master's level and sufficiently aligned with international reference frameworks and the Dublin Descriptors. The panel acknowledges the ongoing efforts to restructure the tracks but makes no recommendation on this matter as it is outside the scope of the current programme assessment. If the programme proceeds with restructuring the tracks, the panel suggests that the programme articulate a clear rationale for how the restructured tracks belong to, and jointly constitute, a coherent Linguistics profile that covers the core of what is understood by that term in the field. The panel recognises how the programme maintains strong professional relevance through its Advisory Board, which meets annually to advise on the programme's structure and relevance.

Based on the interviews and the review of the underlying documentation, the panel concludes that the programme **meets Standard 1: Intended learning outcomes.**

### **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 and considerations**

##### *Curriculum*

The master's programme in Linguistics is a one-year programme of 60 EC, divided into two semesters. The first semester consists of compulsory track-specific courses designed to build core knowledge and research skills. Some tracks share a course, such as Essential Statistics and Language Variation in Europe. The second semester focuses more on deepening the application of knowledge with 10 EC for either an internship (mandatory in Neurolinguïstiek and Vertalen in Europa) or an elective, as well as a 20 EC master's thesis. An overview of the curriculum can be found in Annex 3.

The educational vision of the Linguistics programme is based on four key principles: active learning, research-based teaching, small learning communities and internationalisation (the latter is discussed under *Language and internationalisation*). Most courses are taught in small group seminars, allowing close contact between students and lecturers, frequent discussion and active participation. Group projects and collaborative tasks are used to develop teamwork and communication skills, while individual assignments such as essays and research papers ensure that students can carry out independent, critical analysis. Research-based teaching is reflected in courses linked to ongoing research projects, with lecturers integrating their expertise directly into classroom activities. For example, in Theoretical and Empirical Linguistics (TEL), students engage in advanced linguistic analysis and data interpretation, preparing them for empirical research and academic writing. Similarly, in the Applied Linguistics track, students work on practical assignments focused on second language acquisition, often designing lesson

plans or applying language learning theories in simulated teaching environments. The Multilingualism track offers students the opportunity to engage with real-world language policy issues, for example through research projects and internships with organisations such as the Mercator European Research Centre or the Groningen Centre for Language and Culture, thereby aligning academic training with societal needs for expertise in regional and minority languages. The Vertalen in Europa track places a strong emphasis on practical skills, with students working on real translation assignments using professional tools such as Trados and receiving guest lectures from professional translators. The Neurolinguïstiek track integrates clinical perspectives, with students combining theoretical study with case-based learning related to language disorders.

The panel found that the curriculum translates the intended learning outcomes into practice by balancing theoretical instruction, empirical research, and professional application. This is evidenced by a matrix in the track assessment plans, which details how each course unit contributes to the achievement of specific learning outcomes. In the documentation, the panel observed examples of how each track aligns its courses with both academic developments and labour market needs, ensuring that students acquire relevant expertise. For example, in the Multilingualism track, the course Language Planning and Policy requires students to work in small groups to analyse sociolinguistic theories, carry out independent research projects on multilingualism and language policy, and attend a Frisian Linguistics conference. The panel initially had concerns about whether the limited amount of practical translation training in the Vertalen in Europa track sufficiently prepares students for their internships and professional development as translators. However, these concerns were alleviated during conversations with students and alumni, who expressed enthusiasm for the track and felt well-prepared.

The panel found that the five tracks largely operate as separate programmes, with limited curricular integration. Although there is some interdisciplinary interaction - for example, in shared courses such as statistics, certain electives and cross-track thesis supervision - students do not perceive the programme as a coherent whole. However, this differentiation is not perceived as problematic by either students or staff, as it allows for focused academic development within each track. Moreover, this structure does not detract from the overall quality of the programme or the individual tracks. The panel sees potential to further enhance opportunities for interdisciplinary engagement – for example by increasing the number of shared courses or thematic modules, encouraging cross-track collaboration in assignments, or creating more structured moments for intellectual exchange between students from different tracks. Such efforts could allow students to benefit more fully from the expertise available across the tracks while pursuing a specialised academic pathway. Nevertheless, the panel concludes that the current structure adequately supports the educational objectives of the programme and meets the needs of students.

### *Internship*

The internship component is an important part of many tracks in the programme, putting academic knowledge into practice. Internships are mandatory for the Vertalen in Europa and Neurolinguïstiek tracks to gain translation and clinical experience, respectively, while they are encouraged for other tracks. For example, Applied Linguistics students often do their internship at institutions such as the Language Centre of the University of Groningen, which focuses on teaching Dutch as a second language (NT2). Students of Multilingualism can do internships with regional organisations that promote bilingual education or language policy initiatives. Through discussions with students and staff, the panel heard that finding a suitable internship can sometimes be challenging - especially for Vertalen in Europa students seeking internships in specific language combinations or niche areas. However, it was also clear that all students eventually manage to secure a suitable internship. The panel also found that students highly valued their internship experiences, often viewing them as an important opportunity to gain practical skills. For example, one student on the Vertalen in Europa track reported that their translation skills developed significantly during their internships, which they considered a valuable part of their professional development. In addition, the panel learned that many students secure employment with the same organisations where they did their internships, highlighting the importance of these practical experiences in launching their careers. The panel encourages the programme to continue to support students in this process and to ensure that sufficient internship opportunities remain available, particularly where internships are mandatory.

### *Final project*

The master's thesis is a central component of the Linguistics programme. It allows students to carry out independent research in line with their chosen track. The panel found the thesis process to be well structured, beginning with the selection of a topic, followed by the submission of a proposal and the development of a research plan. Supervision is provided by a primary supervisor with expertise in the chosen subject area, supported by a secondary assessor. Both students and staff describe the supervision as intensive and personal, with frequent meetings and constructive feedback. In the Applied Linguistics track, a dedicated thesis workshop supports students in this process and is highly valued. In other tracks, group sessions or peer exchanges are less common, partly due to small cohort sizes. Students indicated that they would welcome similar thesis workshops across all tracks. The panel supports this suggestion and encourages the programme to consider implementing this more widely.

### *Intake*

The Linguistics programme attracts around 94 students per year from a variety of academic backgrounds, including linguistics, language studies and speech and language therapy. The number of students per track ranges from an average of 7 in Vertalen in Europa to 36 in Neurolinguïstiek. While some cohorts are small, courses are also attended by students from the research master and the educational masters,

which helps maintain group size. This shared attendance does not affect the viability or quality of the programme.

Admission requirements are designed to ensure that incoming students have sufficient basic knowledge to achieve the intended learning outcomes of the programme. However, the panel noted that the admission requirement for Vertalen in Europa, which states that applicants 'must be native speakers of Dutch' (TER Article 2.3), is somewhat problematic. Educational institutions should base admission criteria on language proficiency at the required level (e.g. fluency in Dutch at native speaker level) rather than on native speaker status. The panel therefore recommends that this requirement be adapted to better comply with legal standards on non-discrimination and equal treatment.

For those who lack specific prior knowledge, a pre-master programme is offered, particularly for students entering Neurolinguïstiek or Theoretical and Empirical Linguistics from related fields. The panel considers that these procedures are effective and well adapted to the level of the programme, enabling students to bridge knowledge gaps and successfully complete the degree.

#### *Student guidance and feasibility*

Students receive close academic guidance from approachable staff who provide regular feedback. The small size of the programme ensures direct access to supervisors, particularly during the thesis process and internships. The study advisor monitors the students' progress, provides support when needed, and works with the thesis supervisor to address any problems or delays. Students have expressed their appreciation of this support. In addition, the university offers accommodations for students with impairments, such as extended exam times and flexible arrangements, and the study advisor is well informed about university policies and referrals.

Information provision is generally clear, with students receiving details of course content, assessments, and programme expectations in a timely manner through the Brightspace digital learning environment, comprehensive digital study guides, and direct communication with lecturers. However, some students noted that internship opportunities could be communicated more effectively to help with planning.

The programme is designed to be completed in one year, and the graduation rate for 2019-2022 is 52% after one year, with 76% graduating within the nominal plus one timeframe. The rate is expected to further increase from 2023 due to stricter faculty thesis deadline policies. While the distribution of workload varies slightly between tracks, with a heavier workload in the first semester, overall students find the pace of study manageable. The panel also found that students consider the programme to be well structured and that it is possible to complete the programme within the planned timeframe. Prolongation beyond the nominal duration is often a personal choice, with some students choosing to extend their studies to pursue additional research, internships or other professional opportunities. This

flexibility in pacing seems to be valued by students, allowing them to tailor their educational experience to their individual goals.

#### *Language and internationalisation*

In the Linguistics programme, the choice of language of instruction varies from track to track, with each track carefully considering the linguistic needs of the students and the practical aspects of the field. This also means that the programme name and track names are communicated in Dutch or English, depending on the context. Multilingualism, TEL and Applied Linguistics-TEFL are taught in English, Vertalen in Europa en Neurolinguïstiek are taught mainly in Dutch.

In Multilingualism, TEL and Applied Linguistics-TEFL, the international nature of the programme is enhanced by a diverse student body and the use of English in most courses, which promotes intercultural learning. In the Applied Linguistics-TEFL track, English is the primary language of instruction, reflecting its global role in the field of teaching English as a foreign language (TEFL). In Multilingualism, students analyse sociolinguistic dynamics in multilingual communities and propose policy interventions, enabling them to engage with international perspectives on language and social issues. Students in the Multilingualism track can also follow a Frisian specialisation, in which they do their thesis and internship, as well as various assignments for the first semester courses in Frisian.

In the Vertalen in Europa track, the primary language of instruction is Dutch, with a special emphasis on English-Dutch translation. Although the programme does not offer all European languages, students can and do also work with other languages such as French, Spanish, German or Italian for their main translation assignments, depending on their previous language skills. The emphasis on English is due to its central role in the translation field and the high demand for English-Dutch translation, especially for EU-related texts. This approach sufficiently ensures that students are prepared for professional translation work, in English-Dutch more so than in other language pairs.

The panel found that the rationale for the choice of language was not entirely clear in the written documentation. However, the explanation provided during the visit made it clear that careful consideration had been given to the language of instruction at the track level, which the panel endorsed.

#### *Teaching staff*

The Linguistics teaching staff is a dedicated, research-active team of around 30 lecturers, many full and associate professors, with strong academic expertise across all five tracks. All but one or two of the lecturers on the programme have PhDs. Staff members are all members of the research institute Center for Language and Cognition Groningen and are actively involved in leading national and international research networks. With a student-staff ratio of 17.9 students per FTE for the 2023-2024 academic year, the team is large enough to deliver the curriculum with shared expertise and coordinated effort.

Although fluctuations in student numbers present a challenge, the programme carefully manages capacity and workload.

All permanent staff hold a University Teaching Qualification (BKO), demonstrating a solid base of didactic skills. However, the panel notes that the number of staff with a Senior Teaching Qualification (SKO) is limited and recommends that further development in this area could strengthen educational leadership.

The panel also notes the staff's didactic commitment and the personal attention they offer students. Students consistently reported that lecturers are approachable, supportive, and provide timely, constructive feedback. The small-group teaching approach facilitates close supervision and interactive learning. Moreover, staff members are proficient in English, the main language of instruction in most tracks. Combined with strong subject expertise - for example, in clinical linguistics, theoretical linguistics and regional language policy - the panel concludes that the staff form a well-qualified, dedicated team providing a high quality, student-centred education.

### **Conclusion**

Based on the documentation review and site visit interviews, the panel concludes that the basic quality of the Linguistics master programme is assured. The programme provides a rich and varied educational environment with strong individual tracks, tailored to achieve the intended learning outcomes across its five distinct tracks. The panel found that the five tracks largely operate as separate programmes with limited curricular integration. Although greater cross-track alignment could improve coherence, the current structure sufficiently meets the programme's educational objectives and student needs.

The curriculum offers a well-balanced mix of theoretical instruction, empirical research, and professional application, with clear links to societal needs and labour market demands. The structure of the programme allows for individual academic development, with opportunities for specialisation through track-specific courses, internships and the master's thesis. Teaching methods are interactive and research-based. Most courses are taught in small group seminars, allowing close contact between students and lecturers, frequent discussion and active participation. The small-scale teaching environment and the involvement of research-active staff are valued by both students and alumni. The panel concludes that the teaching team is a key strength of the programme, providing a combination of academic excellence, strong research commitment and high quality, student-centred teaching. The panel believes that choosing English as the language of instruction, as well as giving the programme and several tracks English titles, adds value by enriching linguistic discussions and enhancing the connection to the international research community. For Multilingualism, the use of Frisian is also valuable and necessary, as the local linguistic context provides important insights and enriches the study of multilingualism.

The panel identified several areas for improvement and recommended that the admission requirement for the Vertalen in Europa track be reworded to focus on fluency in Dutch at a native speaker level, rather than on native speaker status. In addition, the panel suggests strengthening educational leadership by encouraging more staff to obtain the Senior Teaching Qualification (SKO). It also believes that the provision of thesis workshops across all tracks could further enhance student support. Finally, while students and alumni confirmed that they were generally able to find an internship position the panel encourages the programme to continue its efforts to ensure that there are sufficient opportunities for compulsory internships. Notwithstanding these points, the overall learning environment effectively supports the educational objectives, leading to a positive assessment of this standard.

Based on the interviews and the review of the underlying documentation, the panel concludes that the programme **meets Standard 2: Teaching-learning environment.**

### **Standard 3: Student assessment**

*The programme has an adequate system of student assessment in place.*

#### **Findings and considerations**

##### *Assessment policy and practice*

The principles of assessment in the master Linguistics are outlined in the Teaching and Examination Regulations (TER) and in the assessment plans of the five tracks. In line with the university's assessment policy ('RUG Toetsbeleid 2021-2026'), the programme's assessment policy is designed to evaluate whether students are achieving the intended learning outcomes, while supporting their learning process. The assessment plan for each track includes a matrix showing which course units contribute to which learning outcomes. The panel found that the level of detail varied, but that each track sufficiently covered the intended learning outcomes.

Assessment methods are closely linked to the course objectives and are varied, including research papers, oral or poster presentations, portfolios, computer-based exams, podcasts, policy advice and group projects. These methods aim to test students' theoretical understanding, analytical and research skills, ability to apply knowledge in professional contexts, and their capacity to communicate findings clearly and appropriately for different academic and professional audiences. Specific forms of assessment include the internship and the master's thesis, both of which are assessed according to clear guidelines.

### *Thesis assessment*

The assessment of the master's thesis in the Linguistics programme is structured to ensure consistency and academic rigour. Each thesis is assessed independently by two examiners, both of whom are experts in the relevant field. In cases where the assessors disagree, a third examiner is consulted. Assessment is based on a standardised thesis assessment form, introduced following the previous accreditation, which includes clear assessment criteria aligned with the intended learning outcomes. These criteria cover aspects such as originality, methodological quality, academic writing, and critical reflection. The thesis assessment form includes a specification of the assessment criteria, as well as grading criteria for scores ranging from 5 to 10, which supports a careful and consistent assessment process. The first and second assessors fill out an individual form (Form A) and the student receives a combined form (Form B). The panel learned from discussions with staff and students that both groups are familiar with the thesis assessment process and that the structured approach contributes to transparency and fairness. According to those discussions, supervisors provide extensive feedback throughout the thesis process, which helps prepare students well for independent research. The panel concludes that the thesis assessment procedures are robust, well-documented, and contribute to maintaining the academic quality and credibility of the degree.

During the selection of final projects, however, the panel identified problems with the registration and archiving of theses and assessment forms. The three theses requested from the TEL track turned out to be theses from a different programme; once this was corrected, three replacement theses were provided. In several cases, only the combined assessment form (Form B) was available. In one case there was only a final mark visible. In such cases, it is difficult for the panel to determine whether the justification for the grade is clear and comprehensible. The panel advises the programme to check when combining the forms that the assessment is comprehensible to the student. In the remaining cases, the panel found the explanations on the forms to be clear and complete, providing well-structured feedback that gave a good insight into the assessment. The examination board indicated to the panel that, based on its own sampling of theses, it was aware that the maintenance of assessment forms was not always carried out correctly. The examination board and management indicated that the faculty is in the process of introducing computerised record-keeping and that this is already underway at nine programmes within the faculty. With this new process, no steps in the assessment and archiving procedure can be skipped, ensuring consistency throughout. The panel recommends improving the process of archiving and document management of final projects by prioritising the implementation of an automated system that guarantees transparent and complete linking of final projects and their assessment forms. The panel also affirms that the grades awarded for these theses were in line with expectations, with a reasonable range and average.

### *Generative AI*

The panel notes that lecturers in the Linguistics programme currently allow the use of generative AI in some cases for preparation, but prohibit its use in final written assignments, emphasising the need for students to demonstrate independent writing and critical thinking skills. The panel noted that the course manuals specify what is and is not allowed. For example, in the Vertaalvaardigheid course, translation software and AI programmes such as DeepL and ChatGPT may only be used for assignments when explicitly stated. In all other cases it will be considered a form of fraud. In case of doubt, the teacher reserves the right to ask for an oral explanation of the assignment. A protocol on the use of AI and suspected fraud is being developed by an AI working group, in consultation with the examination board.

The panel appreciates these proactive steps, but notes that concrete changes in assessment formats have not yet been implemented, and opportunities for staff training in AI are still limited. The programme is currently in an exploratory phase, with ongoing discussions about embedding AI literacy into the curriculum. The panel recommends that the programme develop a clear and forward-looking AI policy that defines how AI can be responsibly integrated into teaching and assessment, prepares students for careers in a data-rich world, and facilitates that staff have access to training to build the necessary knowledge and skills. While this work is ongoing, the panel further recommends increasing the use of assessment methods that are resistant to AI-related fraud, in order to safeguard academic integrity and maintain the validity of assessment processes.

### *Examination Board*

The Examination Board of the Faculty of Arts ('Examencommissie Letteren', ECL) consists of a chair, a secretary, and four members, representing five disciplinary clusters and the research master's programmes, and one external member. It meets every six weeks and is supported by an administrative secretariat. It fulfils its statutory duties by appointing examiners, monitoring the quality of assessments through systematic sampling, and handling student appeals and cases of academic misconduct.

Some responsibilities are delegated to Expert Teams (ETs), who monitor assessment quality at cluster level. Each year, ETs review the TER and assess whether the learning outcomes can be achieved through the assessment plan and matrix. The assessment protocol is also reviewed. In addition, each ET ensures the quality of courses, internships, individual tutorials and theses. Each year they carry out a combination of sampling and targeted reviews of courses where concerns have been raised. The central examination board supervises these ETs, evaluates their reports and intervenes in complex or cross-cluster matters.

The examination board has contributed to quality assurance through thesis calibration rounds and structured feedback on assessment forms. For the master's programme in Linguistics, it reviewed theses in Vertalen in Europa and Neurolinguïstiek, advising on clearer use of rubrics and assessment documentation. It also advised on assessment conditions to meet the challenges posed by generative AI.

Despite a heavy workload and an increasing number of requests, the Examination Board operates in a professional and reflective manner. Its key priorities include maintaining quality standards, responding to new challenges and ensuring consistency in procedures.

In its annual reports and the panel interview, the examination board demonstrated awareness of current challenges, such as the use of generative AI, and is actively involved in developing policies to address concerns about academic integrity. Procedures for handling suspected fraud are well defined, including structured interviews with students and clear documentation. The examination board also participates in university-wide professional development and peer exchange, contributing to consistency and expertise. The examination board sets annual quality assurance targets and prioritises critical areas, but due to capacity constraints, it currently reviews around 10% of courses and theses, rather than the targeted 20%. Consequently, the faculty board agreed that, if the examination board identifies insufficient assessment quality within a cluster during an assurance round, the proportion of subjects checked will increase to 20%.

The previous assessment panel questioned whether the faculty examination board could sufficiently ensure assessment quality with the new setup involving expert teams. However, the current panel has a positive impression of how this structure is functioning. The panel found that the examination board operates with professionalism, reflection, and adaptability, and has clear procedures for dealing with academic misconduct. However, the panel also notes that the current level of administrative support is just sufficient for the examination board to function effectively. It therefore advises that at least this level be maintained.

### **Conclusion**

The panel concludes that the Linguistics programme has a well-structured and effective assessment system. The assessment policy is clearly described in the Teaching and Examination Regulations and in the assessment plans for each track, which map course units to intended learning outcomes. Assessment methods are varied and well aligned with course objectives, testing theoretical knowledge, research skills and the ability to communicate results to different audiences. Thesis assessment procedures are in place, involving two independent examiners, clear criteria and standardised assessment forms. The grades awarded to the selected theses examined by the panel were in line with expectations, with a reasonable range and average. However, the panel found shortcomings in the archiving and documentation of theses and thesis assessments. It acknowledges that steps are being taken to introduce digital record keeping and recommends that this be prioritised to ensure consistency and transparency. The panel also recommends that the programme develops a clear AI policy outlining how AI can be responsibly integrated into teaching and assessment, and that staff be provided with opportunities for training in this area.

The Examination Board of the Faculty of Arts plays a key role in quality assurance, with annual sampling of courses and theses and clear procedures for dealing with academic misconduct. The examination board demonstrates professionalism and adaptability, particularly in responding to challenges such as generative AI. However, even in an age of budget cuts, the panel notes that the current level of administrative support is the absolute minimum required for the examination board to effectively manage its workload.

Based on the interviews and the review of the underlying documentation, the panel concludes that the programme **meets Standard 3: Student assessment**.

#### **Standard 4: Achieved learning outcomes**

*The programme demonstrates that the intended learning outcomes are achieved.*

#### **Findings and considerations**

##### *Final projects*

The master's thesis serves as the final project in all tracks and is one of the key instruments for determining whether students have achieved the intended learning outcomes of the programme. The assessment plans of each track specify which intended learning outcomes are assessed in the thesis, ranging from two-thirds to all of them, depending on the track.

Prior to the site visit, the panel reviewed a representative selection of 15 recently completed final projects from all five tracks of the master's programme in Linguistics. The panel found the overall quality of the theses in the master Linguistics to be satisfactory to very good, aligning with the grades awarded. The selected theses demonstrated that students possess broad theoretical knowledge, strong research skills, and the ability to independently design and conduct research. The panel noted examples of well-reported studies with clear societal relevance, including research contributing to primary education, clinically relevant studies for the field of neurolinguistics, and projects addressing regional language policy and sociolinguistic issues. On this basis, the panel concludes that the final projects meet the required master's level.

##### *Performance of graduates*

The panel also concludes that graduates are well prepared for the labour market. The Linguistics programme maintains contact with alumni through dedicated alumni groups, social media (e.g. Facebook and LinkedIn for the Applied Linguistics track), and informal follow-up at track level. Programme-wide insights into alumni outcomes are gathered through national surveys (e.g. National Alumni Survey 2023) and targeted alumni questionnaires, such as a recent survey of Applied Linguistics graduates. These

sources provide valuable information about graduates' career paths, showing that most alumni quickly find employment in areas such as education, research, policy, healthcare and translation. During the panel discussion, alumni confirmed that they felt well prepared for their professional careers.

### Conclusion

The panel concludes that the intended learning outcomes of the master's programme in Linguistics are clearly achieved. The quality of the reviewed theses confirms that graduates demonstrate the required academic level, combining theoretical insight, methodological rigour, and independent research skills. The theses show clear relevance to academic and societal contexts across all tracks. In addition, graduate outcomes are strong, with alumni quickly finding appropriate positions in academia, education, healthcare, policy, and translation. The programme's alumni monitoring and feedback mechanisms confirm that graduates are well prepared for both professional and research careers.

Based on the interviews and the review of the underlying documentation, the panel concludes that the programme **meets Standard 4: Achieved learning outcomes.**

### Final conclusion

The NVAO approved panel has assessed the programme against four standards. The panel concludes that the programme meets all standards (intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes) and thus rates the overall quality of the programme as positive.

<b>Standard</b>	<b>Judgement</b>
<b>Intended learning outcomes</b> <i>Standard 1: 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.</i>	meets the standard
<b>Teaching-learning environment</b> <i>Standard 2: The curriculum, the teaching-learning environment and the quality of the teaching staff enable the incoming students to achieve the intended learning outcomes.</i>	meets the standard
<b>Student assessment</b> <i>Standard 3: The programme has an adequate system of assessment in place.</i>	meets the standard
<b>Achieved learning outcomes</b> <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	meets the standard

Final conclusion	positive
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In the preceding paragraphs, the panel has discussed and substantiated its positive comments on the programme for each standard. The programme is commended for the following features of good practice:

- **Integration of academic research with practical application:** The programme's curriculum successfully bridges theoretical foundations with real-world relevance across its specialised tracks.
- **Small-scale, supportive learning environment:** The combination of dedicated academic staff and an accessible, proactive study advisor fosters personal attention, critical engagement, and individual academic growth.
- **Professionally working examination board:** The examination board operates with professionalism, reflection, and adaptability, and has clear procedures for dealing with academic misconduct.
- **Excellent graduate employability:** Alumni outcomes demonstrate that the programme equips students with the skills and knowledge required for successful careers in areas such as speech therapy, translation, language policy and education.

In this report, the panel makes several suggestions and observations, which are not strictly recommendations. These points include:

- Strengthening the cohesion between the tracks by encouraging cross-track collaboration and joint activities.
- Ensuring sufficient opportunities for compulsory internships.
- Encouraging the attainment of the Senior Teaching Qualification (SKO) to strengthen teaching leadership within the team.
- Considering the introduction of thesis workshops in all tracks, similar to the Applied Linguistics track, to promote peer learning and writing skills.
- Ensuring that the assessment is comprehensible when combining the thesis assessment forms, providing students with insight into how the grades awarded and weighted components result in the (combined) final grade.
- Maintaining at least the current level of administrative support as the minimum necessary for the examination board to carry out its tasks effectively.

The panel recommends several follow-up actions to further improve the programme. These recommendations do not detract from the positive assessment of the quality of the programme:

- **Admission requirements:** Replace the current criterion of 'native speaker of Dutch' with a requirement for demonstrable fluency in Dutch at a native speaker level (e.g., C2 CEFR proficiency).
- **Archiving:** Ensure a comprehensive and reliable archiving system for theses and assessment forms in the short term.
- **AI policy:** Develop a clear and forward-looking AI policy that defines how AI can be responsibly integrated into teaching and assessment, prepares students for careers in a data-rich world, and ensures that staff have access to training to develop the necessary knowledge and skills. While this policy is being developed, increase the use of assessment formats that are reasonably resilient to AI-related fraud.

## 5. ANNEXES

### Annex 1: Administrative data

Institution	
Name in RIO	Rijksuniversiteit Groningen
Adress	Broerstraat 5 9712 CP Groningen
Website	<a href="https://www.rug.nl/">https://www.rug.nl/</a>
BRIN number	21PC

Programme	
Programme name in RIO	Taalwetenschappen
International name	Linguistics
Location	Groningen, Leeuwarden (track: Multilingualism)
Programme number in RIO	60815
Orientation and level	wo ma
Research master	No
Language of instruction	English, Dutch, Frisian
(Legal) professional requirements	No
All study programmes/ tracks/specialisations	Applied Linguistics-TEFL (English, Dutch) Multilingualism (English, Frisian) Neurolinguïstiek (Dutch) Theoretical and Empirical Linguistics (English) Vertalen in Europa (Dutch, English)
Joint programme	No
Distinctive feature	No
Degree awarded and addition to the degree	M of Arts
Study load in EC	60
Variant(s) (full-time, part-time, dual)	Full-time
Working with units of learning outcomes (full-time, part-time, dual)	No
External assessment group classification	WO Moderne taal- en letterkunde 1
Submission date of accreditation report	1 November 2025
Other (e.g. name change or extension of study duration)	No

## Annex 2: Intended learning outcomes

### General learning outcomes of the Master's degree programme in Linguistics

The Master's degree level in line with the Dublin Descriptors	Learning outcomes for the Master's degree programme in Linguistics
<p><b>1. Knowledge and understanding</b></p> <p>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.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <ul style="list-style-type: none"> <li>1.1 specialist knowledge and understanding of concepts and theories in the field of linguistics.</li> <li>1.2 the ability to make connections between theory/analysis and empiricism in the field of linguistics.</li> <li>1.3 knowledge of the most recent developments in the field of linguistic theories.</li> <li>1.4 experience with the methods and techniques used to conduct research in the field of linguistics or applied linguistics.</li> <li>1.5 the ability to independently develop new ideas for research in the field of linguistics or applied linguistics.</li> <li>1.6 specialist knowledge of interactions between linguistics and other disciplines.</li> </ul>
<p><b>2. Applying knowledge and understanding</b></p> <p>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.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <ul style="list-style-type: none"> <li>2.1 the ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of linguistics or applied linguistics from this information.</li> <li>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 organizations, and to generate</li> </ul>

	<p>descriptions, hypotheses and methods for research based on this.</p> <p>2.3 the ability to conduct independent research in one of the subdisciplines of linguistics.</p>
<p><b>3. Making judgements</b></p> <p>Graduates have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, academic or ethical aspects.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>3.1 the ability to understand multiple views of a certain linguistic phenomenon and to compare these views with each other.</p> <p>3.2 the ability to understand the nature and function of linguistics research and of the relationship between the various subdisciplines.</p> <p>3.3 the ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>4.1 the ability to report orally and in writing on ideas and research in the field of linguistics or applied linguistics.</p> <p>4.2 the ability to report on supervised own research in the field of linguistics or applied linguistics via the usual media (professional or academic journals, symposia, conferences), if necessary using applicable audiovisual and IT aids.</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Students who have completed the Master's degree programme in Linguistics have demonstrated:</p> <p>5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme.</p> <p>5.2 the ability to acquire new knowledge of a specialization area of linguistics and independently find the relevant academic literature.</p> <p>5.3 the ability to follow developments within the discipline and constantly revise their knowledge and understanding and develop new skills accordingly.</p> <p>5.4 the ability to start a PhD programme in the fields of linguistics in the widest possible sense.</p>

**Learning outcomes of the Master's degree programme in Linguistics – Master's track Theoretical and Empirical Linguistics**

<i>The Master's degree level in line with the Dublin Descriptors</i>	<i>Learning outcomes for the Master's degree programme in Linguistics – Master's track <b>Theoretical and Empirical Linguistics, specialization Language Development and Variation</b></i>	<i>Translates to</i>
<p><b>1. Knowledge and understanding</b> 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.</p>	<p>Students who have completed the Master's degree programme in this specialization have demonstrated:</p> <ul style="list-style-type: none"> <li>1.1 <b>specialist</b> knowledge and understanding of concepts and theories in the field of <b>language development and variation, and concerning modern European languages in particular.</b></li> <li>1.2 the ability to make connections between theory/analysis and empiricism in the field of <b>language development and variation.</b></li> <li>1.3 knowledge of recent developments in the field of <b>language development and variation.</b></li> <li>1.4 experience with the methods and techniques used to conduct research in the field of <b>language development and variation.</b></li> <li>1.5 the ability to independently develop new ideas for research in the field of <b>language development and variation.</b></li> <li>1.6 specialist knowledge of interactions between <b>the field of language development and variation and related disciplines.</b></li> </ul>	<p>1.1 1.2 1.3 1.4 1.5 1.6</p>
<p><b>2. Applying knowledge and understanding</b> 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.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <ul style="list-style-type: none"> <li>2.1 the ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of <b>language development and variation.</b></li> <li>2.2 <b>the ability to analyse complex linguistic data from a theoretical perspective, and formulate an argument for or against certain hypotheses.</b></li> <li>2.3 the ability to conduct independent research in the field of <b>language development and variation.</b></li> </ul>	<p>2.1 2.2 2.3</p>

<p><b>3. Making judgements</b> 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.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <p>3.1 the ability to <b>critically assess and compare existing linguistic analyses of data in the field of language development and variation.</b></p> <p>3.2 the ability to understand the nature <b>of a problem in the field of language development and variation, and reflect on the right approach to finding a solution.</b></p> <p>3.3 the ability to evaluate the soundness of research <b>in the field of language development and variation</b> in terms of the methodology used.</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>
<p><b>4. Communication</b> Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <p>4.1 the ability to report orally and in writing on ideas and research in the field of linguistics <b>in accordance with the correct register.</b></p> <p>4.2 the ability to report, <b>either individually or as part of a group</b>, on supervised own research in the field of <b>language development and variation in accordance with the criteria of the international academic community, in both oral presentations (at symposia or conferences) and potentially publishable articles (professional or academic)</b>, if necessary using applicable audiovisual and IT aids.</p>	<p>4.1</p> <p>4.2</p>
<p><b>5. Learning skills</b> Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <p>5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme.</p> <p>5.2 the ability to acquire new knowledge <b>in the field of language development and variation</b>, and independently find the relevant academic literature.</p> <p>5.3 the ability to follow developments within <b>the field of language development and variation</b>, and constantly revise their knowledge and understanding and develop new skills accordingly.</p> <p>5.4 the ability to start a PhD programme in linguistics or related fields.</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>

**Learning outcomes of the Master's degree programme in Linguistics – Master's track Vertalen in Europa (Translation in Europe)**

<i>The Master's degree level in line with the Dublin Descriptors</i>	<i>Learning outcomes for the Master's degree programme in Linguistics – Master's track <b>Vertalen in Europa (Translation in Europe)</b></i>	<i>Translates to</i>
<p><b>1. Knowledge and understanding</b> 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.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <ul style="list-style-type: none"> <li>1.1 advanced knowledge and understanding of concepts, principles, and theories in the field of translation studies and language variation of modern European languages</li> <li>1.2 the ability to make connections between theory/ analysis and empiricism in the field of translation studies and language variation</li> <li>1.3 knowledge of recent developments in the field of translation studies</li> <li>1.4 experience with the methods, strategies, and techniques used to conduct work and research in the field of translation studies and language variation</li> <li>1.5 the ability to independently develop new ideas for research in the field of translation studies or language variation</li> <li>1.6 specialist knowledge of interactions between translation studies, language variation, and other disciplines.</li> </ul>	<p>1.1 1.2 1.3 1.4 1.5 1.6</p>
<p><b>2. Applying knowledge and understanding</b> 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.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <ul style="list-style-type: none"> <li>2.1 the ability to combine information from different sources and subdisciplines and distil relevant problems and questions in the field of translation studies and language variation</li> <li>2.2 the ability to translate a variety of written texts in a potentially publishable form applying adequate translation tools and procedures</li> <li>2.3 the ability to conduct independent research in the field of translation studies</li> <li>2.4 the ability to select, apply, and justify appropriate intercultural strategies.</li> </ul>	<p>2.1 2.1, 2.2 2.3 1.4, 2.2</p>
<p><b>3. Making judgements</b> 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.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <ul style="list-style-type: none"> <li>3.1 the ability to critically assess existing translations from a linguistic, social, and cultural point of view</li> <li>3.2 the ability to understand the nature of a problem in the field of translation studies and language variation, and reflect on the right approach to finding a solution</li> <li>3.3 the ability to evaluate the soundness of work and research in translation studies in terms of the methodology used.</li> </ul>	<p>2.2, 3.1 1.1, 3.2 3.3</p>

<p><b>4. Communication</b> Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <p>4.1 the ability to report orally and in writing on ideas and research in the field of translation studies or linguistics in accordance with the correct register (formal, informal, specialist) in both their native language and at least one other language</p> <p>4.2 the ability to report, either individually or as part of a group, on supervised research in the field of translation studies in accordance with the criteria of the international academic community, in both oral presentations (at symposia or conferences) and potentially publishable articles (professional or academic), if necessary using applicable audiovisual and IT aids.</p>	<p>4.1</p> <p>4.2</p>
<p><b>5. Learning skills</b> Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>Students who have completed the Master's degree programme in this track have demonstrated:</p> <p>5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme</p> <p>5.2 the ability to acquire new knowledge in the field of translation studies, and independently find the relevant academic literature</p> <p>5.3 the ability to follow developments within translation studies, and constantly revise their knowledge and understanding and develop new skills accordingly</p> <p>5.4 the ability to start a PhD programme in translation studies, linguistics, or related fields.</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>

**Learning outcomes for the Master's degree programme in Linguistics – Master's track Neurolinguistics**

<p><b>The Master's degree level in line with the Dublin Descriptors</b></p>	<p><b>Learning outcomes for the Master's degree programme in Linguistics – Master's track Neurolinguistics</b></p>	<p><b>Translates to</b></p>
<p><b>1. Knowledge and understanding</b> 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.</p>	<p>Students who have completed the Master's degree programme in Neurolinguistics have demonstrated:</p> <p>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.</p> <p>1.2 The ability to make connections between theory/analysis and empiricism (diagnostics and treatment) in the field of neurolinguistics.</p> <p>1.3 Familiarity with the latest developments in a specialized subfield of neurolinguistics (impairments in spoken and written language).</p>	<p>1.1</p> <p>1.2</p> <p>1.3</p>

	<p>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.</p> <p>1.5 The ability to independently develop new ideas for research in the field of neurolinguistics.</p>	<p>1.4</p> <p>1.5</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>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.</p>	<p>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 specialization area.</p> <p>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.</p> <p>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.</p>	<p>2.1 &amp; 1.6</p> <p>2.2</p> <p>2.3</p>
<p><b>3. Making judgements</b></p> <p>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.</p>	<p>3.1 The ability to understand and compare multiple views on a certain subfield of neurolinguistics and language/speech pathology held by different disciplines.</p> <p>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).</p> <p>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).</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing on ideas and research in the field of neurolinguistics, particularly in a multidisciplinary setting.</p> <p>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.</p>	<p>4.1</p> <p>4.2</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake</p>	<p>5.1 the ability to study independently with an eye to further academic development upon completion of the degree programme.</p>	<p>5.1</p> <p>5.2</p>

further study with a high degree of autonomy.	5.2 the ability to acquire new knowledge in the area of neurolinguistics and independently find the relevant academic literature.	5.3
	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 neurolinguistics and language pathology in the widest possible sense.	5.4

**Learning outcomes for the Master's degree programme in Linguistics – Master's track Applied Linguistics-TEFL**

<b>The Master's degree level in line with the Dublin Descriptors</b>	<b>Learning outcomes for the Master's degree programme in Linguistics – Master's track Applied Linguistics</b>	<b>Translates to</b>
<b>1. Knowledge and understanding</b>  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.	1.1 Demonstrable specialist <i>knowledge and understanding</i> of concepts and theories in the field of second-language acquisition and second-language teaching.	1.1
	1.2 The ability to make connections between theory/analysis and empiricism in the field of second-language acquisition and second-language teaching.	1.2
	1.3 Familiarity with the most recent developments in the field of theories concerning second-language acquisition and language teaching.	1.3
	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.	1.4
	1.5 The ability to independently develop new ideas for research in the field of second-language acquisition and language teaching.	1.5
	1.6 Demonstrate specialist knowledge of interactions between applied linguistics and other disciplines.	1.6
<b>2. Applying knowledge and understanding</b>  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	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.	2.1
	2.2 The ability to identify social issues and problems, especially in relation to politics, language teaching and civil society organizations, and to generate descriptions, hypotheses and methods for research based on this.	2.2
		2.3

<p>solving problems within their field of study.</p>	<p>2.3 The ability to independently design a series of foreign language lessons in accordance with the latest insights from language acquisition research.</p> <p>2.4 The ability to conduct independent research in one of the subdisciplines of applied linguistics.</p>	<p>2.3</p>
<p><b>3. Making judgements</b></p> <p>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.</p>	<p>3.1 The ability to understand and compare multiple views on a certain problem in a subfield of second-language acquisition and language teaching.</p> <p>3.2 Understanding of the nature and function of applied linguistics research and of the interrelationships between the various subfields.</p> <p>3.3 The ability to develop a well-founded judgement in the field of teaching methods, testing and computer applications in second-language teaching.</p> <p>3.4 The ability to evaluate the soundness of applied linguistics research in terms of the statistics and methodology used.</p>	<p>3.1</p> <p>3.2</p> <p>3.3</p> <p>3.3</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing in English on ideas and research from applied linguistics.</p> <p>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.</p>	<p>4.1</p> <p>4.2</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5.1 The ability to study independently with an eye to further academic development in a field of applied linguistics upon completion of the degree programme.</p> <p>5.2 the ability to acquire new knowledge in the area of applied linguistics and independently find the relevant academic literature.</p> <p>5.3 the ability to follow developments within the discipline of applied linguistics and constantly revise their knowledge and understanding and develop new skills accordingly.</p> <p>5.4 the ability to start a PhD programme in the field of applied linguistics in the widest possible sense.</p>	<p>5.1</p> <p>5.2</p> <p>5.3</p> <p>5.4</p>

## Learning outcomes of the Master's track Multilingualism

The Master's degree level in line with the Dublin Descriptors	Learning outcomes for the Master's degree programme in Linguistics – Master's track Multilingualism	Translates to
<p><b>1. Knowledge and understanding</b></p> <p>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.</p>	<p>1.1 Demonstrable specialist knowledge and understanding of concepts and theories of multilingualism</p> <p>1.2 The ability to make connections between linguistic theory/analysis and multilingual realities in e.g. education, policy making, organizations and families</p> <p>1.3 Familiarity with the most recent developments in one or more subfields of linguistics (e.g. psycholinguistics, neurolinguistics, sociolinguistics)</p> <p>1.4 Experience with the methods and techniques used to conduct research on multilingualism</p> <p>1.5 The ability to independently develop new ideas for research on multilingualism.</p> <p>1.6 The ability to theorise and analyse multilingualism in an interdisciplinary manner, by use of specialist knowledge of interactions between linguistics and other disciplines (e.g. educational science, public administration studies, organizational studies, cultural studies).</p> <p>1.7 Frisian specialization only: Oanwiisbere spesjalistyske kennis en begryp fan de Fryske taalsituaasje</p>	<p>1.1.</p> <p>1.2</p> <p>1.3</p> <p>1.4</p> <p>1.5</p> <p>1.6</p> <p>1.1</p>
<p><b>2. Applying knowledge and understanding</b></p> <p>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.</p>	<p>2.1 The ability to combine information from different sources and subdisciplines and distil relevant problems and questions with regards to multilingualism from this information.</p> <p>2.2 The ability to identify strengths, weaknesses, opportunities and threats for language planning and policy making in multilingual settings at local, national, or transnational level; the ability to assess how these are embedded in social realities; and, based on this, the ability to generate hypotheses, methods and research.</p> <p>2.3 The ability to conduct independent research on multilingualism in one of the subdisciplines of linguistics.</p> <p>2.4 Frisian Specialization only: It fermogen om ynformaasje út ferskillende boarnen en fakgebieten te kombinearjen en hjirút relevante problemen en fragen mei betrekking ta it Frysk yn in meartalige kontekst te distillearjen</p> <p>2.5 Frisian Specialization only: It fermogen om sterke en swakke punten, kânsen en bedrigingen foar Fryske taalplanning en -polityk te identifisearjen; it fermogen om te sjen hoe't dy ûnderdiel binne fan sosjale werklikheden; en, hjirop basearre, it fermogen om hypotezen, metoaden en ûndersyk te generearjen</p>	<p>2.1</p> <p>2.2</p> <p>2.3</p> <p>2.1</p> <p>2.2</p>

	2.6 Frisian Specialization only: It fermogen om selsstannich ûndersyk te dwaan binnen de Frisistyk	2-3
<p><b>3. Making judgements</b></p> <p>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.</p>	<p>3.1 The ability to take on a leadership role in multilingual issues through an understanding of the multiple perspectives on these issues and the ability to compare these perspectives, and to weigh them against each other in a balanced manner .</p> <p>3.2 A demonstrable understanding of the nature and function of research on multilingualism, and how, in research on multilingualism, the various subdisciplines of linguistics (e.g. sociolinguistics, psycholinguistics, formal linguistics) relate to each other and to other disciplines ( e.g. educational science, public administration studies, organizational studies studies, cultural studies ).</p> <p>3.3 A demonstrable understanding of how research on multilingualism may inform sustainable language planning or policy making in a local, national, or transnational setting</p> <p>3.4 The ability to evaluate the soundness of linguistics research in terms of the statistics and methodology used.</p> <p>3.5 Frisian specialization only: Oanwiisber begryp fan hoe't ûndersyk nei meartalichheid brûkt wurde kin foar in duorsume Fryske taalplanning en -polityk</p>	<p>3.1</p> <p>3.2</p> <p>3.2</p> <p>3.3</p>
<p><b>4. Communication</b></p> <p>Graduates can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.</p>	<p>4.1 The ability to report orally and in writing about iscientific concepts and research, both to an audience of fellow specialists, and to broader audiences .</p> <p>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 and IT aids.</p> <p>4.3 Frisian Specialization only: It fermogen om múnling en skriftlik yn it Frysk ferslach út te bringen fan wittenskiplike konsepten en ûndersyk, sawol foar fakgenoaten as foar in breed publyk</p>	<p>4.1</p> <p>4.2</p> <p>4.1</p>
<p><b>5. Learning skills</b></p> <p>Graduates have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy.</p>	<p>5.1 The ability to continue to study independently, with an eye to life-long learning, both within and outside the academe</p> <p>5.2 The ability to acquire new knowledge, and independently find the relevant academic literature.</p>	<p>5.1</p> <p>5.2</p>

	<p>5.3 The ability to follow developments within the field of multilingualism, to constantly revise their knowledge and understanding of it, to develop new skills accordingly, to assess how this may benefit organisations and society, and to take the lead in making this happen</p>	5.2
	<p>5.4 The ability to start a PhD programme in the field of linguistics in the widest possible sense.</p>	5.4
	<p>5.5 Frisian Specialization only: It fermogen om te begjinnen mei in promoasjetrajekt yn de Frisistyk</p>	5.4

### Annex 3: Curriculum outline

Course overview of the Master Linguistics 2024-2025:

Semester	Course	ECTS	Hours/ week
<u>Theoretical and Empirical Linguistics</u>			
- Language Development and Variation:			
I	Language Comparison	10	2
	<i>Language Variation in Europe</i>	10	2
	Language Development	10	4
II	The Sound of Language	5	4
	Debates in Linguistics	5	4
	Internship	5 or 10	
	Master's Thesis	20	
- The Human Language System:			
I	Language Comparison	10	2
	The Interpretation of Language	10	4
	The Structure of Language	10	4
II	The Sound of Language	5	4
	Architecture of the Language System	5	4
	Internship	5 or 10	
	Master's Thesis	20	
<u>Neurolinguïstiek</u>			
I	Verworven taal- en spraakstoornissen	10	4
	Stoornissen in de spraak- en taalontwikkeling	10	4
	Dyslexie	10	4
II	Internship	10	
	Master's Thesis	20	
<u>Applied Linguistics</u>			
I	<i>Essential Statistics</i>	5	4
	Research Methodology: Language Development	5	4
	Theory of Second Language Development	10	4
	Second Language Development, Teaching and Assessment	10	4
II	Computer-Assisted Language Learning	5 or 10	4
	Internship	5 or 10	
	Master's Thesis	20	
<u>Multilingualism</u>			
I	<i>Essential Statistics</i>	5	4
	The Multilingual Mind	5	4
	The Multilingual School	5	4
	Minority Languages: The Case of Frisian	5	4
	Language Planning and Policy	10	4
II	Language, Narrative and Values	10	2
	Internship	10	
	Master's Thesis	20	
<u>Vertalen in Europa</u>			
I	<i>Language Variation in Europe</i>	10	2
	Vertaalvaardigheid	10	2
	Translation Technology	5	4
	Vertalen voor de Europese Unie	5	2
II	Vertaalstage	10	
	Master's Thesis	20	

\* In semester II, students may also choose a module from another track.  
Courses in italics are shared between tracks.

## **Annex 4: Programme site visit**

Date: 5, 6 and 7 March 2025

Location: University of Groningen, Academy building

### **Day 1: Wednesday 5 March 2025**

- 12:15 - 12:30 Welcome / arrival panel
- 12:30 - 13:15 Lunch / internal panel discussion
- 13:15 - 13:45 Faculty management (dean, vice-dean, chair cluster board)
- 13:45 - 14:00 Internal panel discussion
- 14:00 - 14:30 Management B Minorities & Multilingualism
- 14:30 - 14:45 Internal panel discussion
- 14:45 - 15:30 Lecturers B Minorities & Multilingualism
- 15:30 - 16:00 Internal panel discussion
- 16:00 - 16:45 Students B Minorities & Multilingualism
- 16:45 - 17:30 Internal panel discussion B Minorities & Multilingualism

### **Day 2: Thursday 6 March 2025**

- 08:30 - 08:45 Arrival panel
- 08:45 - 09:15 Management B Dutch Language and Culture and M Dutch Studies
- 09:15 - 09:30 Internal panel discussion
- 09:30 - 10:30 Lecturers B Dutch Language and Culture and M Dutch Studies
- 10:30 - 11:00 Profiling team Dutch
- 11:00 - 11:15 Internal panel discussion
- 11:15 - 12:15 Students B Dutch Language and Culture and M Dutch Studies
- 12:15 - 12:45 Lunch
- 12:45 - 13:30 Internal panel discussion B Dutch Language and Culture and M Dutch Studies
- 13:30 - 14:00 Management B Linguistics and M Linguistics
- 14:00 - 14:15 Internal panel discussion
- 14:15 - 15:00 Lecturers B Linguistics
- 15:00 - 15:15 Internal panel discussion
- 15:15 - 16:00 Lecturers M Linguistics
- 16:00 - 16:15 Internal panel discussion
- 16:15 - 16:45 Alumni M Dutch Studies and M Linguistics
- 16:45 - 17:30 Internal panel discussion B Linguistics and M Linguistics

**Day 3: Friday 7 March 2025**

08:30 - 08:45	Arrival panel
08:45 - 09:30	Students B Linguistics
09:30 - 10:00	Students M Linguistics
10:00 - 10:30	Debrief B Linguistics and M Linguistics
10:30 - 11:30	Examination Board
11:30 - 12:15	Preparation interview management
12:15 - 13:00	Lunch
13:00 - 14:00	Final interview management (vice dean and cluster board)
14:00 - 15:45	Drawing up panel's findings
15:45 - 16:30	Development session
16:30 - 16:45	Oral feedback by the panel chair
16:45 - 17:00	Completion / end of visit

## Annex 5: Documents

### Faculty of Arts introduction

- Faculty of Arts introduction
- Annexes:
  - Strategic Plan University of Groningen 2021-2026
  - Strategic Plan Faculty of Arts 2021-2026
  - Assessment policy University of Groningen 2021-2026
  - Rules and Guidelines Examination Board
  - Annual Reports Examination Board (2021-2022; 2022-2023; 2023-2024)
  - Policy plan Studying with a functional impairment

### Self-evaluation report

- Self-evaluation report M Linguistics
- Annexes:
  - Programme learning outcomes M Linguistics
  - Programme overview
  - Quantitative data of teaching-learning environment
  - Information on teaching team, expertise and UTQ/STQ
  - Quantitative data learning environment
  - Teaching and Examination Regulations (TER)
  - Assessment plans and regulations
  - Annual reports of the programme committee (2022-2023; 2023-2024)
  - Remarks of the 2019 assessment panel and programme response
  - Materials from several courses (2023-2024): 1) Language Planning and Policy (Multilingualism); 2) Second Language Development, Teaching and Assessment (Applied Linguistics - TEFL); 3) Verworven spraak- en taalstoornissen (Neurolinguïstiek); 4) Language Comparison (Theoretical and Empirical Linguistics); 5) Vertaalvaardigheid (Vertalen in Europa)

### Final projects

The list covering the period June 2021 to August 2024 included 138 recent graduates. From these, the following selection of 15 final projects was made:

Grade range	Total nr	Selection
5.5 - 6.9 sufficient	15	3
7.0 - 8.4 good	80	8

8.5 - 10.0 very good	43	<b>4</b>
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<b>Tracks</b>	<b>Total nr</b>	<b>Selection</b>
Applied Linguistics-TEFL	10	<b>2</b>
Multilingualism	42	<b>3</b>
Neurolinguïstiek	58	<b>6</b>
Theoretical and Empirical Linguistics	22	<b>3</b>
Vertalen in Europa	6	<b>1</b>

Further details on the selected final projects are available on request from Odion Onderzoek.

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