

BACHELOR'S PROGRAMME
MINORITIES AND MULTILINGUALISM
FACULTY OF ARTS
UNIVERSITY OF GRONINGEN

QANU
Catharijnesingel 56
PO Box 8035
3503 RA Utrecht
The Netherlands

Phone: +31 (0) 30 230 3100
E-mail: support@qanu.nl
Internet: www.qanu.nl

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This report was finalised on 1 October 2019.



REPORT ON THE BACHELOR'S PROGRAMME MINORITIES AND MULTILINGUALISM OF THE UNIVERSITY OF GRONINGEN

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

ADMINISTRATIVE DATA REGARDING THE PROGRAMME

Bachelor's programme Minorities and Multilingualism

Name of the programme:	Minorities and Multilingualism
CROHO number:	56012
Level of the programme:	bachelor's
Orientation of the programme:	academic
Number of credits:	180 EC
Specialisations or tracks:	Frisian Language & Culture
Location(s):	Groningen
Mode(s) of study:	full time, part time
Language of instruction:	English
Expiration of accreditation:	01/11/2019

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

ADMINISTRATIVE DATA REGARDING THE INSTITUTION

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

COMPOSITION OF THE ASSESSMENT PANEL

The NVAO approved the composition of the panel on 7 January 2019. The panel that assessed the bachelor's programme Minorities and Multilingualism consisted of:

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

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



WORKING METHOD OF THE ASSESSMENT PANEL

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

Panel members

The panel consisted of the following members:

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

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

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

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

Preparation

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

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

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

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

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



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

Site visit

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

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

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

Calibration

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

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

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

Report

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

Definition of judgements standards

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

Generic quality

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

Unsatisfactory

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

Satisfactory

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

Good

The programme systematically surpasses the generic quality standard.

Excellent

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

SUMMARY JUDGEMENT

Standard 1: Intended learning outcomes

The bachelor's programme Minorities & Multilingualism aims to produce graduates with expert knowledge of multiculturalism and multilingualism. The current programme is the successor to the bachelor's programme 'Friese Taal en Cultuur'. The panel appreciates the profile of the renewed programme, which is both innovative and creative. The programme has succeeded in bringing together theories and perspectives from different disciplines to form a promising profile with sufficient student appeal. However, the panel established that the profile is still under development. It advises sharpening the profile further and ensuring that the focus is on minority languages. It approves the planned strengthening of the Frisian track.

The panel established that the intended learning outcomes are in line with the profile. They are aligned with both the Dublin Descriptors and the Tuning Reference Points for Humanities, Linguistics, International Relations and European Studies. The panel studied the intended learning outcomes and finds them to be sufficiently detailed. It believes these objectives are fitting for a programme focusing on linguistic minorities at a bachelor's level.

Standard 2: Teaching-learning environment

The M&M programme was recently redesigned. The programme management is in the process of evaluating and finetuning the curriculum. The panel established that the M&M programme is heading in the right direction and offers an interesting new approach to this area of study. The focus on minorities and multilingualism is getting clearer within the programme's design, and the programme is improving on its cohesion. The Frisian track is becoming more pronounced, and from next year onwards, it will be possible to accommodate non-native speakers in this track. Management and staff are well aware of existing issues and concerns within the curriculum and teaching-learning environment and are continuously improving and developing the programme. Overall, the panel is enthusiastic about the reorientation of the programme and its curriculum contents and praises the staff for all the hard work put in towards its further development.

The panel concludes that the teaching methods are fitting to the programme and sufficiently varied. In the Frisian track, students have indicated that more diversity in teaching methods would be appreciated. The panel established that the staff is working on a solution as part of a redesign of this track and is therefore confident that this student wish will be addressed in the near future. It is satisfied with the new Summer school, which the programme is organising in collaboration with Oxford University.

The students perceive the study load to be just right. Two study advisors are available to give guidance. All students have a personal mentor, who organises one group session and has individual appointments with all first-year students. The panel concluded that the study guidance in general is sufficiently well organised. However, it advises giving students more personal guidance in the second year when designing their trajectory. It established that the part-time students are able to follow the courses they want and do not experience any special difficulties.

Since the start of the programme, the staff has been expanded with a number of international lecturers. The panel established that the staff covers the expertise needed for teaching this programme at a satisfactory level. However, since the classes often concern issues that have both an ideological and a theoretical side, it advises separating these two in a clear and consistent way to avoid tensions within the teaching-learning environment.

Standard 3: Student assessment

The panel studied the assessment plan of the M&M programme and established that the intended learning outcomes are linked to the types and moments of assessment per module. It found that the assessment methods fit with the programme and that there is sufficient variation in the tests. It

appreciates the use of innovative assessments such as blog posts. The transparency of assessments is sufficiently guaranteed by relevant information in the study manual and on Nestor.

In general, the panel agrees with the assessment of the theses. However, it is critical about the use of and variation in thesis assessment forms. It advises the programme to ensure that the thesis form is completed in all cases in full and to further enhance the transparency of assessment for students. In its opinion, the programme should aim for a recognisable voice of the second reader on the form. If a second reader is to play a role in the supervision of a specific student, a third reader should be added in order to guarantee the independence of the assessment.

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

Standard 4: Achieved learning outcomes

The panel concludes that the students in the M&M programme achieve an adequate final level and the intended learning outcomes. A point of attention is the wide scope in thesis subjects: the panel advises the programme to help the students to choose subjects that are in line with the focus of the programme. The first students, who graduated in 2016, entered appropriate master's programmes, where they do not appear to have experienced any major problems. Moreover, graduates of the Frisian track appear to have easy access to the job market. The panel appreciates the intention to set up an alumni association.

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

Bachelor's programme Minorities and Multilingualism

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

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

Date: 1 Oktober 2019



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

Standard 1: Intended learning outcomes

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

Findings

The bachelor's programme Minorities & Multilingualism (in Groningen referred to as 'M&M') aims to produce graduates with expert knowledge of multiculturalism and multilingualism. Students learn to compare and contrast minorities from the perspective of multilingualism, politics and culture. They acquire a solid knowledge of the linguistic, cultural and political aspects of minorities and their languages. They are trained to develop critical thinking skills, analytical skills, and research skills, using the three northern provinces - Fryslân, Groningen and Drenthe - as a local laboratory. Graduates will be able to advise on language policies and cultural diversity while considering the perspective of the minority as well as the majority.

The current programme is the successor to the bachelor's programme 'Friese Taal en Cultuur'. Before 2013, this was a philology-oriented programme focusing on the Frisian language and culture. Low intake numbers motivated the programme to broaden its scope to use knowledge about minorities in the north of the Netherlands in a comparative perspective. However, the programme still offers a specialisation in Frisian Language & Culture, including an attainment level comparable to CEFR level C2 in speaking, understanding, reading and writing modern Frisian. Students can also choose for a specialisation in another minority language and/or culture.

According to the self-evaluation report, the programme has four distinctive features: it is small-scale, international, research-focused and interdisciplinary. The approach is comparative and aims to connect linguistic disciplines with social and cultural academic disciplines. Ethnolinguistic minorities are at the centre of this comparative approach: apart from the Frisian minority, the programme also covers other European minorities such as Catalan, Basque and Welsh. The students appreciate the European scope of the programme and the international classroom. A number of international students study in Groningen, since a programme with the same scope is hard to find elsewhere.

The panel appreciates the profile of the renewed programme; it is both innovative and creative. The programme has succeeded in bringing together theories and perspectives from different disciplines to develop an interesting profile with sufficient student appeal. However, the panel established that the profile is still under development and that the programme is in the process of exploring its limits. For instance, in the self-evaluation report the programme seems to include LGBT+ communities as an example of a minority group. The panel feels this does not align with the programme's primary focus on multiculturalism and multilingualism. The staff, however, informed the panel that this theme is covered only in an elective. The panel advises sharpening the profile and ensuring that the focus is on minority languages. It approves the planned strengthening of the Frisian track.

The intended learning outcomes are in line with the profile. They are designed to ensure that graduates are able to compare and contrast minorities from the perspectives of multilingualism, politics and culture. The programme has 14 intended learning outcomes. They are aligned with both the Dublin descriptors and the Tuning Reference Points for Humanities, Linguistics, International Relations and European Studies. For the Frisian specialisation, 8 additional learning outcomes are described. The panel studied the intended learning outcomes and finds them to be sufficiently detailed. It believes the objectives are fitting for a programme focussing on linguistic minorities at a bachelor's level.

Considerations

The bachelor's programme Minorities & Multilingualism aims to produce graduates with expert knowledge of multiculturalism and multilingualism. The current programme is the successor to the bachelor's programme 'Friese Taal en Cultuur'. The panel appreciates the profile of the renewed programme, which is both innovative and creative. The programme has succeeded in bringing together theories and perspectives from different disciplines to form a promising profile with sufficient student appeal. However, the panel established that the profile is still under development. It advises sharpening the profile further and ensuring that the focus is on minority languages. It approves the planned strengthening of the Frisian track.

The panel established that the intended learning outcomes are in line with the profile. They are aligned with both the Dublin Descriptors and the Tuning Reference Points for Humanities, Linguistics, International Relations and European Studies. The panel studied the intended learning outcomes and finds them to be sufficiently detailed. It believes these objectives are fitting for a programme focusing on linguistic minorities at a bachelor's level.

Conclusion

Bachelor's programme Minorities and Multilingualism: the panel assesses Standard 1 as 'satisfactory'.

Standard 2: Teaching-learning environment

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

Findings

Curriculum

The first year introduces students to the key disciplines within their field, while the second year is largely dedicated to the acquisition and application of research skills. In the third year the students take a minor in the first semester (30 EC), followed by two research courses (10 EC) and the bachelor's thesis (10 EC).

The M&M programme starts with courses about minority languages, linguistics, and political and historical aspects of minorities and multicultural society in Europe. Students learn about multilingualism and measures to promote, regulate or influence the status of a minority language. They also acquire basic research skills; they collect their own data, participate in an experiment and write a research report. Most courses are mandatory; the students can choose only one elective. For the Frisian track, all courses are mandatory; instead of an elective, they follow a Frisian language course (Fryske taalfaerdigens).

In the second year, the themes from the first year are expanded and deepened. The focus is now on research, as shown by the two 'Research Methodology' courses at the beginning of the second year. The students are equipped with more advanced tools (for instance, in the field of statistics) for the two 'laboratory courses' (currently on cultural heritage). Those who take the general track can also choose from two electives. Those who take the Frisian track follow two courses in and on Frisian (both language and history).

In the third year, the first semester is dedicated to the minor. The students of the Frisian track use the minor to expand their knowledge on Frisian linguistics, old Frisian and Frisian literature. The other students generally do an internship, a specialisation or a study abroad; the programme recommends an internship. In the second semester, students follow two research courses: a second 'Into the local laboratory' course and a course on 'Intercultural Communication'. Finally, the students write their bachelor's thesis.



The panel discussed the Frisian track with the programme management, and more specifically, whether the achieved level (C2) is attained. During this discussion it turned out that the management acquired additional funds from the Province of Fryslân and the Dutch government to strengthen the Frisian track: the track used to devote 60 EC to language acquisition, but this will now be enlarged to 90 EC. For students who follow the complete 90 EC programme, level C2 is attainable according to the programme management. Furthermore, the programme wishes to introduce a course on Frisian as a foreign language. The current courses in Frisian are mainly meant for Frisian native speakers. In the new setup, non-native speakers will be able to follow courses in language acquisition and afterwards take courses on Frisian history and culture in Frisian. The panel approves of these plans to revitalise the Frisian track and is sufficiently reassured regarding the achievement level.

The students are generally satisfied with the course content and the structure of the programme. In the first year they appreciate the clear distinction between the course units on minorities and those on multilingualism. However, in the second and third years, this distinction tends to be less clear; the students perceive overlap and a lack of cohesion. The programme management is aware of these problems and is planning improvements to make the programme more cohesive. The staff are working on three new learning trajectories for the second and third years, such as a trajectory for academic skills. The panel concludes that the programme is well aware of its shortcomings and is working on improvements.

In general, the panel established that the curriculum of the M&M programme is heading in the right direction. The focus on minorities and multilingualism is getting clearer, and the programme is improving its cohesion. The Frisian track is becoming more pronounced and is sufficiently strengthened. In the future, it will also be possible to accommodate non-native speakers in this track, of which the panel approves. Management and staff are well aware of existing issues and concerns within the curriculum and are continuously improving and developing the programme. Overall, the panel is enthusiastic about the reorientation of the programme and its curriculum contents and praises the team for all the hard work put in towards its further development.

Teaching methods

The programme is based on a shared educational vision within the Faculty of Arts. All teaching should be student-oriented, research-motivated and activating. Teaching is student-oriented as it follows the development of the students; as the student progresses, the focus shifts towards more self-directed and autonomous ways of learning. Developing research skills and acquiring research knowledge form part of the programme from the start, to familiarise the students with scholarly research. The programme inspires its students due to its small scale (the programme attracts around 20 fulltime students), which allows for class discussions and group assignments. In the M&M programme, the international classroom (about 50% are international students) is an activating force as well.

The courses are generally given in the form of lectures, followed by seminars. In the seminars, students work on individual or group assignments. They give presentations and complete the courses with an essay. In a number of courses, students lead discussions as well. Fieldwork is also part of some courses; students have to do research, for instance conducting interviews on the use of minority languages, mainly in the three northern provinces of the Netherlands. The panel concludes that the teaching methods are fitting to the programme and that they are sufficiently varied. However, in the Frisian track, students have indicated that more diversity in teaching methods would be appreciated. The staff confirmed that the track is currently being redesigned, and the teaching methods are part of this redesign.

A new initiative is the Summer school, which the programme organises in collaboration with the Bodleian Library, Oxford University. In the summer of 2019, the first one will be held in Oxford, then Groningen will host it in the summer of 2020. The subject of the first one is Old Frisian. The course will be targeted at post-graduate students and be open to students and early career researchers.

Feasibility and study guidance

In general, the students perceive the study load to be just right. The programme's broad approach allows them to choose a personalised combination of electives and a minor. They generally welcome this freedom of choice. However, a number of students expressed a need for guidance. The fact that there are few restraints in choosing electives may result in choices that are unfortunate in the light of later academic pursuits. The panel advises giving students more personal guidance when designing their trajectory to support them in the attainment of the intended learning outcomes.

Apart from this point of improvement, students are satisfied with the information and study guidance they receive. The introduction period is viewed as a big strength of the programme by both students and the panel. During this period, students are introduced to the online study environment (Nestor), to the university library and to relevant university facilities, such as the Students Service Centre. Two study advisors are available for study guidance. All students have a personal mentor, who organises one group session and has individual appointments with all first-year students. The panel concludes that in general the study guidance is sufficiently organized.

The programme is also taken by a small number of part-time students; both tracks can be followed on a part-time basis. Students who wish to do so create a personalised study plan and spread out the courses over a longer period of time. The programme doesn't offer special facilities for part-time education; there are, for instance, no courses in the evening. However, the panel established that the part-time students are able to follow the courses they want and do not experience any special difficulties. The small groups make it easy for the staff to accommodate the needs of these students. In this report, all findings apply to both the fulltime and part-time versions, unless explicitly stated otherwise.

Teaching staff

The staff is a mix of linguists, sociolinguists, and scholars from the field of literary and cultural studies. Since the start of the programme, a number of international lecturers have been appointed, for instance, a Catalan staff member who specialises in minority languages. The majority of the permanent staff have doctorates (a professor, senior university lecturers and university lecturers). They carry out scholarly research and bring the results to the courses they teach. The staff members supervise the research of ten PhD students; these students also give guest lectures. The permanent staff members have a university teaching certificate (BKO); temporary staff generally acquire a BKO within two years. The panel has established that the staff have the expertise needed for this programme.

Students are generally satisfied with the academic and didactic skills of the lecturers. However, they sometimes take issue with the coherence between lecturers. Some lecturers appear to be 'on a solo mission'. The programme management is aware of this issue; some of the staff members have a personal view on minorities and minority languages, in which ideology and analysis are not always clearly separated. The programme management is in the process of discussing this issue with the staff members. The panel stresses that political opinions should be clearly separated from academic theory and strongly recommends avoiding tensions and/or political agenda-setting within the teaching-learning environment.

Considerations

The M&M programme was recently redesigned. The programme management is in the process of evaluating and finetuning the curriculum. The panel established that the M&M programme is heading in the right direction and offers an interesting new approach to this area of study. The focus on minorities and multilingualism is getting clearer within the programme's design, and the programme is improving on its cohesion, both in its curriculum structure and in the way in which it presents the curriculum contents. The Frisian track is becoming more pronounced, and from next year onwards, it will be possible to accommodate non-native speakers in this track. Management and staff are well aware of existing issues and concerns within the curriculum and teaching-learning environment and are continuously improving and developing the programme. Overall, the panel is enthusiastic about



the reorientation of the programme and its curriculum contents and praises the staff for all the hard work put in towards its further development.

The panel concludes that the teaching methods are fitting to the programme and sufficiently varied. In the Frisian track, students have indicated that more diversity in teaching methods would be appreciated. The panel established that the staff is working on a solution as part of a redesign of this track and is therefore confident that this student wish will be addressed in the near future. It is satisfied with the new Summer school, which the programme is organising in collaboration with Oxford University.

The students perceive the study load to be just right. Two study advisors are available to give guidance. All students have a personal mentor, who organises one group session and has individual appointments with all first-year students. The panel concluded that the study guidance in general is sufficiently well organised. However, it advises giving students more personal guidance in the second year when designing their trajectory. It established that the part-time students are able to follow the courses they want and do not experience any special difficulties.

Since the start of the programme, the staff has been expanded with a number of international lecturers. The panel established that the staff covers the expertise needed for teaching this programme at a satisfactory level. However, since the classes often concern issues that have both an ideological and a theoretical side, it advises separating these two in a clear and consistent way to avoid tensions within the teaching-learning environment.

Conclusion

Bachelor's programme Minorities and Multilingualism: the panel assesses Standard 2 as 'satisfactory'.

Standard 3: Student assessment

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

Findings

The panel studied the assessment plan of the M&M programme. In it, the intended final qualifications are linked to the types and moments of assessment per module. The basic idea is that all study components are tested, that there is variation in the testing methods, and that the testing method is in line with the learning outcomes of the modules.

The panel found that the assessment methods fit with the programme and that there is sufficient variation in the methods used. The M&M programme contains a combination of summative and formative assessments. In every course, students are assessed at least twice, but generally more often. Modules in which the focus is on professional knowledge are usually tested with a written examination, for instance with a mix of multiple-choice and essay questions. In addition, students have to write research reports, develop portfolios and presentations (incl. video). The panel also encountered more innovative types of assessment, such as blog posts. The study manual informs the students about assessment forms, criteria, deadlines and procedures, inspections and resits. Last-minute changes are communicated through the digital learning environment Nestor. In the panel's opinion, the transparency of the assessment is thus sufficiently guaranteed.

The tests are compiled by qualified teachers and then assessed by colleagues (peer review). They are periodically evaluated by the Board of Examiners on the basis of test files compiled by the teachers.

Assessment of theses

The panel read 12 theses and broadly agreed with the assessments. It does, however criticise the substantiation of the grades. The panel noted that the programme uses several different thesis

assessment forms. In the best cases, there is a clear difference between the various assessment categories, and the grades for each category (e.g. for the process, use of language, research) are substantiated with individual feedback. However, this is not the case on the majority of the forms. The staff are aware of these shortcomings and is working on improvement. The panel advises the programme to ensure that the thesis form is completed in full. It also recommends providing a standardised cover page for all theses that contains information such as the title of the thesis, track, student number, supervisors and date.

In the discussions with the teachers and the Board of Examiners, the panel also addressed the role of the second reader. It appeared that the first supervisor supervises the thesis, and that the second reader is involved if there are problems or if his or her expertise is needed. In those cases, the second reader is essentially a second supervisor, which does not guarantee an independent view. In most cases, the two assessors assess the thesis independently of each other, but they do not complete a separate form each; they do so together, on the basis of their discussion. The panel thinks that the programme should aim for a recognisable voice of the second reader on the form. In its opinion, if the second reader is to play a role in the supervision, a third reader should be added in order to guarantee the independence of the assessment. This procedure should also be clearly stated in the thesis manual.

Board of Examiners

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

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

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

The programmes do not have a separate assessment committee, but members of the expert teams carry out random tests of the assessments in each programme. It is the intention for ten courses per programme to be evaluated by two team members each year; for the theses, this is 10% per year.

While preparing the Self-evaluation Report, the Board of Examiners noted differences between the thesis assessment forms of the various programmes. The Board has advised on these forms, and a number of programmes benefited from this advice. The panel strongly recommends the development and implementation of a common thesis assessment form for all programmes, for which individual programmes can develop additions with a rationale. A shared assessment form would support the



Board of Examiners in their quality assurance and further increase harmonisation, spread best practices and further enhance the transparency of assessment for students. The Board has also seen that the degree of feedback varies greatly on thesis assessment forms for the programme under consideration and that the view of the second reader is not always clearly visible.

The examples mentioned above indicate that the Board is aware of its important role in safeguarding the quality of assessment and acts accordingly. The panel concludes that the Board is still looking for the right interpretation of its own role within the new constellation and believes that it could operate more forcefully.

Considerations

The panel studied the assessment plan of the M&M programme and established that the intended learning outcomes are linked to the types and moments of assessment per module. It found that the assessment methods fit with the programme and that there is sufficient variation in the tests. It appreciates the use of innovative assessments such as blog posts. The transparency of assessments is sufficiently guaranteed by relevant information in the study manual and on Nestor.

In general, the panel agrees with the assessment of the theses. However, it is critical about the use of and variation in thesis assessment forms. It advises the programme to ensure that the thesis form is completed in all cases in full for the benefit of the quality control cycle of the Board of Examiners and to further enhance the transparency of assessment for students. In its opinion, the programme should aim for a recognisable voice of the second reader on the form. If a second reader is to play a role in the supervision of a specific student, a third reader should be added in order to guarantee the independence of the assessment.

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

Conclusion

Bachelor's programme Minorities and Multilingualism: the panel assesses Standard 3 as 'satisfactory'.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

The panel read 12 bachelor's theses. In general, it considers them to be of sufficient quality. In the better theses, it recognises a clear focus and research question, a clear theoretical framework and an extensive collection of data. Since many of the theses are based on field work, the focus is often on data gathering (frequently through interviews). The weaknesses the panel encountered concerned the same aspects: a lack of direction in the main research question, theoretical frameworks that were less developed, and a lack of distinction between theoretical and empirical findings. In general, however, the panel finds that the students demonstrate in their theses that they are achieving the intended learning outcomes.

In some theses, the panel was somewhat surprised about their wide scope. For instance, it encountered a thesis on the Kurdish independence movement that had little to do with minority languages. It advises the programme to keep its focus in mind when assessing the research questions for the theses.

Being a young programme (the first students graduated in 2016), the M&M programme has limited information about the careers of its alumni. It is monitoring the available information and is in the process of setting up an alumni association. The panel approves of this initiative. So far, the impression is that most students continue on to a related master's programme in Groningen, for instance Multilingualism, Applied Linguistics, or European Literatures and Cultures. For the students of the Frisian track, employment is almost guaranteed. After following a master's programme (for instance Art History or European Studies), these students generally find jobs in provincial and regional governing bodies in Fryslân. Based on the available information, the panel feels the programme is on the right track in guiding its students to a suitable master's programme and career.

Considerations

The panel concludes that the students in the M&M programme achieve an adequate final level and the intended learning outcomes. A point of attention is the wide scope in thesis subjects: the panel advises the programme to help the students to choose subjects that are in line with the focus of the programme. The first students, who graduated in 2016, entered appropriate master's programmes, where they do not appear to have experienced any major problems. Moreover, graduates of the Frisian track appear to have easy access to the job market. The panel appreciates the intention to set up an alumni association.

Conclusion

Bachelor's programme Minorities and Multilingualism: the panel assesses Standard 4 as 'satisfactory'.

GENERAL CONCLUSION

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

Conclusion

The panel assesses the *bachelor's programme Minorities and Multilingualism* as 'satisfactory'.



APPENDICES

APPENDIX 1: INTENDED LEARNING OUTCOMES

Bachelor's learning outcomes (Dublin Descriptors)	Learning outcomes of the Bachelor's degree programme in Minorities and Multilingualism	
	Graduates have:	
<p>1. Knowledge and understanding Graduates have demonstrable knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study.</p>	1.1	General knowledge of the subdisciplines of Minorities & Multilingualism: (socio)linguistics, intercultural communication, minority studies and history, as well as of the academic and cultural infrastructure, tradition and current developments of these fields.
	1.2	Knowledge of the societal and cultural position of minority groups and their languages, as well as of the academic study of these topics.
	1.3	A broad knowledge of the role that multilingualism plays in society.
	1.4	Knowledge and understanding of the foundations of linguistics, in particular with regard to minority languages.
	1.5	Knowledge and understanding of the most important characteristics of minority representations in literature and arts.
	1.6	Knowledge of minority history as embedded in European and global contexts as well as knowledge of the debates on (ethnic) diversity and migration in current day society.
	1.7	N.B. For the Frisian track only: knowledge and understanding of the foundations of Frisian linguistics (phonology, morphology and syntax) and the history of the Frisian language.
	1.8	N.B. For the Frisian track only: knowledge and understanding of the most important developments (movements, authors) in and characteristics of Frisian literature.
	1.9	N.B. For the Frisian track only: knowledge and understanding of the main points in the history of Fryslân (in a wide geographical sense).
	1.10	N.B. For the Frisian track only: speaking, understanding, reading and writing skills in modern Frisian (attainment level comparable to CEFR C2).
<p>2. Applying knowledge and understanding Graduates can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and</p>	2.1	The ability – based on knowledge of the dominant theories from the field and with references to relevant academic literature – to set up a research project in the field of minorities and multilingualism and its subdisciplines (see 1.1.) of limited scope, conduct fieldwork and report on the results.



sustaining arguments and solving problems within their field of study.	2.2	The ability to draw up a comparative analysis of aspects of multilingualism in minority language areas.
	2.3	N.B. For the Frisian track only: the ability to draw up a linguistic analysis of Frisian phonology, morphology and syntax.
	2.4	N.B. For the Frisian track only: the ability to give a presentation in Frisian, to write a well-structured text in Frisian and to translate complex Dutch texts in various genres into Frisian and vice versa.
	2.5	N.B. For the Frisian track only: the ability to analyse Frisian or Old-Frisian texts and place them into their respective legal-historical or cultural-historical context.
3. Making judgements Graduates have the ability to gather and interpret relevant data (usually within their field of study) to form judgements that include reflection on relevant social, academic or ethical issues.	3.1	The ability, based on the knowledge acquired, to present a well-founded assessment of academic literature in the field of (socio)linguistics, literature, and history of minority languages, taking other people's opinions and feelings into account.
	3.2	The ability to problematize current societal and cultural issues concerning minorities and their languages – in particular in the European context – in an academic sense and to report on this in accordance with the conventions of the field.
4. Communication Graduates are able to communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.	4.1	The ability to prepare and give well-structured oral presentations and to write well-structured texts in English – efficiently, purposefully, and with an eye to quality – both individually and as part of a team, making use of the most important concepts, attitudes and techniques in the subject field.
	4.2	The ability to productively work in a group, including to effectively manage group dynamics, and to coordinate and negotiate differences toward the achievement of the common goal of producing a unified product and to increase understanding and knowledge by pooling individual resources creatively.
	4.3	N.B. For the Frisian track only: the ability to convey information, ideas and solutions based on good listening, reading, oral and writing skills in Frisian.
5. Learning skills Graduates have those learning skills that are necessary for students to continue to undertake further study with a high degree of autonomy.	5.1	The ability to independently, quickly and efficiently gather, select and process relevant information, including the use of modern digital techniques, demonstrating a significant degree of responsibility, self-discipline and initiative.
	5.2	The ability to think in problem and solution-oriented ways and identify, analyse and evaluate academic problems based on current developments in the field.

APPENDIX 2: OVERVIEW OF THE CURRICULUM

	Sem	Course 1	Course 2	Course 3
1	1.1	Minority Languages I + II (5+5 ECTS)	History of European Minorities I+II (5+5 ECTS)	Introduction to Linguistics I + II (5+5 ECTS)
	1.2	Multilingualism I + II (5+5 ECTS)	Contemporary Minorities in Europe I + II (5+5 ECTS)	Elective (10 ECTS) Fryske taalfeardigens 1 (10 ECTS)
2	2.1	Research Methodology I + II (5+5 ECTS)	Minority Representation in Arts and Literature I + II (5+5 ECTS)	Elective (10 ECTS) Fryske taalfeardigens 2 (10 ECTS)
	2.2	Multilingualism and Education I + II (5+5 ECTS)	Into the Local Laboratory: Cultural Heritage (10 ECTS)	Elective (10 ECTS) (Optional: LGBTQ+ Minorities) Skiednis fan Fryslân (10 ECTS)
3	3.1	MINOR Fryske Taalkunde (10 ECTS)	MINOR Aldfrysk (10 ECTS)	MINOR Fryske Literatuer (10 ECTS)
	3.2	Into the Local Laboratory: Language (10 ECTS)	Intercultural Communication (10 ECTS)	Thesis (10 ECTS)

Specialization Frisian language and culture



APPENDIX 3: PROGRAMME OF THE SITE VISIT

Indeling

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

Dag 1 21 mei 2019

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

Dag 2 22 mei 2019

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

Dag 3 23 mei 2019

10:00	11:00	examencommissie
13:00	13:30	eindgesprek management
15:30	15:45	presentatie voorlopige bevindingen
16:00	16:45	ontwikkelgesprekken

APPENDIX 4: THESES AND DOCUMENTS STUDIED BY THE PANEL

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

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

- Annual reports and minutes Opleidingscommissie
- Annual reports and minutes Board of Examiners
- Assessment plans (for all programmes)
- Assessment files (for all programmes)
- Documentation Masterlanguage