

## Peer Review Master of Linguistics – public report

### Most important conclusions of the peer review

The report of the peer review team mentions a number of strong points of the programme, and also includes suggestions to improve the programme. These suggestions have already been processed by the programme in the development plan for the coming period. The most important conclusions of the peer review are summarised below.

#### **Strengths of the programme**

The lecturers have a critical attitude and constantly improve the programme and its position within the higher education market. With the support of the faculty and the Education Committee, initiatives have been taken to increase student numbers and to further develop communication, alumni services, internationalisation and digitisation of the programme.

The study programme stimulates students to follow their interests as much as possible. Therefore, at the moment of the peer review three specialisation options were offered in the Master of Linguistics: (1) Language in use (2) Computational psycholinguistics and (3) Digital Text Analysis.

The Master of Linguistics has a strong international orientation and intercultural competences are inherently addressed in various courses. The programme has developed several initiatives regarding internationalisation@home, such as summer schools and international guest lecturers.

Digitisation is an important new development in both literature and linguistics. The peer review team strongly approves the attention given to this new development in the degree programme, by lecturers from the Department of Linguistics as well as from the Department of Literature, including leading experts in the field of digital humanities. The upcoming digitisation is strongly discussed in the Master of Linguistics, especially in the specialisation options 'Digital Text Analysis' (where the bridge is built between literary studies and linguistics) and 'Computational Psycholinguistics'. The Master of Linguistics is particularly notable for its strong research orientation, which is important to recruit doctoral students. The peer review team has read a number of master's theses and other student reports and unanimously concludes that the master's theses reach the desired level and that the assessment is adequate.

#### **Suggestions for further improvement**

In line with the suggestion of the peer review team, the Education Committee will further refine and communicate the identity of the three master programmes and their sub-identities to the students, starting from their own strengths. The request of the review team to calibrate the attention for new, digital competences against the "old competences" that are less quantitative, is taken into account by the Education Committee in the update of the curricula. The Education Committee will define what digital competences are expected of all students and what competences a limited group of students need in order to specialise in digital developments in literature and language study. Starting from this analysis, the programme will determine the desirability and position of digital competences in the bachelor stream.

The Education Committee is driven to making internationalisation @ home more visible and examines the possibilities of developing structural international partnerships and removing barriers to exchange, such as the administrative burden and obtaining equivalences for courses taken abroad.

The Education Committee is also implementing blended learning and making it more visible. Although students are formally represented in councils and committees, the study programme is committed to further strengthen participation of and communication with students.

On the advice of the peer review team, the Education Committee will critically reflect on how the specialisations in the Dutch spoken Master taal- en letterkunde relate to the specialisation options in the Master Linguistics. It will examine to what extent it is meaningful and useful that both master's programmes and the similar options continue to be offered side by side. In view of increasing student numbers, the education committee will consider setting up an English programme.

## Most recent peer review Master of Linguistics

### Timing

The site visit of the peer review team took place on **November 14<sup>th</sup> and 15<sup>th</sup> 2018**.

### Peer review team

The programme suggested external and internal candidates as members of the peer review team. The student member was suggested by the Department of Education, with approval of the Student association of UAntwerp. Chairwoman of the peer review team was appointed by the vice-rector Education. The composition of the peer review team was validated on May 7<sup>th</sup> 2018 by the Board of Programme Evaluation.

Composition of the peer review team language and literature (taal- en letterkunde):

Chairwoman:

- Ann De Schepper, vice-rector Education at UAntwerp

External members:

- Prof. Dr. Liesbeth Heyvaert, professor and vicedean for education, Faculty of Arts, KULeuven
- Prof. Dr. Kristiaan Versluys, emeritus full professor, Director Education Faculty of Arts and Philosophy and Director Education Services, Ghent University

Internal member:

- Prof. Dr. Alexander Dhoest, Professor Communication Studies, Faculty of Social Sciences, UAntwerp

Student member:

- Marjan Huysmans, Student 2nd Master Business Engineering, UAntwerp

### Result Peer Review

The peer review team decided to **confirm confidence** in the programme Master of Linguistics.

### Creation

With regard to the peer review, the programme composed a self-reflection report, describing its vision, good practices, challenges and future prospects. The Department of Education developed a data sheet in consultation with the programme, containing qualitative (learning outcomes, study programme, staff information, etc.) and quantitative data (amount of enrolments, student success rates, cohort analysis, etc.) about the programme. In consultation with the Department of Education, the programme drew up a time schedule to interview the staff responsible for the programme, students, lecturers, assistants, external partners and alumni. During the interviews between the peer review team and the programme the CIKO staff member of the faculty was present.

The peer review team evaluated the programme based on qualitative and quantitative information, such as the interviews and the preparatory documents: the self-reflection report, the data sheet and the education portfolio of the programme.

The peer review took place conform to the [European Standards & Guidelines](#).

### Report and follow up

All findings of the peer review team are written down in a review report. The review report names several strengths of the programme, and some suggestions for further improvement. The programme took these suggestions into account in a development plan.

The integrated report – review report and development plan – was validated together with the public information by the Board of Programme Evaluation on 29 April 2019, was presented to the Education Board on 2 July 2019 and the Executive Board of UAntwerp on 17 September 2019.