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UvA Language policy

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1. Introduction

In the past decade, the University of Amsterdam (UvA) has developed into a truly international university and a home to students and researchers from a wide variety of cultural and social backgrounds. The UvA considers the richly varied composition of its academic community to be a great benefit and works to ensure that all students and lecturers can continually develop during their time at the UvA. Language plays a key role in this process: in addition to giving students and staff access to both existing and new knowledge, learning experiences and research data, it is also the medium by which knowledge is expanded and shared. Language is also the channel that enables exchange of ideas and information and facilitates personal contact among students themselves, between students and lecturers and between all parties on campus. In short, language is a basic precondition for educational quality, facilitation of learning experiences and the entire student experience. Given the key role that language plays in the academic careers of students and staff, as well as being the engine of the academic community, the UvA operates a deliberate and carefully considered policy with regard to language, the objective of which is to set a responsible course that will enable the UvA to further develop as a bilingual university.¹ The language policy comprises the following components:

- Vision of English-language education
- content-driven and carefully considered decision-making
- language proficiency of students and lecturers
- official language of governance
- remediation
- communication.

Current status

As a bilingual university, the UvA offers programmes in both Dutch and English (see table 1) and will continue to do so in the future. The majority of Bachelor's programmes are in Dutch and the majority of Master's programmes are in English, although the number of Bachelor's programmes conducted in English has increased in recent years.

¹ The recommendations as described in the exploratory study '*Nederlands en/of Engels? Taalkeuze met beleid in het Nederlands Hoger Onderwijs*' ('Dutch and/or English? Language Selection in Dutch Higher Education') by KNAW (the Royal Netherlands Academy of Arts and Sciences) have been implemented into the language policy at hand. (See <https://www.knaw.nl/nl/actueel/publicaties/nederlands-en-of-engels>.)

Table 1: Languages of instruction for programmes in the 2017-18 academic year

Type	ENG	NL	NL+ENG	Total
Bachelor's degree programme	7 ²	47	7	61
Master's degree programme	44	20	9	73
Research Master's	19	2		21
Master's programmes in teaching		23		23
Total	70	92	16	178

Both within the UvA and beyond, there are concerns regarding the selection of English as a language of instruction. There are concerns about the quality of the English, about the effect of English on accessibility for Dutch students and about preservation of the Dutch language. The UvA endorses Minister Van Engelshoven's vision of language policy, as included in her Letter to Parliament on the issue of internationalisation.³ In this letter, she indicates that the institutions are primarily responsible for carefully considering any decisions regarding languages of instruction at both the institutional and pan-institutional level.

She also discusses the measures she wishes to implement in order to make sure the decisions made by institutions have no negative effects on the quality, accessibility and effectiveness of the education or its connection with and relevance to society and the professional field.

Within the UvA, the language of instruction is selected to optimally suit the content of the programme in question. The following programme models can be roughly defined with regard to the language of instruction:

- Monolingual programmes (English or Dutch).
Within nearly all Dutch programmes, attention is paid to English proficiency and a range of English-language courses, electives, modules, minors and study abroad programmes are available. In addition, some Dutch programmes offer a 'step-by-step' variant, in which the first Bachelor's year is fully in Dutch, with later years featuring an increasing number of modules in English.
The English-language programmes also offer optional Dutch-language electives or minors. In large English-language programmes such as Economics & Business Economics, tutorials in the first year are offered in both Dutch and English.

²This includes the programmes:

- Liberal Arts and Sciences (AUC)
- Politics, Psychology, Law and Economics (PPLÉ)
- Literary Studies
- English Language and Culture
- Media and Information
- Economics and Business Economics
- Business Administration.

³'*Internationalisering in evenwicht*' ('Balanced Internationalisation'), Letter to Parliament on the internationalisation of MBO and HO education, 2018 <https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/kamerstukken/2018/06/04/kamerbrief-over-internationalisering-mbo-en-ho>

- Programmes offering Dutch-language and English-language versions of the same degree programme. For example, Communication Science/Communicatiewetenschap and European Studies/Europese Studies.
 - Bilingual programmes in which students can decide whether to take the Dutch or English version of each separate module or assignment, such as the Bachelor's programme in Political Science.
- In a more general sense, larger programmes often offer more room for variety than smaller programmes. From the graduate stage onwards, almost all education is offered in English and English is the official language in the majority of research areas. However, to optimise accessibility at the local level, the UvA strives to offer the research results in Dutch as well as English.

Vision on English-language education

Within the UvA vision on teaching and learning⁴ and the Strategic Framework for Internationalisation⁵, the following decisions have been made that will lay the foundations of a comprehensive UvA language policy:

- Content and teaching methods are the cornerstones of the international classroom
The UvA strives for a balanced mix of nationalities, Dutch students and international students from various regions, which is not dominated by any single culture or small group of cultures. Part of our education takes place in an international classroom, which is defined by the UvA as follows: *"The international classroom is a **dynamic learning space**, both physically and virtually, that encourages **active learning** by **establishing meaningful human contact and interaction** between students, peers and teachers in a truly global, diverse and inspiring environment. It is a **shared safe and brave space** where **all students, irrespective of their background, are made to feel welcome and engage**. Students are exposed to the highest standards of research-inspired teaching. They attain capacities that will help them grow into **well-informed global citizens** capable of **creating new knowledge** and become **drivers of innovation** in tomorrow's world, **generating high human impact** both **locally** as well as **beyond borders**. In doing so, future UvA graduates will play a pivotal role in devising global solutions and breaking down societal divides. The four key components that are vital to make the international classroom a reality are: Curriculum/Cognitive Learning, Diversity & Inclusiveness, Language Policy and Student Experience⁶."*
- The UvA made a conscious decision to be bilingual
The UvA is a bilingual university and encourages cross-pollination between Dutch and English-language programmes where possible. As part of this policy, the UvA is committed to retaining a portfolio of Bachelor's programmes with a balanced mix of programmes taught in Dutch and in English. Based on the ambition to realise a bilingual portfolio, the preference for English-language Bachelor's programmes is to establish either a bilingual programme or offer both an English-language version and a Dutch-language version. In some cases, it is necessary to offer a programme exclusively in English as this is the only way to keep the programme in the Netherlands.⁷

⁴ <http://www.uva.nl/over-de-uva/uva-profiel/beleidsstukken/onderwijsbeleid/onderwijsvisie/onderwijsvisie.html>

⁵ <http://www.uva.nl/over-de-uva/uva-profiel/beleidsstukken/strategisch-kader-internationalisering/strategisch-kader-internationalisering.html>

⁶ UvA, Amsterdam's Global University in the Classroom, advice prepared by the UvA Taskforce International Classroom (June 28).

⁷ See 'Internationalisering in evenwicht' ('Balanced Internationalisation'), Letter to Parliament on the internationalisation of MBO and HO education, 2018

<https://www.rijksoverheid.nl/ministeries/ministerie-van-onderwijs-cultuur-en-wetenschap/documenten/kamerstukken/2018/06/04/kamerbrief-over-internationalisering-mbo-en-ho>

Academic-level proficiency in both Dutch and English is viewed as a key competence for effective participation and integration, future mobility and employability. The UvA is committed to protecting Dutch-language education where necessary and remaining attractive to a varied group of Dutch students from the region. This focus on Dutch students and our surrounding region is important in terms of promoting both local and international diversity. The Dutch labour market is also in need of internationally-oriented academics with a full or partial Dutch-language education.

- Transparent decision-making
The decision-making process regarding the language of instruction must be transparent. Our language policies are always in service of the relevant degree programme's learning objectives and outcomes. Any decisions to change the language of instruction at a Bachelor's programme will take into account the overall portfolio of Bachelor's programmes and the accessibility of Master's education.
- Attention to deficiencies and remediation
The UvA offers targeted support programmes for students who have the cognitive ability and determination to take part in an academic study but are hampered by deficiencies in other areas.
- Attention to professionalisation of teaching
The UvA will ensure that a sufficient level of teaching professionalisation modules are made available to facilitate and support the international classroom, intercultural skills and language education, as well as any developments relevant to these themes.

Preconditions for language selection to ensure quality of education

The conscious choice to be a bilingual university is beneficial to the quality of education. The preconditions for quality maintenance and improvement are as follows:

- Differentiation is paramount: every separate programme makes decisions on language and language policy to optimally suit their specific content. For every programme, substantiation is provided – based on factual data and content and teaching-related aspects – regarding why the selected language of instruction is desirable and why a particular model was selected in order to achieve the objectives.
- Careful decision-making when choosing whether to offer a programme partly or fully in English: the decision-making process must take into account institutional objectives such as the UvA International Classroom concept, a balanced supply of both Dutch and English-language programmes and the desired level of on-campus facilities available to all students.⁸
- Attention to language proficiency: proficiency in the language(s) of instruction among both lecturers and students is vital in order to achieve the desired quality level.
- Attention to intercultural skills: in order to optimally capitalise on the benefits offered by foreign students and staff, both students and staff of all nationalities must possess a sufficient level of intercultural skills. Lecturers will be given opportunities to develop the teaching skills necessary to operate within a diverse and international environment.
- Clear and unambiguous communication.

⁸ UvA, Amsterdam's Global University in the Classroom, advice prepared by the UvA Taskforce International Classroom (June 2018).

2. Content-driven, deliberate and carefully considered decision-making

For every programme at the UvA, substantiation based on content and factual data is given of why a certain language of instruction is desirable and how the associated objectives will be achieved. These decisions are made following careful consultation with and substantial involvement of the Programme Committee and the Examinations Board.

When deciding whether to use English as the language of instruction, the costs, benefits, opportunities, risks, pros and cons must all be carefully considered. This relates to 'hard' costs and benefits (such as increased student intake or the costs of language training) as well as 'soft' costs and benefits (such as a diverse international environment and access to the international labour market and to the language of governance and representation). The decision-making process must also take the UvA-wide objectives into account, such as a balanced supply of both Dutch and English-language programmes and the desired level of on-campus facilities available to all students. The language of instruction will be determined in compliance with the 'Step-by-step plan for transition to a different language of instruction' (see appendix) and the University's Code of Conduct for Languages of Instruction.⁹

Modification of the language of instruction will be recorded in the Teaching and Examination Regulations to give the representative advisory bodies a say in this matter.

⁹The UvA Code of Conduct for Languages of Instruction will be updated in 2018.

3. Language proficiency of students and lecturers

The UvA considers proficiency in the appropriate language of instruction to be an essential factor in students' academic development. To facilitate this, the UvA encourages English proficiency among students of Dutch language programmes and Dutch proficiency among students of English language programmes, even if the latter is not a strict requirement for the programme in question. This is based on the following considerations:

- Academic career

In principle, during their studies, all students of Dutch language Bachelor's programmes will be sufficiently equipped to complete an English language follow-up study in the Netherlands or another country. In nearly all disciplines, proficiency in academic English is an essential precondition for successful completion of a Bachelor's or Master's programme. For example, the majority of the study material (articles, textbooks, reference books) is in English and the official language of research in nearly all disciplines is English, which means active and passive use of jargon and knowledge of the most important theoretical frameworks is absolutely crucial. Dutch language programmes at the UvA offer a variety of opportunities for students to improve their English to academic level, such as the English Refresher Course provided by the College of Social Sciences.¹⁰

Furthermore, to gain admission to bilingual and English language programmes, students must have a level of English proficiency that is above the minimum level required by the Code of Conduct for International Students. Excellent command of the English language is required as the speed and academic level of all programmes is intense and proficiency in the language of instruction is an essential precondition for academic success in these programmes.¹¹

Prospective students must satisfy the educational entry prerequisite with regard to this language, which is also recorded in the Teaching and Examination Regulations. Students must have sufficient language skills to enable them to successfully complete the degree programme. At the UvA, the basic principle of Bachelor's programmes is that they should be designed in such a way that ensures graduates comply with the admission requirement of proficiency in English applicable to the UvA English language Master's programmes.¹²

- Social career

Students who successfully complete a Dutch language programme at the UvA are capable of functioning in an international environment with English as the official language.

International students studying an English language programme will be encouraged to learn Dutch to optimise their position in the job market, among other benefits. This will improve their chances of integrating into Dutch society and being allowed to stay in the country, which will benefit Dutch society and the country's economy.

¹⁰ See <http://studiegids.uva.nl/xmlpages/page/2017-2018/zoek-vak>.

¹¹ Language requirements applicable to a Bachelor's programme are in line with the statutory educational entry requirements for Bachelor's programmes, e.g. English proficiency to the pre-university (VWO) school-leaving examination level. Additional language requirements can be set for Master's programmes if this is necessary for students to complete the Master's programme in question.

¹² http://www.vsnu.nl/files/documenten/Domeinen/Internationaal/Internationaliseringsagenda%20Hoger%20Onderwijs_2018.pdf

The modern and ever-changing labour market demands a great deal from its current and future professionals. More often than not, job vacancies include the line 'proficient in both Dutch and English', including vacancies within Dutch companies and organisations. Recent graduates getting started in the job market must therefore be capable of functioning in both a Dutch working environment and an international working environment. This requires excellent command of both Dutch and English, regardless of the language of instruction applicable to the graduate's study programme.

- Social integration

It is important to the UvA that its students feel welcome on the campuses and integrate into the academic community during their academic career. Learning Dutch is a vital aspect of this integration for international students. Equally, Dutch students are expected to speak a sufficient level of English in order to facilitate social interaction with students from other countries.

In addition to the modules and learning paths within the curriculum, the UvA also offers a range of extracurricular courses focusing on proficiency in academic English. It also offers students a huge variety of language courses in both Dutch and English at a variety of levels and in many cases, students are given a special discount rate on the course fees. To familiarise international students with the Dutch language, an online Dutch course has been developed and made available free of charge to all future students.

Language proficiency of lecturers

The UvA places strict requirements on the language proficiency of its lecturers and staff.¹³ For lecturers, this doesn't just mean sufficient command of the language, but also the teaching skills required to provide effective education in a foreign language and an international environment. This involves using examples that tie in with current international events or the students' experiences or cultural background, focusing on language skills during the marking of papers or exams, and training students to improve their language skills.

UvA lecturers authorised to teach in English must be able to demonstrate that their English proficiency is equivalent to level C1 as specified by the Common European Framework of Reference for Languages (CEFR).

In English language modules, the course evaluations include a question about the lecturer's command of the English language. Where necessary, the institute offers resources to improve lecturers' proficiency in English.

Foreign staff with prospects for permanent employment at the university will start to learn Dutch within a reasonable period. The goal is that they should have a good command of both written and spoken Dutch within two years of their appointment. Foreign employees that teach in Dutch must be able to demonstrate proficiency in Dutch of at least level C1.

The UvA will ensure that a sufficient level of teaching professionalisation modules are available to support the international classroom, intercultural skills and language education and any developments in these areas. This will partly be conducted within the learning tracks that culminate in a basic or senior teaching qualification (UTQ/Advanced UTQ).

¹³ Language policy for non-academic staff will be further specified in a different memorandum.

4. Governance

In as inclusive a manner as possible, the UvA encourages and facilitates all groups to participate in representative advisory councils (Works Councils, Student Councils and Programme Committees) and boards (e.g. of study associations). It is important to avoid situations in which selecting Dutch or English as the language of instruction will be problematic for or exclude certain groups who are less proficient in either of the two languages.¹⁴ All of the UvA's formal agreements, such as regulations, codes and statutes, are available in both Dutch and English.¹⁵

Within the UvA, 'parallel' language use is preferred within representative advisory councils: this means that participants can speak Dutch or English during discussions in accordance with their own language abilities and preferences. In such cases, they can assume that the other participants understand what they are saying and that they are capable of understanding written texts in the other language. This means that to actively participate in administrative bodies and representative advisory councils, all participants are expected to have either active proficiency in English and passive proficiency in Dutch at level B1 or active proficiency in Dutch and passive proficiency in English at level B1. To enable this, language training will be provided to the members of the representative advisory councils. This training should preferably take place prior to the start of the representation period. To the greatest extent possible, the documents used will also be accompanied by a summary in English or Dutch, depending on the language of the main document in question.¹⁶

The language used within the Programme Committees (PCs) should preferably match the programme's language of instruction. Within the PC of an English language programme, the discussions should generally be held in English and the documents should preferably be in English. It may occur that some documents (e.g. originating from third parties) are in Dutch. These can be introduced in untranslated form during meetings (possibly with a short summary in English). For Dutch language programmes, Dutch will generally be the official language for meetings, discussions and documents. However, not everything has to be in English: Dutch language programmes also contain English tracks, modules or components.

The dean will decide on the official language in consultation with the representative advisory body concerned.

In addition to agreements with the representative advisory bodies, changes to the language of instruction of degree programmes is also subject to agreements with the study associations concerned. These agreements relate predominantly to the transitional phase (translation of statutes, change in target group, scale of association, etc.).

¹⁴ For administrative bodies (the Executive Board, the Executive Council, the directors consultations, advisory committees, etc.) and representative advisory bodies (Joint Meeting, Central Student Council, Central Works Council, etc.), language policy is based on the stipulations in the General Administrative Law Act (*Algemene wet bestuursrecht*). This act was amended in 2014 and stipulates in Article 2(6)(1) and 2(6)(2) that: 1. Administrative bodies and staff working for them use Dutch unless the law stipulates otherwise. 2. As a departure from item 1, a different language can be used in the event that its use is more effective and that it does not disproportionately prejudice the interests of third parties.

¹⁵ A document will be formulated containing an overview of the documents in question, including any legal implications.

¹⁶ An alternative method is the determination of the official language by the representative advisory councils. If this method is selected, it is essential that all participants have sufficient command of the chosen language to enable them to actively participate in the policymaking and decision-making process. This can be done, for example, by providing intensive language training courses to all members of the representative advisory body. This training should preferably take place prior to the start of the representation period. If this model is selected, then during the transitional phase, English/Dutch translations/summaries of the necessary documents will be provided during meetings and gatherings, as well as summaries of what was said during the meeting/gathering.

5. Remediating deficiencies

The UvA is committed to identifying any language deficiencies at an early stage in the programmes. Experience tells that differences in linguistic background can arise both among students who follow the regular educational tracks to university and those who begin a university programme via an alternative path. Multiple studies have shown that writing proficiency poses the biggest obstacles for new students, particularly the application of structure and coherence to a text and selection of the right academic style.¹⁷ Within the English language Bachelor's programmes, initial data on writing proficiency suggests the same phenomenon is at play.

Within the UvA, there is a diverse range of strategies designed to monitor the quality of students' English and Dutch proficiency. All kinds of initiatives have been devised to boost students' academic language skills, with trials being conducted of many different methods to identify language deficiencies. The strategies differ from one faculty to another, and even between study programmes. Examples include:

- correction of written assignments by both course lecturers and lecturers specialising in the Dutch language;
- administration of a language test focusing on lower order skills (spelling and grammar);
- diagnostic writing proficiency tests focusing on higher order skills (structure, argumentation);
- development of continuous learning pathways for scientific writing and academic skills.

The measures implemented are equally diverse, ranging from informal advice that texts should be proofread by another person and the referral of students to the AUAS and UvA's joint language consultation website www.taalwinkel.nl to the imposition of compulsory remedial courses. Until recently, this mainly involved academic language proficiency in Dutch, although the introduction of international tracks and fully English programmes means a significant amount of attention is now also paid to academic language proficiency in English.

In 2018, the results and effects of the various remediation activities will be systematically monitored and displayed. This will establish an accurate overview of good practices for detection and remediation in order to help students with language deficiencies in either Dutch or English.

In addition, this analysis will provide recommendations for the detection and remediation process.

¹⁷ F. Kuiken & I. Vedder, *Werken aan taalvaardigheid* proposal ('On language proficiency') (2018).

6. Communication

The University of Amsterdam has a strong international orientation and wishes to create an environment in which students and lecturers from both the Netherlands and abroad can successfully participate and communicate. This affects educational service provision and both internal and external communication. The university strives to be a bilingual university and offers as much of its information as possible in both English and Dutch. Generally, the choice of language depends on the target group. In any event, information for a wider audience is provided in Dutch, and it is also provided in English to the greatest extent possible. For example, most of the signposting at UvA campuses is largely bilingual or in English. Information and support for students is available in two languages regarding practical affairs like accommodation, enrolment and finding your way around Amsterdam.

All information about Bachelor's, Master's and doctoral programmes is available in the language of instruction of the programme in question. For Dutch language Bachelor's programmes, information in Dutch supplemented by information in English specifically formulated for exchange students will suffice.

Simple English terminology will be used for functions, educational terms and formal bodies within the university. For this purpose, the UvA translation list¹⁸ was set up. In addition, the UvA English Style Guide¹⁹ has also been compiled to give a summary of the most important basic rules to which the University of Amsterdam adheres when writing in English.

¹⁸ <https://www.uva-vertaallijst.nl/>

¹⁹ <https://extranet.uva.nl/content/a-z/engelstalige-communicatie/uva-english-style-guide/uva-english-style-guide.html>

APPENDIX: STEP-BY-STEP PLAN FOR TRANSITION TO A DIFFERENT LANGUAGE OF INSTRUCTION

This step-by-step plan provides guidelines for changing the language of instruction of UvA Bachelor's programmes. The goal of such transitions is to make the programme or track accessible to non-Dutch-speaking students. For every programme or track, substantiation must be provided – based on factual data and content and teaching-related aspects – regarding why the selected language of instruction is desirable and why a particular scenario was selected in order to achieve the objectives.

Period: 20-24 months prior to the intended start date of the programme²⁰

1. The programme director will notify the College/Graduate School director and the dean that he/she wishes to explore the possibility of changing the language of instruction. When doing so, the programme director will provide a brief summary of the reasons for this change (i.e. the value it would add to the programme) and the issues that will be addressed by the exploratory study.
2. The dean will decide whether or not to proceed with the exploratory study.
3. The programme director will inform all relevant parties (including the Programme Committee and the Examinations Board) and involve them in the transition process.
4. The dean will inform the Executive Board of the intention to change the language of instruction.
5. The programme director will formulate a transition plan which in any event will include the following:
 - vision of the content of the transition, including:
 - content-related grounds for the transition (e.g. content and quality of education, academic development, transfer mobility, preparation for a diverse labour market (including jobs in academia), international mobility);
 - brief outlook regarding the structure of the international classroom and the manner in which this is translated into the programme's educational objectives.
 - scope of the transition, including:
 - analysis of the change of the programme's target group, including an initial exploratory study into how it will affect the Dutch target group;
 - analysis of expected shifts and consequences for admission and student numbers, including possible consideration of enrolment restrictions.
 - language model of programme:
 - fully English programme;
 - bilingual programme;
 - English track offered alongside Dutch programme.

²⁰ Enrolment of prospective students begins 11 months prior to the start of the programme.

- draft action plan:
 - transition schedule (specifying both timeframes and activities);
 - consequences for educational organisation/logistics/student facilities;
 - any necessary enrolment restrictions;
 - outline of strategy for ensuring sufficient language proficiency of lecturers and students;
 - communication plan;
 - outline of financial consequences.
- 6. The programme director will present the transition plan to the Programme Committee and the Examinations Board.²¹
- 7. The dean presents the transition plan to the Executive Board for assessment with regard to UvA-wide strategic decisions concerning:
 - the accessibility of Bachelor's and Master's programmes in relation to the UvA-wide range of available courses (portfolio);
 - quality control regarding the international classroom concept²²
 - bilingualism of Bachelor's programmes;
 - consequences for accommodation (lecture halls, study areas, etc.).
- 8. Following implementation of input, the programme director will present the transition plan to the dean and the College/Graduate School director (for decisions regarding the transition and the formulation of an action plan for the practical transition).

Period: 14-12 months prior to the intended start date of the programme

9. Dean's decision-making period (NB: decision-making processes concerning requests for enrolment restrictions must be completed no less than one year before the start of the new academic year, including approval from the representative advisory bodies at both the central and faculty levels).
10. A copy of the decision to transition to a new language of instruction must be submitted to the director of the Administration Centre (SIS, Studielink, admissions), the Director of Student Services, the Communications Director (website, recruitment), the Director of Accommodation (accommodation, campus) and the Director of Academic Affairs (official language of diploma supplements).
11. Notification of study associations.

Period: 12-6 months prior to the intended start date of the programme

12. Coordination between the Executive Board and dean regarding consequences for accommodation, admission, etc.
13. In the event of formal name changes: approval process with the faculty representative advisory bodies (Programme Committee, Faculty Student Council and Works Council) and procedural assessment by the central representative advisory council (Joint Meeting).
14. The language(s) of instruction of the programme in question will be recorded in the Teaching and Examination Regulations. Amendment of monolingual/bilingual Teaching and Examination Regulations.²³

²¹ It is important to notify the Programme Committee and the Examinations Board that an assessment of reasonableness will be simultaneously conducted by the Executive Board.

²² UvA, Amsterdam's Global University in the Classroom, advice prepared by the UvA Taskforce International Classroom (June 2018);

²³ The Faculty Student Council has the right of approval concerning this article.

15. Adjustment of facilities for internal communication (language, style, channels), policy and informational documents (including representative advisory bodies).
16. Recording of composition of Programme Committees and Examinations Boards and establishment of agreements regarding the official language.
17. Coordination of support for the study associations during the transitional phase.
18. The dean will ensure that the required measures are implemented.

On a semi-annual basis (in September and February), the dean will also be requested to provide information concerning the proposed changes to the language of instruction, and the consequences for all levels of the UvA will be discussed at least once a year during the meeting of the Central Executive Council.