

**B LINGUISTICS AND
M LINGUISTICS
UNIVERSITY OF AMSTERDAM**
Assessment report

17 October 2025



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1. SUMMARY

This report presents the programme assessment of the Bachelor's and Master's degree programmes in Linguistics, offered by the University of Amsterdam.

In spring 2025, an independent panel commissioned by the NVAO evaluated the Bachelor's and Master's programmes in Linguistics at the University of Amsterdam.

With regard to Standard 1 (intended learning outcomes), the panel finds that both programmes have clearly formulated outcomes that are aligned with international standards and reflect the academic and societal relevance of the field. The Bachelor's programme has a coherent and distinctive profile with a strong focus on empirical research, linguistic diversity, and cross-linguistic comparison, including the integration of signed languages. The Master's programme offers opportunities for specialisation across different tracks. The panel advises refining the intended learning outcomes so they more explicitly reflect the diversity of trajectories and exit profiles.

Concerning Standard 2 (teaching and learning environment), the panel concludes that the curricula of both programmes are coherent and well designed. Students benefit from small-scale, research-based teaching and from the expertise and dedication of qualified staff. The panel appreciates the inclusive and international orientation of the programmes. It also notes areas for improvement: monitoring study progress and study duration, managing staff workload, and, for the Master's programme, safeguarding academic depth across tracks and fine-tuning thesis supervision.

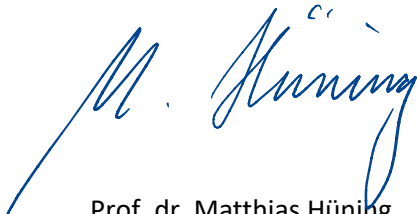
For Standard 3 (assessment), the panel finds that assessment is varied, well aligned with learning objectives, and clearly communicated to students. It values the attention to formative feedback and the involvement of staff in assessment design. At the same time, it identifies concerns about transparency and traceability in thesis assessment, including the role of the second reader, the status of the final interview, and the systematic archiving of complete dossiers. The panel also calls for a clear faculty-wide policy on the responsible use of generative AI, and for a more proactive role of the Examination Board in quality enhancement.

With respect to Standard 4 (achieved learning outcomes), the panel concludes that graduates of both programmes achieve the intended learning outcomes. Final theses demonstrate that students reach the required academic level and acquire relevant disciplinary expertise. Alumni successfully proceed to further studies or employment in related fields.

Both programmes meet all four standards. Based on this, the panel advises the NVAO to grant positive accreditation to the Bachelor's and the Master's programme in Linguistics at the University of Amsterdam.

The chair and secretaries of the panel hereby declare that all panel members have studied this report and agree with the judgements as recorded. They confirm that the assessment has been carried out in accordance with the requirements concerning independence.

17 October 2025



Prof. dr. Matthias Hüning
(chair)



dr. Léonie Ridderstap
(secretary)

2. INTRODUCTION

Procedure

The University of Amsterdam appointed Odion Onderzoek to coordinate the external quality assessment of the Bachelor's programmes in Literary Studies, Linguistics and Dutch Language and Culture, as well as the Master's programmes in Literary Studies, Linguistics, Dutch as a Second Language and Multilingualism (dual), Dutch Studies, and Editorial Studies (dual). This assessment was conducted in the context of the accreditation of a cluster of programmes: Modern Languages and Literatures 1 (MTL-1). This cluster comprises 32 programmes offered by six institutions: the University of Groningen, Vrije Universiteit Amsterdam, Radboud University, Utrecht University, University of Amsterdam, and Leiden University. Dr. Irene Conradie served as cluster coordinator on behalf of Odion Onderzoek until 11 April 2025, after which Dr. Alexandra Paffen assumed the role.

The assessment was conducted in accordance with the procedures and standards of the NVAO's "Assessment Framework for the Accreditation System of Higher Education in the Netherlands" (Government Gazette 2024, no. 6405). The programmes within the MTL-1 cluster are existing programmes, and all institutions involved hold a positive institutional quality assurance assessment.

In consultation with the programmes, Odion Onderzoek composed a panel of peers (assessment panel) to carry out the assessment of the eight programmes at the University of Amsterdam:

- Prof. Dr. Matthias Hüning (chair), Professor of Dutch Linguistics, Freie Universität Berlin;
- Prof. Dr. Odile Heynders (panel member), Professor of Comparative Literature, Tilburg University;
- Prof. Dr. Katrien Struyven (panel member), Professor at the School of Educational Studies, Hasselt University;
- Dr. Petra Bos (panel member), Associate Professor of Applied Linguistics, Vrije Universiteit Amsterdam;
- Roos Krijger MA (student member), recent graduate of the Master's programme in Translation Studies at Utrecht University;
- Prof. Dr. Remco Sleiderink (external reviewer), Professor of Dutch Literature before 1800, University of Antwerp;
- Dr. Kathryn Roberts (external reviewer), Associate Professor of American Studies, University of Groningen;
- Dr. Stefan Frank (external reviewer), Associate Professor of Linguistics, Radboud University;
- Prof. Dr. Emiel Krahmer (external reviewer), Professor of Language, Cognition and Computation, Tilburg University;

- Dr. Agnes Andeweg (external reviewer), Associate Professor of Literary Studies, Utrecht University;
- Prof. Dr. Ruben van de Vijver (external reviewer), Professor of Phonology and Phonetics, Heinrich Heine University Düsseldorf;
- Prof. Dr. Diederik Oostdijk (external reviewer), Professor of English and American Literature, Vrije Universiteit Amsterdam;
- Prof. Dr. Malte Zimmermann (external reviewer), Professor of Semantics and Grammar Theory, University of Potsdam;
- Willem Bisseling MA (external reviewer for the dual Master's programme in Editorial Studies), co-owner and literary agent, Sebes & Bisseling.

The panel was supported by Dr. Léonie Ridderstap as first secretary and process coordinator and by Laura van Beek MSc as second secretary. Both are certified secretaries according to the NVAO register. Dr. Alexandra Paffen, in her role as cluster coordinator, was also present during the site visit, solely in the capacity of observer. The NVAO reviewed the accountability form concerning the composition of the panel and concluded that the panel met the required expertise criteria. In addition, the panel members, the institution, and the secretaries submitted written declarations confirming that the panel and secretaries would carry out their tasks independently. On 14 February 2025, the NVAO approved the proposed panel composition¹.

Prior to the assessment process, the panel chair completed a training course on the NVAO's "Assessment Framework for the Accreditation System of Higher Education in the Netherlands" (2024). The cluster coordinator discussed the standards, procedures, and responsibilities with the chair in accordance with the "Profile of the Chair" (NVAO, 2016) and the guidelines provided in the NVAO training course "Train the Chair." The other panel members received instructions during a cluster-wide kick-off meeting, where the cluster coordinator and chair informed them about the content and purpose of the assessment framework, as well as the procedure, intended attitude, working methods, and timeline within the cluster.

Prior to the site visit, the Faculty of Humanities submitted a list of recent graduates for each programme to the secretaries. In consultation with the secretaries, the panel chair selected fifteen final projects per programme, taking into account a spread of final grades, assessors, and—where applicable—programme variants and tracks. The panel reviewed the selected final projects and accompanying assessment forms, as well as the self-evaluation reports of the programmes. The panel assessed the theses in accordance

¹ Subsequent minor changes were made to the composition before the site visit, which are reflected in the list of panel members above.

with the NVAO guidelines for the review of final projects (Implementation Regulations, September 2024). An overview of the reviewed materials, including the selected theses, is provided in Appendix 5.

After studying the documentation, the panel members formulated their initial impressions and shared these with the secretaries. The secretaries compiled the input and distributed the compilation to the full panel. During a preparatory meeting on 28 May 2025, the panel discussed these impressions and identified key topics to address during the site visit.

Staff and students of the eight programmes at the University of Amsterdam were informed in advance by the institution about the opportunity to speak with the panel in confidence. Interested participants could register with the secretaries. On the second day of the site visit, an open consultation hour was scheduled for registered participants. As only one person had registered and the issue raised concerned a programme that had already been discussed during the regular meetings, the open consultation hour was cancelled. The panel had asked this student in advance to provide a written statement, which allowed the concerns to be considered in their entirety. These concerns were nevertheless also addressed during the visit interviews.

The panel visited the University of Amsterdam from 4 to 6 June 2025. Owing to a national train strike, the third day (6 June) was conducted online. The draft site visit schedule, including representative interviewees, was submitted by the programmes to the chair and the secretaries for approval. Further information about the visit schedule is provided in Appendix 4

At the end of the site visit, the panel formed its independent judgement on the programmes, based on the four standards of the NVAO's assessment framework for the accreditation of existing programmes (2024). The chair presented the panel's main conclusions in a public oral feedback session. The development meeting also took place online on 6 June 2025; a separate report of this meeting was drawn up and approved by the panel chair.

This final report provides a systematic account of the panel's findings, considerations, and conclusions. After the site visit, the secretaries drafted a preliminary version of the report and submitted it to the panel members for feedback. Based on their comments, the report was revised in consultation with the chair. The draft report was then sent to the Faculty of Humanities for a check of factual inaccuracies. After processing any corrections, the report was finalised and approved by the chair.

Institution

The University of Amsterdam is a publicly funded institution with approximately 6,000 staff members and over 41,000 students. The university comprises seven faculties, one University College, 76 Bachelor's programmes, and more than 250 Master's programmes. It places a strong emphasis on interdisciplinary

research, collaboration, and innovation to advance scientific progress. In its institutional plan *Inspiring Generations* (2021–2026), the university highlights its commitment to pursuing excellence, investing in outstanding and inspiring education, and strengthening its position through external partnerships.

The Faculty of Humanities, with over 8,000 students, offers a broad range of education and research. The faculty is governed by a Faculty Board, and education is organised into 17 programme clusters, with responsibilities distributed among the board, coordinators, and teaching teams.

Programmes

The Bachelor's programme in Linguistics at the University of Amsterdam offers students a broad, comparative approach to global linguistic diversity. The programme consists of two tracks: Linguistics and Sign Language Linguistics. Students explore how languages function at structural, cognitive, and socio-cultural levels, and develop analytical and research skills based on both spoken and signed languages. Through a curriculum rich in empirical and theoretical components, students gain in-depth insight into language structures, language acquisition, and language processing. The programme prepares students for further academic study at the Master's level or for careers in linguistically oriented sectors.

The Master's programme in Linguistics builds on this foundation and focuses on the analysis of language in its many forms and social functions. Students choose from four tracks: General Linguistics; Language and Society; Language, Literature and Education; and Translation Studies. The programme allows for specialisation in both theoretical and applied linguistics, ranging from phonology to translation studies. Students acquire research skills, learn to analyse complex linguistic data, and present their findings to diverse audiences. The programme prepares them for careers in a wide range of fields, including education, healthcare, translation, ICT, and research. Administrative details of the programmes and the institution are provided in Appendix 1 of this report.

Developments since the previous accreditation

Bachelor's programme Linguistics

The previous accreditation of the BA Linguistics took place in 2020. The programme received a positive assessment. While the panel appreciated the structure and breadth of the curriculum, it raised concerns about the English proficiency of both staff and students, as well as the transparency of the thesis assessment procedure.

In response, the programme took a number of targeted actions. New staff members were appointed from an international pool and all internal communication now takes place in English. Students are tested on entry through the Academic Literacy Test and, where needed, enrolled in an academic writing support course. Academic English writing is systematically addressed in several first-year courses, and the

Teaching and Learning Centre has been engaged to help improve coherence and progression across these writing components.

With regard to thesis assessment, the programme adopted the faculty-wide thesis assessment form and formalised the role of the second assessor in the annual Thesis Manual. Based on its review, the current panel concludes that the concerns raised in the previous accreditation have been adequately addressed.

Master's programme Linguistics

The previous accreditation of the MA Linguistics took place in 2019. The programme was found satisfactory on all standards. The panel valued the relevance of the four tracks to academic and societal needs, but raised three key concerns: the fragmentation of tracks, the transparency of the thesis assessment process, and the high drop-out rate.

In response, the programme merged two small tracks (Language and Education and Literature and Education) into a new track, Language, Literature and Education. However, this has not led to a significant increase in student enrolment. The viability of this track, and of some of the language specialisations across the programme, is currently under reconsideration.

The thesis assessment procedure was aligned with updated faculty-wide policies. New assessment forms with detailed sub-scores and thesis manuals were introduced to clarify the process. As for student retention, the programme found that official drop-out rates were based on enrolment data that included students who had never actually started the programme. Nonetheless, a more structured tutoring system has been implemented faculty-wide, with earlier meetings and closer monitoring to support students and reduce attrition.

The panel finds that the programme has responded thoughtfully to the recommendations from the previous assessment. The measures taken are appropriate and in line with faculty-wide developments, although some underlying issues, such as track viability, remain under review.

3. MASTERLANGUAGE

The Master's programmes within the Modern Languages and Literatures 1 (MTL-1) cluster make use of the supplementary course offerings provided by Masterlanguage. This national collaborative initiative offers Master's students in language and literature access to courses that pool the expertise of multiple universities. The programme provides in-depth, thematic or language-specific courses with an interdisciplinary approach, integrating linguistics, literary studies, cultural studies, communication, and didactics.

Masterlanguage is a collaboration between six universities (Utrecht University, Radboud University, University of Groningen, Leiden University, University of Amsterdam, and VU Amsterdam). This interuniversity structure enriches the variety and quality of the curriculum and allows students to broaden their perspectives beyond their home institution.

For students in Linguistics and Literary Studies, Masterlanguage offers an additional opportunity to take selected courses, for example in Dutch, English, and French. Masterlanguage was briefly discussed during the site visit, and the panel considers the initiative a potentially valuable complement for students who wish to broaden their study programme.

4. PROGRAMME ASSESSMENT

Standard 1: Intended learning outcomes

The intended learning outcomes correspond to the level and orientation of the programme and are aligned with the expectations of the professional field and the academic discipline, as well as with international standards.

Findings and considerations

Bachelor's programme in Linguistics

The Bachelor's programme in Linguistics at the University of Amsterdam has a clear profile built around a comparative approach to linguistic diversity, across spoken and signed languages. It offers two tracks: Linguistics and Sign Language Linguistics. The Sign Language Linguistics track focuses on the structure, processing and acquisition of signed languages, while the Linguistics track offers a general introduction to the study of spoken language. The panel appreciates that students follow a broad common core in the first two years, with track-specific variants in several core courses (e.g., Phonetics vs. Introduction to Sign Linguistics; Transcription vs. Transcription of Sign Languages; later Phonology vs. Phonology & Morphology of Sign Languages).

The panel appreciates the strong focus on cross-linguistic comparison and the structural diversity of both spoken and signed languages. It values the systematic inclusion of signed languages throughout the curriculum, not only within the dedicated track but also in shared courses. Students engage with unfamiliar languages through two structured components: 'Language X', in which they acquire active proficiency in a new spoken or signed language, and 'Language Y', in which they analyse the structure of a typologically distinct language using grammar books and documentation. The panel considers these components well integrated and effective in fostering abstraction, comparative reasoning, and analytical linguistic skills.

The programme places a strong emphasis on empirical and hands-on research experience. Students are trained in analysing linguistic data from a wide range of languages and develop familiarity with both qualitative and quantitative methods, including corpus analysis and statistics. This empirical orientation, combined with the programme's strong emphasis on linguistic diversity, distinguishes it from many other linguistics bachelor's programmes. The panel notes positively that research training is embedded throughout the curriculum, beginning in the first year.

The panel also notes that English is the language of instruction in the programme and considers this a well-founded choice. It appreciates that the use of English supports the international composition of the student body, aligns with the global orientation of the field, and enables systematic attention to academic English writing skills throughout the programme.

Master's programme in Linguistics

The Master's programme in Linguistics at the University of Amsterdam is a one-year, 60 EC academic programme that enables students to further specialise in linguistics and related domains. The programme is structured around four thematic tracks - General Linguistics; Language and Society; Language, Literature and Education; and Translation Studies (Vertalen). Each track provides a distinct thematic and methodological focus, allowing students to pursue their academic interests within a coherent framework. General Linguistics offers broad theoretical training, Language and Society focuses on sociolinguistic and discourse perspectives, Language, Literature and Education links linguistics to language teaching and literary studies, and Translation Studies explores the theory and practice of translation.

The panel finds that the overall profile of the programme is clearly academic in nature, with a strong emphasis on the development of critical, analytical, and research skills. The programme builds on the foundation established in the bachelor's programme and supports students in preparing for further academic or professional engagement. The panel notes that the four-track structure offers students valuable opportunities for specialisation; all tracks except General Linguistics include 12–18 EC of electives. Core courses, in combination with the 18 EC Master's thesis, anchor coherence and ensure the track-specific exit qualifications are met.

The panel appreciates the programme's efforts to balance flexibility with shared academic standards. At the same time, it advises the programme to continue monitoring whether students graduate with a recognisable and academically consistent profile, given the track-based structure and the programme's relatively short duration. Clarifying the relationship between the tracks, the core programme elements, and the expected outcomes would help ensure that all students meet a consistent and transparent set of academic expectations.

The panel values the academic and societal relevance of the themes addressed within the programme and recognises the benefit of its close connection to the research activities of the staff. The inclusion of applied perspectives, such as language and education or translation, broadens the appeal and applicability of the programme and constitutes a distinguishing feature of this master's degree. The panel considers the programme's overall structure appropriate for a master's degree and aligned with the academic orientation of the university.

Intended learning outcomes

For both programmes, the aims and profiles are translated into intended learning outcomes (ILOs) that are explicitly aligned with the Dublin descriptors and correspond to the level and orientation of an academic bachelor's and master's programme respectively.

The BA Linguistics programme has defined intended learning outcomes that are partly faculty-wide and partly programme-specific. In 2023–2024, the team reformulated the course-level intended learning outcomes and organised them into five learning trajectories, aligning them with the programme-level exit qualifications in the TER. The programme's exit qualifications (TER) follow the Dublin descriptors across the following categories: knowledge and understanding; applying knowledge and understanding; judgement; communication; and learning skills. Each exit qualification has a programme-specific addition, and the two BA tracks have distinct track-specific exit qualifications. The programme has made deliberate efforts to include transferable skills, such as academic writing and the ability to communicate research findings to diverse audiences. The panel finds the ILOs clearly formulated, up to date, and appropriate for the bachelor's level. They are coherent with the programme's aims and are adequately embedded in the curriculum design and teaching practice.

The MA Linguistics has formulated intended learning outcomes that reflect the academic orientation of the programme and are likewise aligned with the Dublin descriptors. The outcomes cover theoretical knowledge, methodological competence, communication skills, and academic independence. The MA combines general Dublin-aligned exit qualifications with explicit track-specific exit qualifications for General Linguistics, Language and Society, Language, Literature and Education, and Translation Studies (Vertalen); the panel nonetheless advises the programme to continue sharpening how these are translated into recognisable exit profiles for students. The panel advises the programme to consider refining the intended learning outcomes to better reflect the variety of specialisations within the MA, thereby enhancing transparency for students and external stakeholders.

Alignment with academic and professional field

The panel finds that the BA Linguistics programme maintains alignment with developments in the academic and professional field through the active involvement of staff in national and international linguistic networks and scholarly communities. Curriculum development and the formulation of intended learning outcomes are regularly informed by these connections, as well as through university-wide initiatives such as the Visible Learning Trajectories project. In addition, the programme is setting up, together with related BA/MA programmes, a broad professional advisory board, and the BA plans to consult more closely with a professional advisory board specifically for Linguistics to review graduate profiles and labour-market alignment. The panel considers these mechanisms appropriate for ensuring that the learning outcomes remain relevant and academically up to date.

The panel notes that the programme has implemented regular team discussions and participates in broader faculty-level processes to ensure that the intended learning outcomes remain in line with current developments in linguistics and in the labour market. In addition, the MA programme is represented in the recently set-up advisory panel Language & Literature, which includes alumni and external stakeholders; regular consultations are planned. This panel plays a role in reviewing the

programme's orientation and the skills required of graduates. The panel considers these mechanisms appropriate and encourages the programme to further strengthen the link between its exit profiles and developments in the field.

Conclusion

The panel concludes that the intended learning outcomes of both the Bachelor's and Master's programmes in Linguistics are appropriately formulated and correspond to the respective levels and orientations of an academic degree programme. The learning outcomes are aligned with international standards (Dublin descriptors) and reflect the academic and societal relevance of the field of linguistics.

For the Bachelor's programme, the panel appreciates its coherent and distinctive profile, with a strong focus on empirical research, linguistic diversity, and cross-linguistic comparison, including the systematic integration of signed languages. The intended learning outcomes are well-structured, up to date, and embedded in a curriculum that balances theoretical grounding with hands-on research training. The panel notes positively that transferable skills—such as academic writing and communication—have been strengthened since the last accreditation. It finds that the ILOs clearly reflect the programme's aims and adequately prepare students for further academic or professional development.

For the Master's programme, the panel values the track-based structure and the opportunities it offers for specialisation across diverse areas of linguistics and related fields. It finds the intended learning outcomes suitable for the master's level and consistent with the programme's academic orientation. However, the panel observes that the current formulation of the ILOs does not fully reflect the diversity of learning trajectories and exit profiles associated with the four tracks. As an *advice*, the panel encourages the programme to refine the ILOs to enhance transparency and strengthen the alignment between the intended outcomes and the different specialisations offered.

The panel appreciates the mechanisms in place to ensure that both programmes remain aligned with developments in the academic and professional field. These include participation in scholarly networks, internal team reflection, faculty-wide quality assurance processes, and input from a joint advisory board representing alumni and external stakeholders. For the MA, the panel advises the programme to strengthen the link between its exit profiles and developments in the professional field by further integrating feedback from the advisory board and other external stakeholders into the curriculum and the formulation of intended learning outcomes.

Based on the documentation and the site visit, the panel concludes that both programmes **meet Standard 1: Intended learning outcomes**.

Standard 2: Teaching and learning environment

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

Findings and considerations

Curriculum bachelor's programme in Linguistics

The panel finds that the three-year bachelor's programme in Linguistics offers a clearly structured and coherent academic curriculum focused on the scientific study of language. The programme includes two tracks: Linguistics and Sign Language Linguistics. The Linguistics track offers a general introduction to the structure and use of spoken languages. The Sign Language Linguistics track focuses on the structure, processing, and acquisition of signed languages, and introduces students to the cultural and cognitive dimensions of sign languages. Students follow a broad common core in Years 1–2, with track-specific variants in several core courses (e.g., Phonology vs. Phonology & Morphology of Sign Languages; Transcription vs. Transcription of Sign Languages).

The curriculum is organised around five 'Visible Learning Trajectories': Language Structure and Variation, Language Acquisition and Processing, Research and Analysis Skills, General Academic Skills, and Language Diversity. The panel appreciates how these trajectories provide transparency, coherence, and a framework for monitoring student development. The inclusion of non-Indo-European and signed languages reflects the programme's commitment to linguistic diversity and inclusive academic practices.

Each year of the programme has a distinct purpose in students' academic development. Year 1 provides a broad introduction including Phonetics, Morphology, Sociolinguistics, Transcription and the First-Year Group Project; Phonology, Syntax, and Semantics & Pragmatics are taught in Year 2. In the second year, students not only deepen their theoretical understanding (e.g., Phonology, Syntax, Semantics & Pragmatics) and work with Language Y, but also take courses within the *Language Acquisition and Processing* learning trajectory (e.g., Psycholinguistics, Neurolinguistics, First and Second Language Acquisition, and Language & Speech Disorders), where they apply theoretical knowledge to empirical study of language processes and are introduced to relevant research methodologies. The dedicated *Research Methods & Statistics* course follows in Year 3. The third year offers space for electives, a minor, an internship, or study abroad, and culminates in a 12 EC Bachelor's thesis.

The panel observes that the redesigned programme is appreciated by both staff and students. Staff members report improved alignment and collaboration across the curriculum, and a stronger sense of pedagogical coherence. Thematically, the curriculum successfully integrates linguistic theory with social and cultural perspectives, enabling students to examine language in its societal context.

A particular strength noted by the panel is the integration of research and teaching. Students are introduced to empirical methods early in the programme and benefit from access to research facilities such as the Speechlab and SignLab. Academic tutoring is embedded across the programme, with structured guidance moments to support academic planning and reflection.

At the same time, the panel notes a tension between disciplinary depth and interdisciplinarity. While the programme's interdisciplinary ambitions are promising and in line with current developments in the field, some staff members expressed concerns about a reduced emphasis on traditional core areas such as phonology and syntax. The panel recognises these concerns and advises the programme to continue refining its interdisciplinary approach without compromising core disciplinary knowledge.

Curriculum master's programme in Linguistics

The one-year master's programme in Linguistics comprises four tracks: General Linguistics, Language and Society, Language, Literature and Education, and Translation Studies. The panel observes that each track has a distinct thematic and methodological focus. General Linguistics emphasises theoretical depth and research skills; Language and Society focuses on sociolinguistics and multilingual communities; Language, Literature and Education addresses multilingualism and literature in educational settings; and Translation Studies combines theoretical insight with practical training, including a 'Vertaalatelier' and optional professional internships. Each track consists of 12–24 EC of core courses, complemented by track-specific specialisation options, electives or an internship, and a master's thesis of 18 EC.

The panel finds that the structure of the programme ensures a sound disciplinary foundation across all tracks, while offering students room for specialisation and academic profiling. It appreciates the flexibility within the curriculum, which allows students to take electives within the UvA, at other Dutch universities (e.g. via MasterLanguage), or internationally. The programme also offers a 30–42 EC pre-Master's trajectory for students without sufficient academic background, and a part-time variant tailored to individual needs.

Teaching is seminar-based and highly interactive, typically in small groups (usually 8–25 students). The panel observes that the small-scale nature of the tracks contributes to strong student–staff interaction and a supportive learning environment. Students are enthusiastic about the accessibility and engagement of their lecturers. The programme also actively fosters community building through events such as the Research Fair, the Poster Festival, the Career Event, and the Thesis or Pop Festival. The panel appreciates the variety of these events and considers them valuable in promoting peer learning and academic identity formation.

The panel considers the integration of research and teaching a key strength of the programme. It notes that students benefit from the expertise of staff affiliated with the Amsterdam Centre for Language and

Communication (ACLC), and have access to specialised facilities such as the Speechlab. Students are encouraged to conduct empirical research throughout their courses and thesis projects.

At the same time, the panel observes that the diversity of tracks and the high degree of flexibility may challenge the internal coherence of the programme as a whole. While students value the opportunity to shape their own trajectories, the panel advises the programme to further strengthen the cohesion across tracks and clarify how the overarching academic profile of the master's programme is maintained.

Teaching methods and didactics

The panel finds that both the bachelor's and the master's programmes in Linguistics are characterised by small-scale, seminar-based teaching that encourages active student participation. In the bachelor's programme, students are expected to prepare assignments in advance, contribute to discussions, and reflect on course content in relation to real-world contexts. According to the panel, this interactive, student-centred approach supports academic engagement and promotes active learning.

The panel notes that both programmes use a variety of didactic formats, including lectures, presentations, group discussions, peer feedback, written papers, and take-home assignments. These formats are used in alignment with the intended learning outcomes and allow students to develop both theoretical insight and academic skills.

In the master's programme, the panel observes that the teaching format is similarly interactive and typically organised in seminar groups that usually range from 8 to 25 students; specialisation modules can be smaller (about 1–20). Students are actively involved in seminar discussions and benefit from close interaction with teaching staff. The panel appreciates that the master's curriculum includes several assignments that explicitly require students to apply linguistic knowledge in professional or societal contexts. Examples include preparing and analysing a lesson in the Language, Literature & Education track; sociolinguistic analyses and presentations in Language & Society; and translation plus peer-review assignments in Translation Studies. The panel considers these assignments effective in preparing students for the job market and bridging the gap between academic learning and practical application.

The panel also values the strong integration of research and teaching in both programmes. Students are trained to work with empirical data, and many courses include opportunities to engage in experimental research. Facilities support empirical work: both BA and MA students have access to the Speechlab and the Signlab. The panel notes positively that empirical research is not limited to the thesis phase but is integrated throughout the programmes. It considers this approach to be a distinguishing feature of the Linguistics curricula at UvA.

In the MA, cohort formation is supported by the Research Fair, Poster Festival, Career Event, and Thesis/Pop(ularizing) Festivals. In the BA, community building includes a thesis poster session and collaboration with the study association VOS. Students report feeling part of an academic community and appreciate the informal, accessible atmosphere in the programmes.

In addition, the panel explored how the programmes implement the Faculty's ambitions for contextualised, multilingual, and internationalised education. Both programmes invest in inclusive, student-centred didactics via the Faculty's Teaching & Learning Centre (UTQ/STQ, workshops on activating seminar methods and AI in education). The BA team has run a session on neurodiversity and received a Grassroots grant to digitise Phonetics tests and create more inclusive materials. The panel appreciates the deliberate effort to foster inclusive and participatory learning environments. It encourages the programmes to continue investing in inclusive pedagogy as part of their educational vision.

Admission requirements and intake

The bachelor's programme in Linguistics admits students with a Dutch VWO diploma or an HBO propaedeutic certificate. The panel considers these criteria appropriate. The programme attracts a diverse group of students from the Netherlands and abroad, with 53 nationalities represented between 2019 and 2025. This international classroom environment contributes to the programme's inclusive academic atmosphere.

The master's programme admits applicants with a university Bachelor's degree and track-specific prerequisites. General Linguistics requires ≥ 30 EC in linguistics; Language & Society and Language, Literature & Education require ≥ 15 EC in linguistics plus ≥ 30 EC in the language of specialisation (LLE also ≥ 15 EC in literature); Translation Studies requires a BA in Linguistics, Literary Studies or a language programme, plus successful completion of the UvA BA module *Theory and Practice of Translation* or an equivalent translation module of ≥ 12 EC. Applicants lacking this background can follow a pre-Master's programme of 30 EC (or 42 EC for HBO applicants). The panel finds that these admission requirements align well with the intended learning outcomes and the final attainment level of the programmes, as they ensure that students possess the required academic and subject-specific prior knowledge to achieve this level. The coherence between admission requirements and final level is therefore convincingly demonstrated and appropriate to the expectations for a master's programme at this level.

Intake varies by track. On average, there is a total of 49 new students per year in the MA Linguistics (GL 16; L&S 13; LLE 8; TS 13). The previous accreditation already noted the challenge of small intake in some tracks and advised the programme to monitor this; the LLE track in particular averages 8 students/year since its merger and its viability is under reconsideration. Certain language specialisations have < 1 student/year, for which related courses are followed via MasterLanguage. During the visit, the panel

advised the programme to monitor intake numbers closely and take targeted, regularly evaluated measures to ensure a sustainable cohort size.

Study guidance and information provision

The panel finds that both programmes have implemented a structured and accessible system for student guidance. Students can consult the study adviser, and since 2024 a Faculty Coordinator for Study Facilities (FCS) supports advisers in complex cases.

The panel notes that each student in the Bachelor's programme is assigned a staff tutor for all three years. In the first year, one-to-one meetings are mandatory to monitor well-being and study progress; in years two and three, short check-ins are offered (typically around course registration), tutors maintain ad-hoc contact and coordinate with the study adviser as needed. The panel considers this set-up clear and supportive. At the same time, the panel observed that not all students are aware of their assigned tutor and advises the programme to improve the visibility and communication of the tutoring system so students can make full use of available support.

For the Master's programme, the panel observes that the track coordinator functions as tutor and meets students at least three times (an introductory group meeting; a mid-year individual meeting; and a meeting towards the end of the first block in the second semester to discuss electives, thesis topics and potential supervisors). Additional meetings can be scheduled when needed; communication and information provision are supported through Canvas pages, both per track and at programme level, so that students know where to turn with specific questions. The panel judges these arrangements to be well organised and accessible.

The panel is very positive about the structured thesis-supervision trajectory and considers it exemplary in terms of guidance and alignment with student needs.

Overall, the panel finds student guidance in both programmes well organised and accessible, with clear roles for tutors and the study adviser, and additional support via the Faculty Coordinator for Study Facilities (FCS). Students indicated they felt adequately supported. At the same time, experiences vary: some reported delays or unclear communication. The panel therefore advises both programmes to streamline communication about support structures and—specifically for the bachelor's programme—to improve the visibility of the assigned tutor so all students can make full use of the available guidance.

Workload feasibility

The panel judges the Bachelor's programme workload to be feasible due to a clear programme sequence that helps students plan and spread their efforts. Students receive an information session at the end of year 1 to prepare elective choices; in year 3, Research Methods and Statistics and the Specialisation Linguistics course steer students towards a thesis topic, after which the BA-thesis trajectory features

weekly small-group meetings with peer feedback. These design choices support pacing, preparation and timely progression.

In the Master's programme, teaching is organised in seminar-style groups (usually 8–25 students), which supports interaction and manageable workload. The study load is 60 EC distributed evenly across two semesters (nominal duration one year); the programme explains that the average completion time (19.6 months) is influenced by students who remain enrolled while starting a second master. A part-time route (nominal two years) is available, typically one course per block, arranged individually with the tutor—this offers flexibility for students who combine study with other commitments.

Students report variation in perceived academic challenge, with some courses not going beyond BA level; the panel therefore advises safeguarding academic depth across tracks. Students pointed to the timeliness of key information (electives, internships, thesis guidelines) and asked for earlier, clearer communication to plan workload more effectively; they also asked for more graded assignments and earlier release of tasks to monitor progress. The panel underlines these concerns, confirmed in discussions with management and staff, and suggests the programmes address them. Access to electives across programmes is valued and contributes to perceived flexibility.

Teaching staff

Courses in both the bachelor's and master's programmes are delivered by lecturers affiliated with the linguistic sections of the Faculty of Humanities. Staff coordinate regularly within each programme (e.g., programme-team and track-coordinator meetings), which supports alignment across courses. In the BA, all lecturers have obtained or are in the process of obtaining the University Teaching Qualification (UTQ). In the MA, all but two hold the UTQ (the two are finalising it) and one lecturer holds the Senior Teaching Qualification (SKO). MA lecturers all hold a PhD and are research-active; BA lecturers are active researchers with strong reputations. MA lecturers are members of the Amsterdam Center for Language and Communication (ACLC) within the Amsterdam Institute for Humanities Research (AIHR); BA lecturers are active in the Speechlab and Signlab, which form part of the AIHR Humanities Labs. The panel finds that the lecturers are highly qualified and well positioned to deliver the programmes.

Students confirmed during the site visit that they find lecturers approachable and responsive, and they appreciate the personal and collegial atmosphere. The panel shares this view; student evaluations and the MA SWOT likewise highlight dedicated, approachable staff and high satisfaction.

Regarding thesis supervision, students report that supervision and tutoring are sufficient and well organised across the year.

Professional development is strongly supported. At least one MA lecturer holds the SKO; across BA and MA, staff follow UTQ/Advanced-UTQ and other didactic trainings via the Faculty's Teaching & Learning Centre (TLC-FGw), which offers workshops, peer consultation and practical resources. The BA team has

also engaged in sessions on neurodiversity and activating seminar methods, and obtained a Grassroots grant to digitise Phonetics tests and develop more inclusive materials.

During the site visit, staff signalled increasing workload and staff shortages, which put pressure on programme coherence and day-to-day teaching. The panel also notes that, in one-year master's programmes, the thesis trajectory is experienced as time-pressured, which can intensify supervision and assessment peaks. In discussions about the programme's future, staff and management referred to structural and financial constraints, which require careful prioritisation of effort. The panel therefore advises the programmes to continue monitoring workload and to support sustainable scheduling and supervision practices across the year.

Conclusion

The panel concludes that the bachelor's and master's programmes in Linguistics offer coherent and well-structured curricula, supported by a teaching-learning environment that enables students to achieve the intended learning outcomes. The programmes demonstrate clear alignment between curriculum design, didactic approach, and staff expertise. Students benefit from small-scale, seminar-style teaching and an engaged academic community, supported by well-qualified and research-active staff. The panel appreciates the efforts to foster inclusive and internationalised education, and positively notes the integration of research and teaching throughout the curricula.

Both programmes have implemented appropriate guidance structures and are supported by a strong institutional infrastructure for staff development. At the same time, the panel identifies areas for improvement, particularly with regard to study progress and staff workload. Based on its findings, the panel issues the following advice:

For both programmes:

- Communicate the tutoring system clearly and consistently across cohorts (while retaining mandatory first-year tutor meetings in the BA and scheduled tutor meetings in the MA).
- Ensure clear information for part-time students and course planning, given the MA's two-year part-time option arranged case-by-case with the tutor.
- Monitor staff workload and support sustainable scheduling and supervision practices across the year.
- Monitor study progress and time-to-degree and continue early, structured tutoring, rather than increasing workload for students; the MA's average study duration is longer than the nominal one-year length and tutoring was strengthened since the last accreditation.

Specifically for the bachelor's programme:

- Reflect on the balance between disciplinary depth and interdisciplinarity, and make the academic rationale behind course design and assessment explicit where helpful.

Specifically for the master's programme:

- Enhance coherence across the tracks, ensure sufficient academic depth in all courses, and fine-tune the organisation of the thesis supervision trajectory.
- Actively monitor intake numbers and develop targeted recruitment strategies to safeguard long-term viability, especially for Language, Literature & Education and small language specialisations where viability is under reassessment.

Based on the site visit and review of the documentation, the panel concludes that both the bachelor's and master's programmes in Linguistics **meet Standard 2: Teaching-learning environment**.

Standard 3: Assessment

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

Findings and considerations

Principles of assessment and quality assurance

Assessment in both programmes follows the UvA's Assessment Policy framework, which is based on four principles: 1) alignment between forms of assessment, learning objectives and exit qualifications; 2) transparency; 3) multiple moments of assessment, and 4) quality assurance. The panel is positive about the detailed and well-considered assessment plan. It appreciates that each course includes at least two assessment moments (including a final test) to evaluate learning objectives in different ways.

In the Bachelor's programme, knowledge-based and application-based assessments (e.g. exams and essays) play a relatively large role in the early phases of the curriculum, gradually giving way to assignments aimed at data processing and higher-order cognitive skills related to different stages of the research process. Writing assignments are central throughout the curriculum, including communication for non-academic audiences (e.g. popularisation components in the thesis trajectory).

In the Master's programme, a diverse landscape of assessment methods is in place, tailored to the contents of each track. Examples include linguistic data analysis and speech-sample/assessment-tool evaluations (General Linguistics/Clinical); sociolinguistic assignments and a thesis proposal (Language and Society); literary analysis, lesson preparation and a thesis proposal (Language, Literature and Education); and two translations plus a peer-reviewed translation (Translation Studies). Each track follows an assessment matrix linking assessments to course objectives and exit qualifications. Assessment formats are explained in course manuals and on Canvas; each course has at least two assessment moments, typically smaller interim tasks and a larger final assignment. In line with faculty policy, scientific content is generally tested in final written components, while skills are measured through intermediate assignments.

Both programmes regularly use formative assessment, such as feedback on weekly assignments. The panel appreciates the attention paid to varied writing skills and diverse forms of assessment, and acknowledges the added value of formative feedback. In the BA, peer-feedback exercises and reflection are embedded in courses; students are trained to give and receive feedback. In Translation Studies, students indicated they would welcome more graded translation assignments and more detailed feedback.

Bachelor's and Master's thesis

The panel notes ongoing concerns at cluster level regarding the traceability and transparency of thesis assessment. At the same time, it acknowledges that the programmes have implemented concrete improvements since the previous review, such as clearer roles for the second assessor and the use of Examinations Board–approved assessment forms. These steps have strengthened consistency and visibility of decision-making in grading.

Regarding regulations and forms, the thesis assessment follows faculty-wide regulations. Each programme uses Examinations Board–approved assessment forms alongside programme/track thesis manuals that guide assessors and students. The panel welcomes these steps toward harmonisation and advises the programmes to continue ensuring that the second assessor's input remains explicitly identifiable on the form and is used consistently across assessments.

In the BA, the practice for thesis assessment forms is that the two assessors agree on one grade per criterion; separate assessor grades are deliberately not used so that students receive a single, coherent message. In the MA, differences in assessors' views are noted on the form when relevant, which makes the final judgement process transparent. The panel considers these practices appropriate and aligned with the programmes' goals for clarity.

The Examinations Board approves the assessment forms and annually samples theses as part of its quality assurance cycle. Since 1 September 2022, an Assessment Committee supports these procedures. The panel welcomes this governance set-up and the regular checks it enables.

To further enhance traceability, the panel advises the programmes to make the application of compensation rules and the use of uniform assessment forms more explicit, so that it is always clear which elements determine the final grade and how the examination committee has approved any exceptions. It recommends that the quality of empirical execution is visibly leading in the assessment system and clearly reflected in the documented judgement.

The panel recommends clarifying the cross-programme status of the final interview. In the MA track General Linguistics, a short oral defence counts towards the grade; in the other MA tracks, the mid-June presentation is obligatory but not graded; in the BA, the independent reader may attend the final meeting while grades are set beforehand. Making these differences explicit across tracks will improve transparency for students and staff.

Where final projects comprise multiple components, the panel recommends structural documentation and archiving of all parts together (e.g., thesis, poster, popularisation output, reflection). Forms are

recorded centrally and assessment documents archived for the legally required period; ensuring that all products are stored in a single final-project file will further improve traceability.

While maintaining their shared framework, the programmes within the cluster are encouraged to continue harmonising procedures, to make criteria/weighting explicit, and to ensure careful, systematic archiving of all components of the final project. The panel is confident that programme management and the Examinations Board will actively pursue these steps.

Generative AI

The use of generative AI (GenAI) is not permitted in the Master's programme in Linguistics unless explicitly stated otherwise by the course instructor. This policy is in line with the guidelines issued by the Examinations Board, and a standard disclaimer is included on the Canvas page of every course. Lecturers are in the process of rethinking assignments to discourage unauthorised use of GenAI—for example, by replacing written take-home assignments with on-site tests. In addition, staff members have participated in training sessions and workshops on how to adapt assessment design to the presence of AI, including how to make assignments more resistant to misuse. In the BA, each course syllabus includes a short section on the role of GenAI following FGw guidelines, and some courses use GenAI for critical evaluation and review tasks.

At the faculty level, training days on AI use are organised, partly at the initiative of the Examinations Board, which thus far have focused mainly on assessment. In addition, the university is developing a secure, internal AI model to enable staff and students to work with generative AI in a safe and responsible manner. However, the panel observes that the broader didactic and disciplinary implications of AI use remain underexplored. The panel notes that students consider AI a valuable tool and advocate for more scope and clear, consistent guidelines for responsible use, emphasising that they will also need these skills in their future careers. The panel supports this call and advises the faculty to develop a clear and forward-looking AI policy for the entire cluster, setting out how AI can be responsibly integrated into teaching and assessment, rather than waiting for generic university-wide guidelines that may not address the specific needs of humanities-oriented programmes. Such a policy should prepare students for a professional environment in which AI plays an increasingly significant role, and support lecturers with targeted training to build the necessary knowledge and skills.

Examination Board

In both programmes, the Examination Board plays a central role in safeguarding assessment quality. It appoints examiners, conducts random checks of final projects, and verifies whether teaching and assessment are in line with the Teaching and Examination Regulations. Each year, a selection of 10% of the master's theses is reviewed to assess whether the established assessment criteria have been applied consistently. In addition, a faculty-wide assessment form has been established, which includes minimum

requirements that all master's programmes must meet. Programmes may expand or adapt this form to their own style, provided that the mandatory elements are retained.

The panel values the initiatives undertaken by the Examination Board in the area of quality assurance, such as organising training and knowledge-sharing sessions on assessment and AI. It also responds positively to the intention to actively review and formally approve thesis assessment forms on an annual basis. These steps can contribute to greater transparency and traceability in assessment.

At the same time, the panel notes several critical points regarding the current working methods of the Examination Board. It questions the extent to which the existing quality assurance measures actually lead to visible improvements in assessment practice. The panel observes that the Board primarily operates in a monitoring role, but appears less proactive in steering substantive improvements arising from thesis assessment reviews. This applies, for example, to the limited traceability of the thesis-assessment process, where it is often unclear which feedback comes from which assessor and which assessment criteria are decisive for the final grade. Similarly, different views exist within and between programmes on the position and weight of the final interview, without explicit regulation or evaluation.

The panel therefore recommends that the Examination Board take a more active role in harmonising and refining assessment procedures within the cluster. This includes promoting consistent use of assessment forms, clear communication about the significance and status of the final interview, and explicit weighting of assessment criteria. By drawing on existing good practices within the cluster, the Examination Board can more effectively fulfil its role as a guarantor of quality and transparency.

Conclusion

The panel concludes that both the bachelor's and master's programme in Linguistics have a well-considered and coherent assessment policy, underpinned by the principles of alignment, transparency, appropriate distribution, and quality assurance. The panel appreciates the varied assessment formats, the alignment with learning objectives and disciplinary content, and the clear communication towards students. It also values the attention given to formative feedback, the engagement of lecturers in assessment design, and the procedures in place for documenting and archiving assessments.

At the same time, the panel identifies several areas that require structural improvement. With regard to the Linguistics programmes, the panel is particularly concerned about the traceability and transparency of thesis assessment. In several cases it was unclear which comments had been made by the supervisor and which by the second reader, and the accessibility of complete final dossiers - including statements from the Examination Committee and different types of portfolios - was not always guaranteed. This includes the inconsistent application of assessment criteria, unclear contribution of second assessors, lack of clarity regarding the final interview, and the insufficient archiving of multi-component final

projects. Although the programmes and Examination Board are taking steps to address these issues, the panel questions whether the Examination Board is currently playing a sufficiently proactive role in driving substantive improvement. In addition, while lecturers and students are experimenting with the use of generative AI, the absence of a shared, faculty-wide framework leaves questions about responsible integration and guidance unresolved.

The panel recommends that the programmes and the Examination Board:

- Harmonise and increase the transparency of thesis assessment procedures, including the explicit use of clear assessment criteria and the role of multiple assessors;
- Clarify the purpose, status, and grading implications of the final interview within and across programmes;
- Ensure the systematic documentation and archiving of all components of multi-part final projects in a single, complete project file;
- Develop a clear and future-proof faculty-wide policy on the responsible use of generative AI in teaching and assessment, including explicit guidelines for students and staff;
- Strengthen the Examination Board's role from one of monitoring to one of proactive quality enhancement, ensuring that insights from thesis evaluations and programme reviews translate into concrete improvements in assessment practice.

Based on the site visit and documentation, the panel concludes that both programmes **meet Standard 3, Assessment**.

Standard 4: Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings and considerations

Final projects

In both the Bachelor's and Master's programmes in Linguistics, the final project (thesis) is the key instrument to demonstrate that students meet the intended learning outcomes at the appropriate level.

In the Bachelor's programme, the final project consists of three parts: a scientific thesis (75%), a popular science product (15%), and a poster presentation (10%). The panel finds that the scientific theses show adequate academic level, with clear research questions and independent application of linguistic methods and insights. The theses are generally well written and demonstrate students' ability to reflect on the disciplinary context. Assessment documents are archived according to faculty policy (course/assessment documents for seven years; student work for two years); the panel advises ensuring that all components of the final project are archived together to maximise traceability. On the basis of the theses, the panel is confident that the intended learning outcomes at NLQF level 6 are achieved.

In the Master's programme, thesis formats differ across tracks. General Linguistics includes a short oral defence (10%) and an obligatory, ungraded presentation; Language & Society and Language, Literature & Education combine an academic thesis (85%) with a popularising output (15%); Translation Studies offers either a traditional analysis or a "vertaalscriptie" with commented translation. Based on a representative selection, the panel concludes that students reach the intended master's level (NLQF level 7): theses show methodological awareness, theoretical engagement, and independent formulation/answering of complex research questions. Given track-specific formats and weightings, the panel advises the programme to ensure consistent application and transparency of the thesis assessment criteria across tracks (see Standard 3).

Alumni

The panel concludes that graduates of both programmes are well prepared for further study or professional careers. A recent alumni survey shows that most bachelor's students continue into Master's programmes in linguistics or related fields. Alumni also reported working in education, media, communication, research, speech therapy, and other domains. These outcomes align with the profile and exit qualifications of the bachelor's programme.

In the master's programme, alumni pursue careers in areas such as education, translation, speech and language therapy, research, and communication. The panel values the attention for career preparation, for example through internships and alumni events, and supports the recent efforts to monitor alumni

outcomes more systematically. It encourages both programmes to further strengthen alumni follow-up and use these insights for curriculum development.

Conclusion

The panel concludes that the Bachelor's and Master's programmes in Linguistics demonstrably achieve their intended learning outcomes. The final projects confirm that students reach the required academic level and develop relevant disciplinary expertise. Alumni proceed to further studies or find employment in fields aligned with their specialisation. The panel advises the programmes to ensure consistent thesis assessment across tracks and to enhance alumni monitoring.

Based on these considerations, the panel concludes that both programmes **meet Standard 4, Achieved learning outcomes.**

Final judgement

The panel has assessed the programmes based on four standards. It concludes that the **Bachelor's programme in Linguistics** meets all standards (intended learning outcomes, teaching and learning environment, assessment, and achieved learning outcomes) and therefore judges the overall quality of the programme as positive.

Standard	Conclusion
Intended learning outcomes <i>Standard 1: The intended learning outcomes correspond to the level and orientation of the programme and are aligned with the expectations of the professional field, the academic discipline, and international standards.</i>	Meets the standard
Teaching and learning environment <i>Standard 2: The curriculum, the teaching and learning environment, and the quality of the teaching staff enable incoming students to achieve the intended learning outcomes.</i>	Meets the standard
Assessment <i>Standard 3: The programme has an adequate system of assessment.</i>	Meets the standard
Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Meets the standard
Final judgement	Positive

The panel concludes that the **Master's programme in Linguistics** also meets all standards (intended learning outcomes, teaching and learning environment, assessment, and achieved learning outcomes) and therefore judges the overall quality of the programme as positive.

Standard	Conclusion
Intended learning outcomes <i>Standard 1: The intended learning outcomes correspond to the level and orientation of the programme and are aligned with the expectations of the professional field, the academic discipline, and international standards.</i>	Meets the standard
Teaching and learning environment <i>Standard 2: The curriculum, the teaching and learning environment, and the quality of the teaching staff enable incoming students to achieve the intended learning outcomes.</i>	Meets the standard

Assessment <i>Standard 3: The programme has an adequate system of assessment.</i>	Meets the standard
Achieved learning outcomes <i>Standard 4: The programme demonstrates that the intended learning outcomes are achieved.</i>	Meets the standard
Final judgement	Positive

Panel reflections and recommendations

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

- The programmes have clearly defined profiles and intended learning outcomes that are appropriate for the bachelor's and master's level and aligned with academic and/or professional orientation.
- The curriculum is well designed and offers a strong content-related structure with a good balance between theory and practice, and increasing alignment between tracks.
- Assessment is carefully implemented, with diverse assessment methods and solid internal quality assurance procedures supported by the Examination Board.
- Final projects demonstrate that students achieve the required level and are well prepared for further academic study or relevant career paths.

In addition to these strengths, the panel sees room for improvement on certain aspects. In this report, the panel makes several suggestions and observations, which are not strictly recommendations but offer opportunities to further strengthen the programmes.

For both the bachelor's and master's programmes in Linguistics, the panel advises:

- Improve alignment of assessment criteria across tracks. The panel advises to enhance the alignment and transparency of assessment criteria, especially within the master's programme, where variation between tracks was observed.
- Clarify the status of the final interview. The panel advises to formulate a clear position on the role and assessment status of the final interview, which is currently interpreted inconsistently across programmes.
- Strengthen alumni monitoring. The panel advises the programmes to develop a more systematic approach to monitoring alumni career trajectories and to use this data to inform programme development.

The panel recommends a number of follow-up actions to further improve the quality of the programmes. These recommendations do not affect the panel's positive judgement on the programmes' overall quality.

For both the bachelor's and master's programmes:

- **Strengthen the role of the Examination Board.** The panel recommends the Examination Board to take a more proactive role in reviewing and standardising assessment practices across the cluster, including formal approval of thesis assessment forms.
- **Clarify and harmonise thesis assessment procedures.** The panel recommends:
 - further harmonisation of thesis assessment across the cluster to increase transparency;
 - clear positioning of the final interview within the assessment framework;
 - structural archiving of all components of final projects;
 - active quality control and continuous improvement of assessment practices.
- **Develop a clear AI policy.** The panel recommends that the faculty develops a clear and future-oriented AI policy that outlines how AI tools can be responsibly integrated into teaching and assessment. This policy should support both lecturers and students with guidance, training, and clear expectations.

These recommendations are intended to contribute to the further development of the Linguistics programmes and are offered in the context of the panel's positive overall judgement.

5. APPENDICES

Appendix 1: Administrative information

Institution	
Name in RIO	University of Amsterdam
Adress	Spui 21 1012 WX Amsterdam
Website	www.uva.nl
BRIN-number	21PK

Programme	
Official name (as registered in RIO)	B Taalwetenschap
International name	B Linguistics
Location	Amsterdam
Programme code in RIO	56803
Orientation and level	Research-oriented bachelor's programme
Research Master's programme	No
Language of instruction	English
(Legal) professional requirements	No
All programme tracks/specialisations	Track Linguistics Track Sign Language Linguistics
Joint programme	No
Special feature	No
Conferred degree and degree designation	Bachelor of Arts
Study load in EC	180
Mode(s) of study	Fulltime
Use of learning outcome units (full-time, part-time, dual)	No
Assessment group classification	Research-oriented Higher Education – Modern Languages and Literature 1
Submission date of the assessment report	1 November 2025
Other (e.g. name change or extension of study duration)	No

Programme

Official name (as registered in RIO)	M Taalwetenschappen
International name	M Linguistics
Location	Amsterdam
Programme code in RIO	60815
Orientation and level	Research-oriented master's programme
Research Master's programme	No
Language of instruction	English/ Dutch (Track Translation Studies (Vertalen))
(Legal) professional requirements	No
All programme tracks/specialisations	Track General Linguistics; <i>specialisation Clinical</i> Track Language and Society Track Language, Literature and Education Track Translation Studies (Vertalen)
Joint programme	No
Special feature	No
Conferred degree and degree designation	Master of Arts
Study load in EC	60
Mode(s) of study	Fulltime/ Parttime
Use of learning outcome units (full-time, part-time, dual)	No
Assessment group classification	Research-oriented Higher Education – Modern Languages and Literature 1
Submission date of the assessment report	1 November 2025
Other (e.g. name change or extension of study duration)	No

Appendix 2: Intended Learning Outcomes

Bachelor's Programme in Linguistics - Exit qualifications of the track Linguistics

Knowledge and understanding

K1. The student has demonstrably acquired knowledge of and insight into the field of study of the degree programme. Insofar as this discipline was also taught during the student's secondary education, this acquired knowledge must build on and supplement the level achieved during secondary education. In particular, the student has acquired the knowledge and insights set out below.

K2. The student has demonstrable knowledge of and insight into the philosophical backgrounds and the academic history of the humanities in general and of their own discipline in particular. The philosophical backgrounds and the academic history of the humanities in one's own discipline concern the foundations of the philosophical study of language and cognition, as selected and discussed in the unit of study Philosophy of the Humanities (Language and Cognition).

K3. The student has demonstrable knowledge of and insight into the core principles of the main subject areas/disciplines of the degree programme and into some specialised components of the field of study of the degree programme and/or components of other fields of study.

The core principles and specialised components of the main subject areas/disciplines concern Linguistic Structure and Variation, and Language Acquisition and Processing. Units of study in the field of Linguistic Structure and Variation concern:

- Introduction to Linguistics
- Phonetics
- Transcription
- Morphology
- Sociolinguistics
- Phonology
- Syntax
- Semantics and Pragmatics
- Linguistic Theories
- Specialization Linguistics

Units of study in the field of Language Acquisition and Processing concern:

- First Language Acquisition
- Psycholinguistics

- Second Language Acquisition
- Language and Speech Disorders
- Neurolinguistics
- Speech processing
- Specialization Linguistics

K4. The student has demonstrably acquired knowledge of and insight into important themes in the scientific practice and/or scientific debate within the fields of study/disciplines of the degree programme.

These themes concern philosophical and theoretical approaches to the study of language, as covered in the following units of study:

- Philosophy of the Humanities (Language and Cognition)
- Linguistic Theories
- Specialization Linguistics

K5. The student has demonstrably acquired knowledge of the body of concepts and the most important research methods and techniques within the fields of study/disciplines of the degree programme.

The body of concepts and research methods and techniques relevant to specific subdisciplines of Linguistics are acquired in the following units of study:

Applying knowledge and understanding

A1. The student has demonstrable skills that are essential to practising the subject areas/disciplines of the Linguistics degree programme.

These skills concern research skills, and language skills.

Research skills are acquired in the following units of study:

- Introduction to Linguistics
- First Year Group Project Linguistics
- Linguistic Theories - Speech Processing
- Research Methods and Statistics
- Bachelor's Thesis Linguistics

Language skills are acquired in one or two of the languages listed below (in total 24EC):

- Languages taught in English and the target language: Arabic, Catalan, Czech, Dutch, French, German, Hebrew, Italian, Polish, Spanish and Turkish.

- Languages taught in Dutch and the target language: Bosnisch/Servisch/Kroatisch, Deens, French (Maîtrise du Français), Fries, Nieuwgrieks, Noors, Russisch, Spanish (Español) and Zweeds.

The acquired language skills are applied in the previously listed units of study in the fields of Linguistic Structure and Variation, and Language Acquisition and Processing. The student has evidenced the ability to analyse the linguistic properties, and the hallmarks of acquisition and processing, of the newly acquired language, in comparison to other languages.

The student has also evidenced the ability to report on these academic achievements in correct written and spoken English.

A2. The student is able to apply knowledge and understanding of the philosophical background and the academic history of the humanities into research.

The ability to apply this knowledge and understanding is demonstrated by successful completion of the following unit of study:

- Bachelor's Thesis Linguistics

A3. The student is capable of applying their knowledge and understanding to subject-specific questions in a manner that indicates a professional approach to fields of work/professions related to the discipline, and has competences typically demonstrated through devising and sustaining arguments and solving problems within the field of study.

The ability is demonstrated by successful completion of the following units of study:

- Internship Linguistics (not mandatory)
- Specialization Linguistics
- Bachelor's Thesis Linguistics

A4. The student is capable of linking relevant developments in the field of study to their own research plan and can apply a number of analysis techniques and research methods.

These analysis techniques and research methods are those relevant to the respective subdomains of the study of linguistics, as selected and discussed in the following units of study:

- Introduction to Linguistics
- Phonetics
- Transcription
- Morphology

- First Year Group Project Linguistics
- First Language Acquisition
- Language and Speech Disorders
- Second Language Acquisition
- Neurolinguistics
- Syntax
- Linguistic Theories
- Speech Processing
- Research Methods and Techniques
- Specialization Linguistics
- Bachelor's Thesis Linguistics

A5. The student is capable of applying knowledge acquired during the degree programme in both theoretical and practical contexts that are typical of the fields of study/disciplines of the degree programme.

These contexts and applications are covered in the following units of study:

- First Year Group Project Linguistics
- Linguistic Theories
- Specialization Linguistics
- Internship Linguistics (not mandatory)
- Bachelor's Thesis Linguistics

Judgement

J1. The student is capable (in the field of study of the degree programme) of gathering relevant information and/or data in accordance with academic standards, and can analyse and interpret this information in order to form judgements that are partially based on an analysis of relevant academic and – insofar as applicable – societal and/or ethical aspects.

These judgements are evident in successful completion of all units of study, but in particular in:

- Linguistic Theories
- Bachelor's Thesis Linguistics

J2. The student is able to interpret and form judgements based on publications in the field of study of the degree programme which are written in English or the language of instruction of the degree programme.

These judgements are evident from successful completion of written and oral assignments in all units of study, but in particular in:

- Specialization Linguistics
- Bachelor's Thesis Linguistics

J3. The student is able to judge the position of their own field relative to other disciplines within the humanities and related disciplines outside of the humanities.

These judgements are evident in successful completion of the following unit of study:

- Bachelor's Thesis Linguistics

Communication

C1. The student is capable of conveying information, considerations and analyses in written and oral form in accordance with academic standards to an audience of future specialists in the field of study of the degree programme.

The academic level is evident from successful acquisition of written and oral academic skills in all units of study, but in particular in:

- Bachelor's Thesis Linguistics

C2. The student demonstrates the ability to report in correct written and spoken English on the skills essential to practising the subject areas/disciplines of the Linguistics degree programme.

Learning skills

L1. The student has the necessary learning skills to pursue an advanced programme that presupposes a higher level of autonomy.

These learning skills concern the ability to independently carry out Linguistics research, as acquired in the following units of study:

- Linguistic Theories
- Specialization Linguistics
- Bachelor's Thesis Linguistics

L2. The student has gained experience with group work and is based on that capable of reflecting on their own functioning in a group. This group work involves writing joint research proposals or carrying out research. Units of study:

- Introduction to Linguistics
- First Year Group Project Linguistics
- Psycholinguistics
- Phonology
- Second Language Acquisition
- Language and Speech Disorders
- Speech Processing

L3. The student has demonstrated that they possess the learning and planning skills that are necessary to complete the units of study and the associated assignments within the time set for this purpose. These skills are evidenced in successful completion of all units of study in the degree programme.

Bachelor's Programme in Linguistics - Exit qualifications of the track Sign Language Linguistics

Knowledge and understanding

K1. The student has demonstrably acquired knowledge of and insight into the field of study of the degree programme. Insofar as this discipline was also taught during the student's secondary education, this acquired knowledge must build on and supplement the level achieved during secondary education. In particular, the student has acquired the knowledge and insights set out below.

K2. The student has demonstrable knowledge of and insight into the philosophical backgrounds and the academic history of the humanities in general and of their own discipline in particular. The philosophical backgrounds and the academic history of the humanities in one's own discipline concern the foundations of the philosophical study of language and cognition, as selected and discussed in the unit of study Philosophy of the Humanities (Language and Cognition).

K3. The student has demonstrable knowledge of and insight into the core principles of the main subject areas/disciplines of the degree programme and into some specialised components of the field of study of the degree programme and/or components of other fields of study.

The core principles and specialised components of the main subject areas/disciplines concern Linguistic Structure and Variation, and Language Acquisition and Processing. Units of study in the field of Linguistic Structure and Variation concern:

- Introduction to Linguistics
- Introduction to Sign Language Linguistics
- Transcription of Sign Languages
- Morphology

- Sociolinguistics
- Phonology and Morphology of Sign Languages
- Syntax
- Lexicon and Syntax of Sign Languages
- Semantics and Pragmatics
- Linguistic Theories
- Specialization Linguistics

Units of study in the field of Language Acquisition and Processing concern:

- Second Language Acquisition
- Psycholinguistics of Sign Languages
- Specialization Linguistics

K4. The student has demonstrably acquired knowledge of and insight into important themes in the scientific practice and/or scientific debate within the fields of study/disciplines of the degree programme.

These themes concern philosophical and theoretical approaches to the study of language, as covered in the following units of study:

- Philosophy of the Humanities (Language and Cognition)
- Linguistic Theories
- Specialization Linguistics

K5. The student has demonstrably acquired knowledge of the body of concepts and the most important research methods and techniques within the fields of study/disciplines of the degree programme.

The body of concepts and research methods and techniques relevant to specific subdisciplines of Sign Language Linguistics are acquired in the following units of study:

- Transcription of Sign Languages
- Sociolinguistics
- First Year Group Project Linguistics
- Linguistic Theories
- Second Language Acquisition
- Psycholinguistics of Sign Languages
- Research Methods and Statistics

Applying knowledge and understanding

A1. The student has demonstrable skills that are essential to practising the subject areas/disciplines of the Sign Linguistics degree programme.

These skills concern: research skills and language skills. Research skills are acquired in the following units of study:

- Introduction to Linguistics
- Introduction to Sign Language Linguistics
- First Year Group Project Linguistics
- Linguistic Theories
- Research Methods and Statistics
- Bachelor's Thesis Linguistics

Language skills are acquired in the following units of study:

- Language Proficiency Sign Language of the Netherlands 1
- Language Proficiency Sign Language of the Netherlands 2
- Language Proficiency Sign Language of the Netherlands 3
- Language Proficiency Sign Language of the Netherlands 4
- Language Proficiency Sign Language of the Netherlands 5
- Language Proficiency Sign Language of the Netherlands 6

The student has also evidenced the ability to report on these academic achievements in correct written and spoken English.

A2. The student is able to apply knowledge and understanding of the philosophical background and the academic history of the humanities into research. The ability to apply this knowledge and understanding is demonstrated by successful completion of the following unit of study:

- Bachelor's Thesis Linguistics

A3. The student is capable of applying their knowledge and understanding to subject-specific questions in a manner that indicates a professional approach to fields of work/professions related to the discipline, and has competences typically demonstrated through devising and sustaining arguments and solving problems within the field of study.

The ability is demonstrated by successful completion of the following units of study:

- First Year Group Project Linguistics
- Internship Linguistics (not mandatory)
- Bachelor's Thesis Linguistics

A4. The student is capable of linking relevant developments in the field of study to their own research plan and can apply a number of analysis techniques and research methods.

These analysis techniques and research methods are those relevant to the respective subdomains of the study of linguistics, as selected and discussed in the following units of study:

- Introduction to Linguistics
- Introduction to Sign Language Linguistics
- Transcription of Sign Languages
- Morphology
- First Year Group Project Linguistics
- Linguistic Theories
- Syntax
- Research Methods and Statistics
- Specialization Linguistics
- Bachelor's Thesis Linguistics

A5. The student is capable of applying knowledge acquired during the degree programme in both theoretical and practical contexts that are typical of the fields of study/disciplines of the degree programme.

These contexts and applications are covered in the following units of study:

- First Year Group Project Linguistics
- Linguistic Theories
- Specialization Linguistics
- Internship Linguistics (not mandatory)
- Bachelor's Thesis Linguistics

Judgement

J1. The student is capable (in the field of study of the degree programme) of gathering relevant information and/or data in accordance with academic standards, and can analyse and interpret this information in order to form judgements that are partially based on an analysis of relevant academic and – insofar as applicable – societal and/or ethical aspects.

These judgements are evident in successful completion of all units of study, but in particular in:

- Linguistic Theories
- Bachelor's Thesis Linguistics

J2. The student is able to interpret and form judgements based on publications in the field of study of the degree programme which are written in English or the language of instruction of the degree programme.

These judgements are evident from successful completion of written and oral assignments in all units of study, but in particular in:

- Specialization Linguistics
- Bachelor's Thesis Linguistics

J3. The student is able to judge the position of their own field relative to other disciplines within the humanities and related disciplines outside of the humanities.

These judgements are evident in successful completion of the following unit of study:

- Bachelor's Thesis Linguistics

Communication

C1. The student is capable of conveying information, considerations and analyses in written and oral form in accordance with academic standards to an audience of future specialists in the field of study of the degree programme.

The academic level is evident from written and oral academic skills acquired in all units of study, but in particular in:

- Bachelor's Thesis Linguistics

C2. The student demonstrates the ability to report in correct written and spoken English on the skills essential to practising the subject areas/disciplines of the Linguistics degree programme.

Learning skills

L1. The student has the necessary learning skills to pursue an advanced programme that presupposes a higher level of autonomy.

These learning skills concern the ability to independently carry out Sign Linguistics research, as acquired in the following units of study:

- Linguistic Theories
- Specialization Linguistics
- Bachelor's Thesis Linguistics

L2. The student has gained experience with group work and is based on that capable of reflecting on their own functioning in a group. This group work involves writing research proposals or carrying out research.

Units of study:

- Introduction to Linguistics
- First Year Group Project Linguistics
- Psycholinguistics
- Phonology and Morphology of Sign Languages
- Second Language Acquisition

L3. The student has demonstrated that they possess the learning and planning skills that are necessary to complete the units of study and the associated assignments within the time set for this purpose.

These skills are evidenced in all units of study in the degree programme.

Language proficiency

Lp1. The student has demonstrable productive and receptive command of the Sign Language of the Netherlands language rated on the level of the Common European Framework of Reference (CEFR) referred to below.

Common European Framework of Reference (CEFR)

receptive: speech reading	reading	conversation interaction	conversation production	writing
B2	n/a	B1	B1	n/a

Master's Programme in Linguistics - Exit qualifications

Knowledge and understanding

K1. The student has insight into the key research methods in the field of study.

K2. The student builds on previously acquired knowledge and in particular acquires insight into some specialist parts of the field of study and/or parts of (other) fields.

For the *General Linguistics track*, the knowledge and key research methods concern the field of linguistics (particularly phonetics, phonology, syntax, semantics, sign linguistics, language acquisition and speech and language disorders).

For the *Language, Literature and Education track*, the knowledge and key research methods concern the target language with regard to acquisition, variation, interaction and communication in an educational context, as well as the literature and society of the target language in an educational context.

For the *Language and Society track*, the knowledge and key research methods concern the acquisition, variation, interaction and communication with respect to the target language, as well as the sociolinguistic theories to analyse these.

For the *Translation Studies (Vertalen) track*, the knowledge and key research methods concern translation strategies in various genres and types of texts, and modern translation theories.

Applying knowledge and understanding

A1. The student is able to independently carry out research in the field of study. The student is able to independently formulate questions with regard to the field of study, to operationalise those questions and represent them in a research plan.

A2. The student is able to assess the academic practice in line with the Dutch Code of Conduct for Academic Practice (see the Dutch Code of Conduct for Research Integrity on the website of the UvA: Academic Integrity).

A3. The student is able to answer scientific questions using knowledge of a specialism within the degree programme.

A4. The student can connect the scientific knowledge and insights gained in the field of study to social issues and apply them within a broader or multidisciplinary context.

A5. The student obtains knowledge and/or skills that are specific of one of the tracks within the programme:

For the *General Linguistics track* the student is able to conduct advanced statistical analyses.

For the *Clinical specialisation* within the *General Linguistics track* the student is able to set up and apply language assessment tools to a diverse population of speakers.

For the *Language, Literature and Education track*, the student is able to apply knowledge of the acquisition, interaction and literature of the target language in an educational context.

For the *Language and Society track*, the student is able to collect data from varied sources including modern digital media to analyse the language used therein and to interpret this usage in a societal context.

For the *Translation Studies (Vertalen) track* the student is able to translate texts from various genres into their target language; and to describe and justify their own choice of translation strategies.

Judgement

J1. The student can connect to recent scientific practice within the field of study, interpret and assess its results, and take up their own position within it.

J2. The student is able to assess relevant academic literature.

J3. The student is able to reflect on the implications of the insights in their own field of study for relevant institutional contexts and contemporary societal issues.

Communication

C1. The student is able to report orally and in writing on independent research in a way that complies with the common academic conventions in the field of study.

C2. The student is able to present any scientific knowledge and insights gained during the degree programme and transfer them to an audience broader than the academic community.

C3. For the *Language, Literature and Education track* and the *Language and Society track* a track-specific addition applies: The student is able to present any scientific knowledge and insights gained during the degree programme and transfer them to an audience broader than the academic community in the language of their specialisation.

Learning skills

L1. The student is able to work in a team and to provide and incorporate feedback in a constructive way. These team activities concern literature reviews, leading and taking part in group discussions, and poster presentations.

L2. The student is able to reflect on their own position and on the knowledge that they have acquired and to identify areas of development

Appendix 3: Curriculum overview

Bachelor's Programme in Linguistics

Year one							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Introduction to Linguistics							6
Language X – 1 NGT 1							6
Phonetics Introduction to Sign Linguistics							6
Language X – 2 NGT 2							6
Transcription Transcription of Sign Languages							6
Morphology							6
Language X – 3 NGT 3							6
Sociolinguistics							6
Language X – 4 NGT 4							6
First Year Group Project							6

Year two							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Philosophy of the Humanities							6
First language acquisition							6
Phonology Phonology & Morphology of SL							6
Psycholinguistics							6
Syntax							6
Language and Speech Disorders							6
Second Language Acquisition							6
Neurolinguistics							6
Semantics and Pragmatics							6
Linguistic Theories							6

Year three							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Speech processing Psycholinguistics of SL							6
Research methods and statistics							6
Electives							30
Specialisation Linguistics							6
Bachelor's thesis Linguistics							12

● Required course ● Electives

Master's Programme in Linguistics

General Linguistics							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Phonetics-Phonology Interface 1							6
Syntax-Semantics Interface 1							6
Speech and Language Acquisition and Disorders 1							6
Sign Linguistics 1							6
Term paper Linguistics OR Language Assessment							6
Statistics in Linguistics and Communication							6
Specialisation: part 2 of one of the 4 courses in B1/B2							6
Master's Thesis							18

● Required course ● Restricted choice ● Electives

Language and Society							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Methods in Sociolinguistics							6
Elective							6
Multilingual Communities: Management, Policy, Planning							6
Specialisation: Language-specific linguistics course							6
Term paper Linguistics							6
Elective or Internship							12
Master's Thesis							18

● Required course ● Restricted choice ● Electives

Language, Literature and Education							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Multilingualism in the Classroom							6
Literature in the Classroom							6
Specialisation: Language-specific linguistics course							6
Specialisation: Language-specific literature course							6
Term paper Linguistics OR Thesis seminar Literature							6
Elective or Internship							12
Master's Thesis							18

● Required course
 ● Restricted choice
 ● Electives

Translation Studies							
Course	Semester 1			Semester 2			EC
	B 1	B 2	B 3	B 4	B 5	B 6	
Vertalen en adaptatie							12
Specialisation: • Redactie van vertalingen OR • Language-specific literature course AND Language-specific linguistics course							12
Vertaalatelier							6
Masterstage Vertalen OR Translation and World Literature AND other elective							12
Masterscriptie							18

● Required course
 ● Restricted choice
 ● Electives

Appendix 4: Site Visit Programme

Dates: Wednesday 4 – Friday 6 June 2025

Location: University of Amsterdam, Bushuis/Oost-Indisch Huis

Day 1: Wednesday 4 June 2025

08:30 – 09:00	Welcome / arrival of the panel
09:00 – 09:15	Preliminary panel meeting
09:15 – 09:45	Faculty management
09:45 – 10:00	Internal panel consultation
10:00 – 10:30	Programme management: BA Dutch Language and Culture & MA Dutch Studies
10:30 – 10:45	Internal panel consultation
10:45 – 11:45	Teaching staff: BA Dutch Language and Culture & MA Dutch Studies (incl. Programme Committee)
11:45 – 12:00	Internal panel consultation
12:00 – 13:00	Students and alumni: BA Dutch Language and Culture & MA Dutch Studies (incl. Programme Committee)
13:00 – 14:00	Lunch / discussion of BA Dutch Language and Culture & MA Dutch Studies
14:00 – 14:30	Programme management: MA Linguistics (NT2) & MA Editing (Redacteur/Editor)
14:30 – 14:45	Internal panel consultation
14:45 – 15:45	Teaching staff: MA NT2 & MA Editing (incl. Programme Committee)
15:45 – 16:00	Internal panel consultation
16:00 – 17:00	Students and alumni: MA NT2 & MA Editing (incl. Programme Committee)
17:00 – 18:00	Discussion of MA NT2 & MA Editing

Day 2: Thursday 5 June 2025

08:30 – 09:00	Arrival of the panel
09:00 – 09:15	Preliminary panel meeting
09:15 – 09:45	Programme management: BA Literary Studies & MA Literary Studies
09:45 – 10:00	Internal panel consultation
10:00 – 11:00	Teaching staff: BA Literary Studies & MA Literary Studies (incl. Programme Committee)
11:00 – 11:15	Internal panel consultation
11:15 – 12:15	Students and alumni: BA Literary Studies & MA Literary Studies (incl. Programme Committee)
12:15 – 13:30	Lunch / discussion of BA Literary Studies & MA Literary Studies
13:30 – 14:00	Programme management: BA Linguistics & MA Linguistics

14:00 – 14:15	Internal panel consultation
14:15 – 15:15	Teaching staff: BA Linguistics & MA Linguistics
15:15 – 15:30	Internal panel consultation
15:30 – 16:30	Students and alumni: BA Linguistics & MA Linguistics (incl. Programme \ Committee)
16:30 – 17:30	Discussion of BA Linguistics & MA Linguistics

Day 3: Friday 6 June 2025 (online)

09:00 – 09:15	Online preliminary panel meeting
09:15 – 10:00	Examination Board
10:00 – 10:15	Break / internal panel consultation
10:15 – 11:00	Preparation of final meeting with management
11:00 – 11:45	Final meeting with management
11:45 – 13:45	Lunch and drafting of panel findings
13:45 – 14:30	Development meeting
14:30 – 15:15	Internal panel consultation
15:15	Oral feedback session

Appendix 5: Documents

Faculty documentation

- UvA policy documents
 - Kader Onderwijskwaliteitsbeleid UvA 2024
 - Instellingsplan UvA 2021 – 2026 Inspiring Generations
 - Beknopt Kader Studeren met een Functiebeperking en/of Chronische Ziekte
- Assessment policy
 - UvA Toetsbeleid bij FGw 2024
 - UvA Kader Toetsbeleid 2022
- Annual reports of the programme committees (2022 – 2023 en 2023 – 2024)
- Faculty policy documents
 - Taakstellingsmodel FGw
 - Onderwijsurennormering FGw
 - Memo Studeren met een functiebeperking
 - Kaders Dubbele bachelor FGw 2023
 - Handboek Kwaliteitszorg onderwijs Faculteit der Geesteswetenschappen
 - Facultair Strategisch Plan FGw 2021 – 2026
 - AI in format studiehandleiding
 - AI geletterdheid – implementatieplan
- Examination Board
 - Jaarverslag examencommissie (2022 – 2023, 2023 – 2024)
 - Reactie DB op jaarverslag EC FGw (2022 – 2023 en 2023 – 2024)
 - Regels en Richtlijnen Examencommissie FGw 2024
 - Scriptiesteekproef EC FGw (2022 – 2023 en 2023 – 2024)
- Report of previous accreditation visit
- Development meeting agenda UvA MTL-1

Self-Evaluation Report BA Linguistics

- Self-Evaluation Report BA Linguistics
- Appendices:
 - TER Part A Bachelor's programmes Faculty of Humanities 2024-2025
 - TER Part B Bachelor's programmes Faculty of Humanities 2024-2025
 - Assessment matrix BA Linguistics
 - Key Figures BA Linguistics 2024-2025
 - Core teaching staff
 - Thesis assessment report BA Linguistics 2024-2025

- Thesis assessment report: popular science piece BA Linguistics 2024-2025
- Thesis assessment report: poster presentation BA Linguistics 2024-2025

Self-Evaluation Report MA Linguistics

- **Self-Evaluation Report MA Linguistics**
- Appendices:
 - TER Part A Master's programmes Faculty of Humanities 2024-2025
 - TER Part B Master's programmes Faculty of Humanities 2024-2025
 - Assessment matrices MA Linguistics
 - Key Figures MA Linguistics 2024-2025
 - Core teaching staff
 - Thesis manual and assessment forms MA Linguistics 2024-2025
 - Cover Note Masterlanguage

Final Projects

Bachelor's Programme in Linguistics

The list covering the period from May 2024 to January 2025 included 47 recent graduates. From this list, the following selection of fifteen final projects was made:

Grade distribution	Number	Selection	Tracks	Aantal	Selectie
5,5-6,9 satisfactory	9	4	Sign Language Linguistics	3	2
7,0 - 8,4 good	28	7	Linguistics	44	13
8,5 - 10,0 very good	10	4			

Master's Programme in Linguistics

The list covering the period from June 2023 to November 2024 included 85 recent graduates. From this list, the following selection of fifteen final projects was made:

Grade distribution	Number	Selection	Variants	Number	Selection	Tracks	Number	Selection
5,5-6,9 satisfactory	23	5	Fulltime	78	14	General Linguistics	28	5
7,0 - 8,4 good	47	6	Parttime	7	1	Language and Society	20	4
8,5 - 10,0 very good	15	3				Language, Lit and Educ	14	2
						Vertalen	23	4

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

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