



MANUAL FOR QUALITY ASSURANCE
OF TEACHING AND LEARNING

LANGUAGE POLICY

Version 2019

TABLE OF CONTENTS

Table of contents	2
1 Introduction	3
2 Objective, basic principles, individuals involved and responsibilities	4
2.1 Objective.....	4
2.2 Basic principles	5
2.3 Individuals involved and responsibilities.....	6
3 Quality requirements.....	7
3.1 Quality requirements of language policy for support staff.....	7
3.2 Quality requirements of language policy specific to academic staff	8
3.3 Quality requirements for language policy specific to students of degree programmes in Dutch	9
3.4 Quality requirements for language policy set out for students of degree programmes in English	11
3.5 Quality requirements to participate in boards, meetings and consultations and communicate central policy documents	12
3.6 Quality requirements for campus communication (signage, street plans, etc.)	13
3.7 Quality Requirements for informal use of language	13
3.8 Quality requirements for Dutch or English as language of instruction.....	14
3.9 Other quality requirements at the degree programme level	15
4 Appendices.....	16

1 INTRODUCTION

VU Amsterdam has a comprehensive and specific language policy that underpins the ambitions for quality of education, diversity and internationalization set out in its Strategic Plan. The Executive Board adopted the current language policy in March 2018. Implementation of this language policy commenced in 2018. This section describes the objectives, the key principles, the individuals involved and the tasks as well as the quality requirements and any recommendations.

VU Amsterdam applies a connective language policy with a strong focus on an inclusive culture: the aim of the language policy is that anyone is able to participate. Sound language policy contributes significantly to the quality of education and internationalization. The objective of VU Amsterdam's language policy is further detailed in section 2.1 of this chapter.

Although bilingualism (English and Dutch) is a basic principle of VU Amsterdam, it does not mean that everything is or should be conducted in both languages. A substantiated choice for one language (or both languages) is made on the level where it is most appropriate – the degree programme, the service department, the department, the body (e.g. participation). Substantive considerations are the guiding factors directing the choice. Dutch-language programmes are treated the same as English-language programmes and students and lecturers without a Dutch-language background are treated the same as those with a Dutch background. That applies to the language requirements, testing and assessment, remedial courses and subsequent support. The basic principles of the language policy are further detailed in section 2.2 of this chapter, which defines per target group (students, lecturers, support staff/management) the basic principles for the language policy and the requirements and expectations set by VU Amsterdam to language skills. These have been included as quality requirements in section 3 of this chapter. In addition to the formal requirements to be permitted to teach (C1-level) or to join a programme (pre-university secondary educational level), VU Amsterdam expects students and staff to be proficient to some extent in the other language as well.

In informal language situations, VU Amsterdam expects welcoming behaviour towards others, even if they speak another language. Non-Dutch lecturers and students are therefore expected to learn some Dutch just as non-English speakers are expected to have some command of English. VU Amsterdam facilitates this by providing training.

Flexible use of language is thus possible within the VU Amsterdam community, with participants speaking either Dutch or English on the assumption that other participants will understand them. Of course, languages other than Dutch or English are spoken on campus and in academic practice, which VU Amsterdam views as an enrichment. However, these other languages do not fall within the scope of language policy proposed here.

VU Amsterdam offers a wide range of language services at Taalcentrum-VU and the Faculty of Humanities.

2 OBJECTIVE, BASIC PRINCIPLES, INDIVIDUALS INVOLVED AND RESPONSIBILITIES

2.1 OBJECTIVE

VU Amsterdam is an international academic community striving to further develop its international character. As such, its ambitions are to strengthen the bilingual campus where diversity is the norm and where students possess communicative competences in both Dutch and English which will enable them to stand out in their future career. Instrumental to this is a comprehensive language policy offering specific basic principles to strengthen the international VU Amsterdam community in the three main policy areas of internationalization, diversity and quality of education. (taken from: VU Amsterdam language policy memorandum: towards an integrated approach, August 2016)

- The basis principles for VU Amsterdam's language policy are taken from VU Amsterdam Strategic Plan 2015-2020.
- Its specific and comprehensive language policy enables VU Amsterdam to achieve the ambitions listed in the Strategic Plan 2015-2020:
- high-quality academic education,
- an educational portfolio with a range of subjects appropriate to the demand of various student groups,
- a culture based on inclusion,
- a learning environment with an international profile (*International Classroom*),
- a bilingual campus.

The language policy supports the ambitions VU Amsterdam has in the field of internationalization, diversity and quality of education.

The language policy supports the creation of an international classroom. This is an effectively set-up learning environment in which students and lecturers of different cultural backgrounds and nationalities come together without sharing a joint native language. The language of instruction is English and the curriculum includes courses that provide both an international and an intercultural perspective on the material. In addition to that, the presence of both Dutch and foreign students ensures that students learn how to interact and cooperate with students from other countries and cultures.

2.2 BASIC PRINCIPLES

Bilingual university

A generally determining factor of the language policy is that we wish to be a bilingual university (see VU Amsterdam Strategic Plan 2015-2020¹). The two languages (Dutch and English) are used in parallel with a choice for English or Dutch where possible. This means that VU Amsterdam does not opt to use English exclusively, nor Dutch and English collectively. Both languages are only chosen jointly (e.g. in documents or communication in Dutch and English) where this is really necessary and has a clear added benefit, for example the central regulations for students or the signage on campus.

Informed choice for language

The language used (Dutch or English) in this bilingual strategy depends on the degree programme of the person involved, i.e. a Dutch-language or English-language programme. The degree programme is not the only determining factor, however. A degree programme forms part of a faculty which includes other Dutch-language or English-language degree programmes, lecturers and students. Therefore the programme's environment is also a factor. In addition, a Dutch-language degree programme often offers English-language programme components, exchange possibilities, English-language literature, etc.

It is not VU Amsterdam's intention to dictate when which language is used in speech and in writing. It is up to the units to further elaborate this within the framework that the language policy provides.

Language proficiency is a significant quality requirement

VU Amsterdam sees proficiency in Dutch and English of its students and staff as an important quality requirement for education and research and therefore sets both entry and exit requirements (final attainment levels) to the proficiency in Dutch and English for students and sets quality requirements to the proficiency for staff. See section 3 for the quality requirements set to these different target groups.

Inclusive language policy

Inclusiveness is paramount to the language policy: everyone within the VU Amsterdam community should be able to participate.

¹Strategic Plan p. 47: "Developing an international culture

In line with its objectives in the area of diversity, VU Amsterdam is growing ever closer to having an international culture and environment, where students and staff feel at home and seek to interact with others. The campus is a meeting place for people of many different cultures, nationalities and backgrounds. The language policy is aimed at inclusion of all VU Amsterdam students and staff in all domains. In due course and in a phased process, the University is developing into a bilingual campus, where both Dutch and English are used as official languages ('languages of communication') taking into account the environments where these are used. Lectures are given – depending on the degree programme – in English and/or Dutch ('languages of instruction')."

Equal treatment of degree programmes in Dutch and in English

VU Amsterdam treats degree programmes in Dutch and those in English equally. That applies to the testing and assessment of the language skills, but also for the expectations in the field of remedial languages service and for the requirements and expectations regarding the language proficiency of students and staff.

2.3 INDIVIDUALS INVOLVED AND RESPONSIBILITIES

The responsibilities of the various actors in the language policy are explained in the table below.

RELEVANT ACTORS	RESPONSIBILITY
Executive Board	Adopts VU Amsterdam language policy Facilitates VU Amsterdam language policy (financially and ensures availability of courses) Supervises implementation of the language policy
Faculties	Explain university's bilingual nature in their recruitment policy Assess and facilitate level of language proficiency of lecturers (fund language courses for lecturers) Ensure that the degree programmes draw up final attainment levels and learning pathways according to the formulated language requirements
Degree programmes	Include the language and communication skills of students in the final attainment levels and curriculum (learning pathways and subjects) Monitor the lecturers' language proficiency
Students	Comply with the entry requirements and if not: tutoring Exit requirements are included in the final attainment levels
Faculty student associations	Ensure most social activities are inclusive as regards language. If that is not the case, the Faculty Board must hold them to account.
Lecturers	Comply with the requirements regarding Language level - tutoring if necessary Provide students with feedback on language skills
Services	Explain university's bilingual nature in their recruitment policy Establish the language proficiency standards for support staff, if necessary facilitate tutoring courses. Establish, based on the basic principles of VU Amsterdam Language policy, in which language each service is to communicate
Support staff	Comply with the standards of the required language level – tutoring if necessary. Ensure that everyone is able to participate in terms of language.

3 QUALITY REQUIREMENTS

The language policy distinguishes three target groups within the academic community:

1. Students
2. Academic staff: lecturers and researchers
3. Support staff: supporting personnel, management

The language policy for each target group is specified below. The policy is defined in terms of requirements or norms set for the language proficiency of students and lecturers or in terms of a guide for the language in which the documents and communication must be written and meetings must be conducted (i.e. in Dutch, English or both). The required language skills are assessed with measures attached. In individual cases the faculty may decide to waive the requirements set, if properly substantiated (*comply or explain.*) Sometimes VU Amsterdam expects a certain language level to be achieved without this being a firm requirement. In those cases no assessment will be made or compulsory measures attached. In principle it is then up to the lecturer, student or support staff to meet these expectations.

3.1 QUALITY REQUIREMENTS OF LANGUAGE POLICY FOR SUPPORT STAFF

Recruitment policy

VU Amsterdam has the ambition to be a bilingual university. Its recruitment policy should be in line with this aim. We will indicate that we are a bilingual university in all communication to new staff. Our job advertisements will state that new staff should have a command of at least Dutch and English. Where support staff are concerned, the choice of language depends on the workplace. Specific requirements may therefore be set for this in job advertisements.

Annual interview

For current employees, language training should be part of the agreements made in the annual interview.

Standards for language proficiency of support staff

Standards for the language proficiency of support staff depend on the division where the staff member is employed. It depends on the place in the university. The relevant levels (university, faculty, service department, department, etc.) determine what standards apply to which job, based on needs analyses that are currently being conducted by Humanities employees on the instructions of HRM. As a result of these needs analyses, relevant learning pathways will be worked out for the various job profiles, on the basis of which HRM will refine and expand the range of courses and degree programmes.

Based on the language spoken within a meeting or body such as participation, VU Amsterdam expects any support staff wishing to become a member of an authority to have at least an active B1 level and a passive B2 level in the language used in the body.

Use of language in meeting or bodies

VU Amsterdam uses a flexible structure of what is called 'parallel' language use or bilingualism, whereby participants can speak either Dutch or English on the assumption that other participants will understand them. VU Amsterdam also works from the assumption that members of the body can explain documents to each other in case of unclarity. We do not make a choice for either Dutch or English, we will not translate every document and in principle, interpreters are not required. We will help employees who wish to improve their language skills through training agreements in the regular staff policy.

3.2 QUALITY REQUIREMENTS OF LANGUAGE POLICY SPECIFIC TO ACADEMIC STAFF

Recruitment policy

The recruitment policy of academic staff is aimed at bilingualism. We will indicate that we are a bilingual university in all communication to new staff. Our job advertisements will state that new staff should have a command of at least Dutch and English. See above under support staff. This should not discourage international academic staff. On the contrary, it should encourage them to learn Dutch. VU Amsterdam should offer support to make that possible.

Lessons in language skills for lecturers

The following language skills requirements apply to lecturers:

- academic staff lecturing in a degree programme or subjects in Dutch: at least C1 level Dutch
- academic staff lecturing in a degree programme or subjects in English: at least C1 level English

There is a difference between the command one has of a language and the ability to provide others with feedback on that language. As regards that last point, lecturers sometimes feel insecure. Therefore, it may be necessary to pay extra attention to this, particularly in the case of lecturers teaching a subject that has a specific function within an English communication skills learning pathway. The feedback instrument *English Language Support Online* (see appendix 1) with a short refresher course in English may help lecturers.

Assessment of lecturer's language level

The language level of lecturers is assessed except that of native speakers. We prefer to assess a lecturer's language level when the lecturer is being appointed. Should lecturers fail to meet the required level, training agreements are in place, which are part of the HRM policy.

The language level of permanent staff (lecturers and coordinators) is assessed by a specific test for this group. This test currently consists of a computer-delivered section and an interview with two examiners. VU Amsterdam also expects junior lecturers and tutors to meet the required C1 level. Because of minor appointments and short-term contracts it is not practical to assess this group on their language skills in the same manner. In the case of minor, temporary appointments, language skills are assessed in the job interview or via an online test.

The faculty bears responsibility for the language skills of lecturers and for assessing their level. Should a lecturer fail to pass the test, there is a programme to work towards the required level. It is up to the faculty to decide to what extent a lecturer will be supported (e.g. in hours).

Training and annual interview

Language skills training is part of the agreements made in the annual interview.

Use of language in meeting or bodies

As regards the language used in meetings, the same applies as for support staff. Depending on the language spoken within a consultation body, VU Amsterdam recommends the following standards:

- for academic staff involved in a degree programme in Dutch (not teaching in Dutch): reading and writing skills at least B2 Dutch;
- for academic staff involved in a degree programme in English (not teaching in English): reading and writing skills at least B2 English;

Just as in the case of support staff, VU Amsterdam uses a flexible structure of what is called 'parallel' language use or bilingualism, whereby participants can speak either Dutch or English on the assumption that other participants will understand them. VU Amsterdam also works from the assumption that members of the body are able to explain documents to each other if there is any confusion. We do not make a choice for either Dutch or English, we will not translate every document and in principle, interpreters are not required. We will help employees who wish to improve their language skills through training agreements in the regular staff policy.

3.3 QUALITY REQUIREMENTS FOR LANGUAGE POLICY SPECIFIC TO STUDENTS OF DEGREE PROGRAMMES IN DUTCH

a. Entry level Bachelor's programme in Dutch

Requirement:

- Entry requirement: pre-university secondary education (Dutch and English at pre-university level) or at least NT2 state examination programme II
- A Dutch language proficiency test for students of all Bachelor's programmes in Dutch in the first year

Expectation:

- In general, students enrolling with Dutch proficiency at NT2 State Exam programme II level struggle in the Bachelor's. VU Amsterdam will not change this requirement because of its ambition to be open and attractive to a diverse target group. However, the desired level of Dutch can differ from programme to programme and some degree programmes need stricter requirements to ensure the academic success of their students. In that case, degree programmes may set additional requirements besides the minimum requirement of NT2 State exam programme II.

- VU Amsterdam expects these students to achieve C1 level at the end of the year and provides an additional NT2 course for that purpose.

b. Entry level Master's programme in Dutch

Requirement:

- A university Bachelor's degree or State Exam NT2 (programme II) is required. Students who have completed a Bachelor's degree are expected to have a higher level of Dutch than that at pre-university level or State Exam NT2.

Expectation:

- For a large number of degree programmes, students with a Bachelor's degree from a university of applied sciences may join a Master's programme via a bridging programme of generally 30 credits (pre-Master's programme). These students from a university of applied sciences will take a pre-Master's assessment before the bridging programme or pre-Master's programme. Text comprehension in English (English proficiency test) and text comprehension in Dutch (Dutch proficiency test) are options the faculties can assess through the Pre-Master's assessment. A language proficiency test from the NOA Foundation is used for the assessment. This test is based on pre-university exam level. The Pre-Master's assessment is not binding at all faculties. English text comprehension is assessed by all faculties whereas Dutch text comprehension is assessed by most faculties. We expect students starting a Master's programme through a Pre-Master's programme to have or acquire a higher language proficiency level than pre-university secondary education level.

c. Exit level Dutch Bachelor's and Master's programmes

Communication is part of the Dublin Descriptors² and thus forms part of the final attainment levels of accredited degree programmes. Language skills are mainly a means to comply with the final attainment levels for communication skills. Degree programmes differ in the extent of linguistic and communications skills included in the final attainment levels. Appendix 2 includes the memorandum 'Language proficiency, communication skills: admission requirements, exit requirements, ongoing learning pathways' as drawn up by a sub-group of the Language policy seminar. This memorandum distinguishes between linguistic and communication skills.

Language proficiency final attainment levels and learning objectives

VU Amsterdam's language policy provides criteria for Dutch and English language competencies with which the final attainment levels must comply. Appendix 3 includes a guide with an example of a final attainment level for communication skills in English, including very specific descriptions of the sub-competencies. It goes without saying that the degree programmes adopt the final attainment levels. Based on the guide with criteria (appendix 4), degree programmes themselves

²http://ecahe.eu/w/index.php/Dublin_Descriptors

formulate the final attainment levels or learning objectives for language and communication skills at the level of their programme. If language competencies are part of the final attainment levels, these must be explicitly included in a learning pathway and in the assessment. That implies that lecturers must be supported to be able to give feedback on language, as some lecturers may feel unsure about this.

Depending on the specific details of the final attainment levels, the degree programme must demonstrate which learning pathways or subjects it offers towards the final attainment level. It may do so by including a specific subject in the programme, e.g. Academic English or Academic writing. Another way is to incorporate communication skills training in the subject-specific courses (CLIL, content and language integrated learning). In that latter case it makes sense that learning objectives for communication skills are defined for the subject-specific programme components. As a guide, appendix 3. includes examples of learning objectives for English communication skills for the various subjects.

3.4 QUALITY REQUIREMENTS FOR LANGUAGE POLICY SET OUT FOR STUDENTS OF DEGREE PROGRAMMES IN ENGLISH

a. Entry level Bachelor's programme in English

Requirement:

- Entry requirement: pre-university diploma (English at pre-university level) or equivalent (International students who do not have a pre-university diploma must take an English-language test approved by VU Amsterdam and meet a predetermined minimum standard. This may differ from programme to programme and is laid down in the relevant Academic and Examination Regulations. Students who completed their previous education in Canada, the United States, the United Kingdom, Ireland, Australia or New Zealand, and students who obtained an International Baccalaureate or a European Baccalaureate diploma (from an English IB / EB programme), are in any case exempt from this admission requirement.)
- In parallel with the Dutch language proficiency test and since the 2018 language policy, Bachelor's programmes in English now have an English-language proficiency test for students in their first year of the Bachelor's programme. The test is set after students have been admitted to the Bachelor's programme. The language test cannot therefore lead to a review of the decision to admit a student, but may result in the obligation to follow remedial training paid for by VU Amsterdam. This obligation must be included in the degree programme.
- Lecturers are often willing to provide additional feedback to students who failed to take responsibility to bring their language competencies up to par, for example by failing to take remedial training following the language test. The programme and lecturers should put the ball firmly back in the student's court, with the programme clearly indicating to its students and potential students that they are the ones responsible for the level of language proficiency. In addition, programmes should instruct their lecturers to follow a clear line when marking work.

b. Entry level Master's programme in English

All students, both Dutch-language and international students, must demonstrate that they meet the admission requirements for the Master's programme. They may take an English-language test approved by VU Amsterdam in order to gain admission to an English-taught Master's programme. The required minimum score and exemptions differ from programme to programme (IELTS generally roughly 6.5; TOEFL min. 580). Students who completed their previous education in Canada, the United States, the United Kingdom, Ireland, Australia or New Zealand are in any case exempt from this admission requirement. This is set down in the VU Amsterdam internationalization policy. Many degree programmes also exempt Dutch-language students from assessment who have obtained an English-language Bachelor's degree in the Netherlands. The admission requirements and conditions for exemptions may differ from programme to programme and are laid down in the relevant Academic and Examination Regulations.

c. Exit level English Bachelor's and Master's programmes

In parallel with the preceding section on the exit level of Dutch-language programmes, programmes formulate the final attainment levels and learning objectives for Dutch and English proficiency based on the criteria which are included as a guide in appendix 3.

d. Exit level Dutch for non-Dutch students

Expectation:

VU Amsterdam expects foreign students of an English-language Bachelor's programme to have a command of Dutch at A2 level within a few years. Although roughly two-thirds of foreign students leave, the other one-third stays to live and work in the Netherlands. As part of the report "Make it in The Netherlands" it would therefore be a good idea to encourage these students to integrate and learn a little Dutch. From the viewpoint of inclusivity, VU Amsterdam feels it is important that non-Dutch speaking students learn a little Dutch to be able to have informal conversations in day-to-day language within the VU Amsterdam community. VU Amsterdam offers these students the course Every Day Dutch at an attractive rate.

3.5 QUALITY REQUIREMENTS TO PARTICIPATE IN BOARDS, MEETINGS AND CONSULTATIONS AND COMMUNICATE CENTRAL POLICY DOCUMENTS

Inclusiveness at all management levels

VU Amsterdam aims for inclusiveness at all management levels. Inclusiveness for one person should not lead to another being excluded, for example if everything has to be in English.

Participating in the decision-making process at VU Amsterdam has been set up in such a way that both languages may be used in speech and writing. That means that all participants are expected to have a passive command of both Dutch and English at B2 level. Participating in the decision-making process is not a reason to have documents translated. This is called 'parallel' language use or

bilingualism, whereby participants can speak either Dutch or English on the assumption that other participants will understand them. However, this does require supporting policy. VU Amsterdam helps employees who wish to improve their language skills through training agreements in the regular human resources policy.

The meetings in the context of an English-taught Bachelor's or Master's programme will be conducted in English, e.g. the Programme Committee, and the documents will preferably be in English. However, the situation may occur that some documents, e.g. from others, are drafted in Dutch. There must be room to submit these untranslated at meetings of, in this example, the Programme Committee. For Dutch-taught programmes, Dutch will be the language of preference, in meetings, consultations and documents. However, not everything has to be conducted in Dutch; Dutch-language programmes often have subjects or components in English.

What do we translate?

What should be translated into English and what should not? This may differ at central and faculty level. It is certainly different for English-taught programmes. It is up to the level in question (university, faculty, service department, department, etc.) to determine whether communication needs to be bilingual or in either English or Dutch.

3.6 QUALITY REQUIREMENTS FOR CAMPUS COMMUNICATION (SIGNAGE, STREET PLANS, ETC.)

Basic principles:

- In official communication VU Amsterdam has chosen British English
- Campus Communication:
 - must be bilingual
 - must be of high quality

3.7 QUALITY REQUIREMENTS FOR INFORMAL USE OF LANGUAGE

Inclusiveness is also key for informal use of language. In informal language situations, VU Amsterdam expects welcoming behaviour from students and employees towards others, even if they speak another language than their mother tongue. This encourages people to feel more at home at VU Amsterdam and promotes more active participation. We expect students and employees to be aware of the presence of foreign-language speakers in social situations. There are no language requirements for informal communication.

3.8 QUALITY REQUIREMENTS FOR DUTCH OR ENGLISH AS LANGUAGE OF INSTRUCTION

Determining the language of instruction - Foreign language code of conduct

In determining the language of instruction for its Bachelor's programmes, Section 7.2 of the Higher Education and Scientific Research Act must be taken into account, which states that academic programmes in the Netherlands should in principle be taught in Dutch. If a degree programme wishes to deviate from this, the VU Foreign Language Code of Conduct (appendix 4) must be observed and the choice for an English-taught programme substantiated. The Foreign Language Code of Conduct currently states that the use of a language other than Dutch is permitted if required by (a) the specific nature of the course, (b) the set-up of the course, (c) the quality of the course, (d) the origin of the students. This complies with the legal provisions. VU Amsterdam intends to review the foreign language code of conduct in 2019 and will include in its considerations the recommendations based on the inspection into foreign language codes of conduct and language policy at institutes for higher education. The following factors can or should play a role when giving reasons for programmes or tracks in English:

Factors relating to content

- The professional field for which the degree programme prepares its students has an international character.
- The issues that are central to the curriculum are international in nature or the programme operates in a scientific field in which important literature, course books and the discourse are largely conducted in English.
- The content of a programme concerns a topic that is so international that it would be unprofitable to teach it in Dutch.

Selective factors

- The degree programme wishes to attract the best students. To keep the number of new registrations at an acceptable level it is also important to recruit internationally.

Strategic factors

- The programme contributes to the identity of VU Amsterdam in an international context.
- An English-taught programme contributes to the distinctive character of the programme; distinctiveness can be local in nature.

3.9 OTHER QUALITY REQUIREMENTS AT THE DEGREE PROGRAMME LEVEL

Language programmes

Of course, the language of tuition is used for all programme aspects, unless a specific learning objective necessitates the use of another language. The Foreign language code of conduct (appendix 4) applies where it concerns the chosen language of instruction and the protocol on Starting, changing or stopping a programme or specialization at VU Amsterdam (appendix 5).

Communication on central regulations

The communication on central regulations for students, such as the Academic and Examination Regulations format and the campus communication (signage, street maps, etc.) must be bilingual and of high quality. Where central regulations apply to programmes taught in Dutch or English, the relevant documents are also made available in English (e.g. Academic and Examination Regulations format).

Final attainment levels for language proficiency in Academic and Examination Regulations

The requirements set to students at the end of their Bachelor's or Master's programmes (the final attainment levels) must be included in the Academic and Examination Regulations. In that case, the programme must ensure that the student, given the required entry level, is able to meet the requirements set with the programme and bear the costs.

English and Dutch language proficiency test for first-year students of a Bachelor's programme

At the start of the Bachelor's programme we assess the Dutch or English proficiency of students. The Dutch proficiency test has proven to be a strong indicator for academic success. The Dutch proficiency test is the default test. Every student is required to take this test, unless it makes more sense to conduct the English proficiency test, for example in the case of a English-language Bachelor's programme. If a student fails the test, he or she must take remedial training. The programme must ensure that this is not considered optional, by linking the language test, the refresher course and a positive outcome of the course test to a subject. VU Amsterdam pays for the test and the remedial training.

4 APPENDICES

Appendix 1- English Language Support Online

Appendix 2: Linguistic skills and Communication skills

Appendix 3: Guide to Learning outcomes and Learning objectives for Communication skills including language

Appendix 4 - Code of conduct Foreign language (DUTCH)

Appendix 5 - Protocol for starting, changing or stopping a programme or specialization (DUTCH)