Utrecht University
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Utrecht University Language Policy

Contents

1. Principles underlying the language policy plan

Utrecht University is a globally operating educational and research institution with an international staff and student population. As Utrecht University's Strategic Plan for 2021–2025 puts it: *'An international environment promotes a stimulating academic and intellectual climate, an open attitude among students and staff and the expansion of scientific knowledge. It also improves students' qualifications for a globalising labour market. Utrecht University aims to take major steps towards further internationalisation in the coming years: we plan to make better use of our international networks and partnerships within Europe and the wider world. We are working towards a "warm welcome" and the proper embedding of our international students and employees'* (p. 20). The use of English has become self-evident – not just because it is the lingua franca in international research circles, but also because English has taken up an important position alongside Dutch as a language of instruction and hence the language of administration and management. At the same time, Utrecht University is through and through Dutch: a significant percentage of students and staff speak Dutch as their mother tongue and the labour market for alumni is predominantly Dutch or bilingual (Dutch and English). This will not change in the short term. Consequently, Utrecht University has a statutory duty of care to continue promoting Dutch as the language of instruction in higher education. This duty of care has become even more important with the amendments which the Language and Accessibility Bill will introduce to the WHW.

In light of these developments, Utrecht University considers itself a bilingual university where Dutch and English coexist. In an increasingly interdependent world in which individuals are required to shift between a variety of linguistic and cultural settings, Utrecht University's choice to pursue bilingualism reflects the reality of the 21st century better than monolingualism – whether purely Dutch (a thing of the past) or purely English (which in its' internationalised form as a global lingua franca is no more than a pretence of unity and equality). The choice to abandon monolingualism is also coherent with the language policy of the EU: *'Multilingualism, in the EU's view, is an important element in Europe's competitiveness. One of the objectives of the EU's language policy is therefore that every European citizen should master two other languages in addition to their mother tongue.'* [1]

However, the pursuit of bilingualism poses an organisational challenge to the university. How can Dutch and English coexist as everyday working languages within such a large and complex organisation? How do we ensure sufficient inclusiveness for students and staff *without* resorting to monolingualism, whether Dutch or English? How do we translate our philosophy of bilingualism into staff and student supervision and training? The language policy plan aims to answer these questions. Utrecht University's Strategic Plan for 2021–2025 describes the objective of a bilingual organisation as follows: *'we will promote multilingual meetings by means of lingua receptiva'* (p. 27), meaning that we will train non-Dutch-speaking students and staff to such a degree that they are able to read and understand Dutch well enough to take part in Dutch-language meetings, while retaining the right to speak English in those meetings. Furthermore, *'we will improve our activities with regard to the supervision and practical support of international students and staff. This will naturally include a warm welcome for all'* (p. 27).

This language policy plan explains how we have converted this philosophy into a language policy.

Before we can discuss the principles that underpin the language policy, we must specify a number of principles that underpin the language policy *plan.*

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1. Language policy | Fact Sheets on the European Union | European Parliament (europa.eu)

1.1   The language policy plan proposes to adhere closely to the university's existing practice and to define a fluid framework that allows for an approach tailored to local circumstances. The language policy plan only deviates from this cautious and flexibility-ensuring strategy in cases where the legal framework necessitates a change to existing practice or where a more stringent framework is required to make the organisation more efficient and transparent.

1.2   At the heart of Utrecht University's language policy, and hence its' language policy plan, are the linguistic choices made with regard to academic *teaching:*

- Teaching defines the complexity of the organisation, more than research does.
- In terms of teaching, the adoption of both Dutch and English as working languages has consequences for the organisation because it comprises both Dutch-speaking and non-Dutch-speaking students and teaching staff. These consequences necessitate the formulation of a language policy.
- Since research teams also comprise both Dutch-speaking and non-Dutch-speaking teaching staff (assistant, associate and full professors) a separate language policy for research would be unnecessary.
- The university's support and administrative staff assist both Dutch-speaking and non-Dutch-speaking students and staff. As such, the language policy for support and administrative staff is largely based on the language policy for teaching (although not entirely: some support and administrative staff assist research activities, for which the usual language of communication is English). Nevertheless, we specify the consequences for support and administrative staff explicitly under 6.6 in this memorandum.

1.3   In this document, when referring to Dutch and English as working languages for teaching activities (*i.e.* the languages of instruction and the languages that the degree programmes use to communicate with students), we refer to 'Dutch-language' and 'English-language' degree programmes and tracks rather than to degree programmes and tracks 'taught in Dutch' or 'taught in a language other than Dutch', as the legislature and the WHW do.

1.4   Languages other than Dutch and English play a role as languages of instruction for degree programmes with a focus on the study of those languages, such as the Bachelor programmes in Italian, French and German and Master programmes like Intercultural Communication and Professional Translation. These are all taught at the Faculty of Humanities. Where this policy framework refers to 'English-language' degree programmes and tracks, this includes degree programmes and tracks taught in a language other than Dutch or English. They are only mentioned explicitly by name in the case of exceptional rules that apply to them.

1.5   The role that languages other than Dutch and English play in degree programmes related to a research area for which proficiency in those languages is important for academic success is outside the scope of this policy document. This is because, in this case, these languages are not languages of instruction in the formal sense.

2. Practical applications of the language policy plan: Classifying the language of instruction for degree programmes and tracks

The aim of the language policy plan is to bring existing practice regarding the use of Dutch and English for teaching activities, and by extension within Utrecht University as a whole, in line with the legal framework and the objectives of efficient and fair administration and management. The plan is prescriptive where necessary, but supportive in essence, in that it intends to offer clear guidelines to staff for devising language policy for degree programmes and hence the university as a whole.

The language policy plan must have sufficient clarity, so that users are able to easily retrieve from it the information that is relevant to them. Section 1 explains the fundamental principle of the language policy plan, which is that the working languages for teaching activities are Dutch and/or English. In order to offer faculties and degree programmes the best possible assistance when it comes to developing language policy, we first need to map out the types of degree programmes and their related working languages that Utrecht University offers *in practice*, thereby categorizing them in degree programmes of type a, b, c or d. Thereafter, for each degree programme of type a, b, c, or d, we can specify what the linguistic points of attention are. In this mapping and classification, we use the same terminology used by the legislature:

- The Language and Accessibility Bill uses the term **track**, the definition of which is based on the language in which students of that track receive instruction. At Utrecht University, the working language of the track is usually the same as the working language of the degree programme or (in the case of Master programmes) of the curriculum. The Faculty of Humanities is unique in that it offers bilingual Bachelor programmes, some of which consist of a Dutch-language track alongside an English-language track (e.g. History) and others exclusively of an English-language track with some Dutch-language components (e.g. Celtic Languages and Culture).
- The Language and Accessibility Bill uses a norm of 'more than 2/3' to determine the working language of a degree programme or track. For the purpose of this language policy plan, the 2/3 norm for Utrecht University's Bachelor programmes is calculated over the entire duration of the degree programme, with the exception of the optional course profile.
- The language of the reading material for the degree programme falls outside of the scope of this language policy plan, although it should go without saying that an English-language degree programme or track should not stipulate any required reading in Dutch.

One might assume from the above that Utrecht University's degree programmes and tracks come in two flavours only – Dutch and English – but in reality, there are four:

a. The degree programme or track is fully in Dutch. **Abbreviation: D**

b. The degree programme or track is in Dutch for more than 2/3 of the credits and has some English-language components (this applies to most Bachelor programmes, as they prepare Dutch-speaking students for international Master programmes and therefore contain some English-language teaching activities). **Abbreviation: D (+E)**

c. The degree programme or track is fully in English (in theory, many of Utrecht University's degree programmes fall into this category – particularly Master programmes – but in practice, some of these programmes are of type d). The motivation for using English as the working language, beyond the benefits of an international classroom, should be that good speaking and writing proficiency in English is required. This should be recorded as such in the exit qualifications for the degree programme (and hence the EER). **Abbreviation: E**

d. The degree programme or track is in English for more than 2/3 of the credits or group activities, but allows Dutch-speaking students or stimulates them to produce some (or a specific proportion of) exams, theses and other *individual* products in Dutch, as determined in the EER. In this case, the benefits of an international classroom are crucial to the choice of English as the working language (which should be recorded as such in the exit qualifications and the EER), and proficiency in English should be a means to an end rather than the primary goal. **Abbreviation: E (+D)**

At Utrecht University, there is currently no formal distinction between types D and D (+E) or between E and E (+D). However, this distinction is important with a view to both the learning objectives and exit qualifications for degree programmes and to legislation (accreditation, duty of care regarding the development of students' Dutch language skills). By consequence, Utrecht University should specify for each degree programme and track which of the four types it formally belongs to. It should be noted that the legislature does not require motivation for the use of *Dutch* as the language of instruction (after all, this should be the norm), but it requires motivation for the use of *English* as the language of instruction. These different requirements explain the need for classification of a degree programme or track as type a, b, c, or d.

When it comes to **the linguistic classification of degree programmes or tracks**, we use the simplified method below. This is not based on the number of credits obtained by students (because each student compiles an individual curriculum of elective courses for which there may be different working languages), but on the ratio of Dutch to English-language courses within the degree programme or track. This method uses a weighting formula that distinguishes between the percentage of compulsory curriculum components (% compulsory) and the percentage of elective components (% elective), as follows:

(% compulsory × % English of all compulsory components) + (% elective × % English of all elective components).[2]

2. The optional course profile of the Bachelor programme is *not* included in this calculation.

This relatively straightforward weighting formula makes it easier to estimate the ratio of a student's actual Dutch to English-language teaching activities than if we were to calculate this without applying a weighting and treat the elective components as being of equal weight as the compulsory ones. The percentage yielded by this calculation is the percentage of English-language teaching activities in the curriculum. This percentage results in a classification as detailed above:

- **D** = 0% of teaching activities for the degree programme or track are in English

- **D (+E)** = a maximum of 33.3% of teaching activities for the degree programme or track are in English

- **E (+D)** = more than 33.3%, but less than 100% of teaching activities for the degree programme or track are in English

- **E** = 100% of teaching activities for the degree programme or track are in English

Individual courses are classified as follows:
- A course that is assessed in English counts as an English-language course.
- A course that is assessed in Dutch counts as a Dutch-language course.
- A course that has non-Dutch-speaking participants and is assessed in both Dutch and English (for example because Dutch-speaking students are given the opportunity to be assessed in Dutch and non-Dutch-speaking students are given the opportunity to be assessed in English) is classified on the basis of the working language in class: if the lectures are in English, the course counts as an English-language course, but if some tutorials are in Dutch and some in English (which are assessed in Dutch and English, respectively), the course counts as linguistically neutral – in other words, the course is not considered when classifying the degree programme or track as D, D (+E), E (+D) or E.
- A course for the purpose of learning a specific language that is partially or entirely taught and assessed in that language (e.g. a UCU language course) counts as linguistically neutral – in other words, the course is not considered when classifying the degree programme or track as D, D (+E), E (+D) or E.

Henceforth, this document will use the abbreviations D, D (+E), E (+D) and E to show the reader at a glance which rules apply to which type of degree programme.

CALCULATION EXAMPLE

Classifying the language of a degree programme:
The following is a sample calculation for an imaginary Bachelor programme consisting of 60 compulsory credits, 7.5 of which are English-language credits, and 75 elective credits selected from a total of 240 credits, 60 of which are English-language credits:

1. (60 compulsory credits = 44.4% of all 135 credits for the major) × (7.5 English-language credits = 12.5% of all 60 compulsory credits for the major) = 5.55% English
2. (75 elective credits for the major = 55.6% of all 135 credits for the major) × (60 English-language credits = 25% of all 240 elective credits for the major) = 13.9% English
3. 5.55% + 13.9% = 19.45% English, therefore **D (+E)**

3. Principles of Utrecht University's language policy

3.1 The legal framework

3.1.1 Language of instruction

Article 7.2 of the WHW stipulates that the language of instruction in higher education is Dutch, except in the case of
- a degree programme that pertains to another language (only applies to the Faculty of Humanities);
- a guest lecture given by a non-Dutch-speaking lecturer;
- a demonstrable added value of the use of a language of instruction other than Dutch – in this specific instance, English. The exact wording in the WHW is: 'unless, in view of the specific nature, organisation or quality of the education, it is in the best interest of the student to use more than Dutch as the language of instruction with regard to the knowledge, insights and skills that he or she must have acquired by the end of the degree programme'.

The origin of students or regular teaching staff can no longer be used as motivation for offering a degree programme or track in English. Motivations that are valid in any case include the labour market for graduates and the quality of education. However, it remains unclear at the time of writing (early 2022) to which extent the legislature will adopt a narrower definition of the motivation criteria.
- This also needs to be demonstrated when applying for accreditation of a new degree programme of type E or E (+D) and
- when changing the language of instruction for an existing degree programme or track from D or D (+E) to E or E (+D).
- The language of instruction must be laid down in the EER.

3.1.2 Duty of care

In accordance with Article 1.3(5) of the WHW, Utrecht University's teaching activities should aim to promote the Dutch communication skills of all students – both Dutch-speaking and non-Dutch-speaking. How Utrecht University fulfils this duty of care must be laid down in the EER (Article 7.13 of the WHW) and be a factor in the accreditation of degree programmes (Article 5.12 of the WHW).

3.2 Utrecht University's own framework

Having discussed the legal framework, we now focus on the guiding principles of Utrecht University's language policy.

3.2.1 Utrecht University is a globally operating educational and research institution with an international staff and student population. At the same time, the university is through and through Dutch: the majority of students and staff speak Dutch as their mother tongue and students are prepared for a labour market where Dutch is a significant or the predominant language. That is why Utrecht University has chosen to be a bilingual (Dutch and English) university. This does not, however, mean that Utrecht University is bilingual in all its' communications; instead, it makes substantiated choices in this regard. It does this on the basis of the following language policy in relation to students and staff:

- Utrecht University expects all Dutch and non-Dutch-speaking staff to be proficient in both Dutch and English.[3] Accordingly, it encourages them to develop and improve their language proficiency in both Dutch and English and offers them the opportunity to do so (refer to 6.5.1 and 6.5.2).

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3. This expectation does not apply to non-Dutch-speaking staff who were appointed relatively recently, such as PhD candidates and postdoctoral fellows. Even so, they are encouraged to acquire at least an elemental grasp of Dutch.

- Utrecht University expects all new Dutch-speaking students to have become proficient in English during their prior education to such a degree that they are able to take part in English-language teaching activities in the Bachelor programmes and to process English-language communications.
- Utrecht University does *not* expect non-Dutch-speaking students of English-language degree programmes or tracks to learn or become proficient in Dutch, although these students are encouraged to acquire a basic grasp of Dutch and are offered the opportunity to do so. If they so desire, they will be offered the opportunity to master the language to a high level at least passively (reading and listening proficiency) (refer to 6.3.4.).

The different expectations outlined above, in tandem with the university's efforts to enable students and staff to acquire a suitable level of proficiency, results in the following guidelines for the use of Dutch and English as working languages:
- For students of English-language degree programmes and tracks (E and E [+D]), the working language of both teaching activities and communications is English. This is also the working language of the relevant curriculum committees.
  - Exception: students of English-language degree programmes and tracks who want to become members of representative advisory bodies or other bodies at a *level above that of the degree programme* may expect Utrecht University to offer them the opportunity to become significantly more proficient in Dutch. The working language of these representative advisory bodies is Dutch, although English may be spoken ('passive' working language/ *lingua receptiva*).
- For students of Dutch-language degree programmes and tracks (D and D [+E]), the working language of both teaching activities and communications is Dutch or bilingual (Dutch and English).
- For staff, the working language for communications is Dutch only in some cases and bilingual (Dutch and English) in others, in accordance with the following guidelines:
  - The working language is English or bilingual (English and Dutch) if communications are also or solely aimed at staff who cannot be expected to be proficient in Dutch, either because they are:
    - staff on a permanent contract who have joined so recently that they have not had the opportunity yet to become proficient in Dutch (*i.e.* in the first year of their contract), or
    - staff on a temporary contract for whom proficiency in Dutch is not essential to the performance of their duties (e.g. postdoctoral fellows, PhD candidates).
- As an example, Utrecht University can stipulate that the working language of the curriculum committees of English-language degree programmes and tracks (E or E [+D]) is English. Vice versa, the working language of the Faculty Councils and the University Council can be Dutch (although English may be spoken), as it may reasonably be assumed that members of these representative advisory bodies:
  - are staff who have been with Utrecht University for more than a year and have therefore had the opportunity to develop sufficient reading and listening proficiency in Dutch;
  - are students who have developed a certain affinity with the institutional side of academia during their studies at Utrecht University and have had the opportunity to develop sufficient reading and listening proficiency in Dutch during that period.

Refer to Section 7 for details of the working language of representative advisory bodies and Section 8 for details of the working language for communications.

In conclusion, the desire to be an inclusive university is not easy to translate into a straightforward and universal language policy that is also valid outside the classroom situation. Opting for English in all cases carries the risk that Dutch-speaking students and staff who need to make high-level decisions on complex subject-related and administrative issues may feel restricted if they need to make those decisions in English, even if Utrecht University offers them sufficient opportunities to develop their English language skills. Opting for Dutch in all cases carries a similar risk with regard to non-Dutch-speaking students and staff, even if Utrecht University offers them sufficient opportunities to develop

their Dutch language skills. This goes to show that when it comes to deciding on a working language, a compromise must always be reached that satisfies both groups. The basic principle of the language policy plan is that Utrecht University will achieve the greatest possible degree of inclusiveness if it encourages:

- all students and staff to acquire a high level of speaking and writing proficiency in either English or Dutch, allowing them to use that language actively in as many different contexts as possible; and if it encourages
- all students and staff to acquire at least an adequate level of reading and listening proficiency in the other language, with the opportunity to deepen this proficiency with regard to specific tasks, thereby allowing them to use the language passively in as many different contexts as possible.

In addition to these general guidelines, there are a number of other general considerations that inform Utrecht University's language policy:

3.2.2 It is important that graduates possess the international and intercultural skills they need to function in an increasingly global labour market.

3.2.3 As a consequence, many Utrecht University degree programmes have created an international learning environment populated by Dutch and international students, which necessitates a decision regarding the degree programme's working language.

3.2.4 The necessary language skills for graduates of degree programmes that are more focused on the Dutch labour market and those for graduates of degree programmes with a strong focus on the international labour market should be a factor in that decision.

3.2.5 It is desirable that Bachelor programmes equip graduates with sufficient English language skills to be admitted to Utrecht University's English-language Master programmes. In other words, Dutch-language Bachelor programmes that prepare students for one or more English-language Master programmes should generally be of type D (+E).

3.2.6 With regard to Master programmes, the university wishes to offer a range of programmes that is internationally competitive, that reflects the diversity of its' research and is capable of attracting both national and international talent. As such, the basic principle is that the language of instruction for Master programmes is English (E or E [+D]), with a few substantiated exceptions. The language of instruction for Bachelor programmes is Dutch (D or D [+E]), with a few substantiated exceptions.

3.2.7 It is important that Dutch-speaking students are encouraged to improve their Dutch language skills to academic standard as far as their degree programme's field of study is concerned.

3.2.8 It is important that non-Dutch-speaking students are encouraged to learn Dutch.

3.2.9 It is desirable that the principles in the language policy plan are translated into an implementation guide for the Executive Board and the deans, which they can then use to take the necessary action to develop language policies for their degree programmes, representative advisory bodies and communication.

4. Language of instruction

4.1 Bachelor programmes: Dutch-language degree programmes (D and D [+E])

4.1.1   As a rule, the working language of Bachelor programmes is Dutch.

4.1.2   A Bachelor programme or track that students can take fully in the Dutch language is a degree programme or track of type D.

4.1.3   Some curriculum components and their related assessments may be offered in English if:
- they are taught by non-Dutch-speaking teaching staff;
- they are meant to advance intercultural and international skills in an international classroom setting (e.g. by welcoming exchange students);
- it is considered necessary for those components that students acquire speaking and/or writing proficiency in English;
- part or all of the degree programme prepares students for one of Utrecht University's English-language Master programmes, in which case one or more curriculum components must be taught in English so that students have the opportunity to acquire the necessary English language skills with regard to the degree programme's field of study.

No more than one third of the courses for the degree programme or track, calculated over the entire duration of the programme (with the exception of the optional course profile), may be taught in English for the reasons above. Bachelor programmes or tracks organised in this way are of type D (+E) (refer to Section 2 for the way this is calculated).

If more than one third of courses are taught in English, the working language of the degree programme or track is considered to be English (type E [+D]).

4.1.4   The type of degree programme, D or D (+E), must be laid down in the EER.

4.2 Bachelor programmes: English-language degree programmes or tracks (E and E [+D])

4.2.1   If it can be demonstrated that it adds value, the working language of a Bachelor programme or track may be English. English adds value as a working language if:
- the field of study is internationally oriented such that the degree programme needs to prepare students for a potentially international career;
- the specific nature, organisation or quality of the education makes this necessary.[4]

4.2.2   The added value of using English as the language of instruction must be explicitly motivated.

4.2.3   If good, academic-standard speaking and writing proficiency in English is among the objectives of the degree programme, its' curriculum components must be taught and assessed in English for all students. In this case, the degree programme is fully in English (type E).

4.2.4   If the advantages of an international classroom are incorporated into the objectives of the degree programme and the use of English is a way of bringing about that international classroom, the language of instruction in class and other group activities is English. However, some *individual* curriculum components, including the assessments and the thesis, may be

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4. To be elaborated further on the basis of the legal framework.

offered in Dutch for Dutch-speaking students (the exact components are specified in the EER). In this case, the degree programme is of type E (+D).

4.2.5   The type of degree programme, E or E (+D), must be laid down in the EER. The EER must also contain a motivation of the added value of offering the degree programme in English.

4.3   Master programmes: English-language degree programmes or tracks

4.3.1   In accordance with the university's wish to offer a range of programmes that is internationally competitive, that reflects the diversity of its' research and is capable of attracting both national and international talent, the language of instruction for Master programmes should, in principle, be English.

4.3.2   In accordance with the legal framework, the added value of offering a Master programme or track in English rather than Dutch must be demonstrated. English adds value as a working language if:
   • the field of study is internationally oriented such that the degree programme needs to prepare students for a potentially international career;
   • the specific nature, organisation or quality of education makes this necessary.[5]

4.3.3   In the case of Master programmes with a focus on the international research career of alumni (the two-year research Master programmes), this focus can be used as a general motivation to demonstrate the added value of using English. A programme-specific motivation is not necessary in this case.

4.3.4   The added value of using English as the language of instruction must be explicitly motivated.

4.3.5   If good, academic-standard speaking and writing proficiency in English is among the objectives of the degree programme or track, its' curriculum components must be taught and assessed in English for all students. In this case, the degree programme or track is fully in English (type E).

4.3.6   If an international classroom is incorporated into the objectives of the degree programme or track and the use of English is a way of bringing about that international classroom, the language of instruction in class and other group activities is English. However, some *individual* curriculum components, including the assessments, the work placement and the thesis, may be offered in Dutch for Dutch-speaking students. In this case, the degree programme is of type E (+D).

4.3.7   The type of degree programme or track, E or E (+D), must be laid down in the EER. The EER must also contain a motivation of the added value of offering the degree programme or track in English.

5. To be elaborated further on the basis of the legal framework.

4.4 Master programmes: Dutch-language degree programmes or tracks

4.4.1 In keeping with the Utrecht University guideline that Master programmes should in principle be taught in English, the following rule applies: if it can be demonstrated that teaching the degree programme or track in Dutch adds value compared to English, the programme or track will be offered in Dutch and considered a Dutch-language programme or track (D or D [+E]). This added value can be demonstrated on the basis of the future professional field or labour market and/or if the nature, organisation or quality of education provides good cause.[6]

4.4.2 The Executive Board must give permission for teaching a Master degree programme or track in Dutch. The choice of language must be laid down in the University Register of Study Programmes *(Universitair Register van Opleidingen,* URO*)*.

4.4.3 As Dutch is the default language of instruction by law, there is no need to obtain permission to teach a Master degree programme or track in Dutch purely for accreditation purposes.

4.4.4 Some curriculum components and their related assessments may be offered in English if:
- they are taught by non-Dutch-speaking teaching staff;
- they are meant to advance intercultural and international skills in an international classroom setting (e.g. by welcoming exchange students);
- it is considered necessary for those components that students acquire speaking and/or writing proficiency in English.

No more than one third of the courses for the Master programme or track may be taught in English for the reasons above. Master programme or tracks organised in this way are of type D (+E) (refer to Section 2 for the way this is calculated).

If more than one third of courses are taught in English, the working language of the degree programme or track is legally considered to be English (type E [+D]) (refer to Section 2 for the way this is calculated).

4.4.5 The type of Master programme or track, D or D (+E), must be laid down in the EER.

4.5 Bachelor and Master programmes in languages

If the purpose of a degree programme is the study of a language other than Dutch (e.g. English Language and Culture, Spanish Language and Culture or Islam and Arabic), the added value of teaching that programme partially (i.e. more than one third of courses) or entirely in that language is a given. A specific motivation for using these languages in these cases is not necessary. In the case of Master programmes, however, it should be laid down explicitly which degree programmes and tracks are involved.

Bachelor and Master programmes in languages only apply to the Faculty of Humanities.

4.6 Continuing Education

Naturally, the choice of the language of instruction is also relevant where Continuing Education is concerned. For this type of education, teaching staff and participants may choose the language of instruction by mutual consent.

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6. To be elaborated further on the basis of the legal framework for the added value of English.

5. Process for laying down the working language

5.1 The working language of a degree programme or track at Utrecht University can be either:

- Dutch, separated into types D and D (+E) according to the definition given in Section 2 of this document;
- English, separated into types E and E (+D) according to the definition given in Section 2 of this document;
- German, French, Italian or Spanish in the case of a Bachelor programme in the field of language other than Dutch or English, provided that at least two thirds of the courses for this degree programme or track (calculated over the entire duration of the degree programme or track, with the exception of the Bachelor programme's optional course profile) consist of curriculum components taught in the working language of that degree programme (only applies to the Faculty of Humanities). This also applies to Master programmes or tracks that follow such Bachelor programmes.

5.2 The curriculum committee of the relevant degree programme

has the right of consent to a change in the working language of an existing degree programme and/or track. In the case of a new degree programme, this right of consent passes to the Faculty Council (as there is not yet a curriculum committee in place).

5.3 Registers

The working language(s) of degree programmes and tracks are laid down in:
- the Central Register of Higher Education Study Programmes (CROHO)
- the Register of Institutions and Study Programmes (RIO)
- the University Register of Study Programmes (URO)
- the Education and Examination Regulations (EER) for the relevant degree programme.

5.4 Registration in the EER

The EER specifies the following:
- The working language(s) of the degree programme. If the degree programme has more than one track, the working language is specified as "Dutch and English". Additionally, the working languages of the tracks are explicitly specified (e.g. the working languages of the Bachelor programme in Literary Studies are Dutch and English. The degree programme has separate Dutch-language and English-language tracks).
- The language requirements for students that count as admission requirements for the Bachelor programme, Master programme and tracks (refer to 6.2).
- The method for promoting students' communication skills in Dutch and/or English, whether as part of the curriculum or extra-curricular (refer to 6.3).
- If the working language of the degree programme is English (E or E [+D], according to the definition given in Section 2 of this document), the added value of the chosen language must be motivated by demonstrating that
  - the field of study is internationally oriented such that the degree programme needs to prepare students for a potentially international career;
  - the specific nature, organisation or quality of education makes this necessary.[7]

5.5 Registration in the University's course catalogue

Utrecht University's course catalogue specifies the language(s) of instruction and assessment of all courses.

7. To be elaborated further on the basis of the legal framework.

6. Language requirements, language development and communication skills for students, academic staff and support and administrative staff

6.1 Language requirements are in accordance with the Common European Framework of Reference

The language requirements have been formulated in accordance with the Common European Framework of Reference for the acquisition of foreign languages. The table below shows how the levels of the Common European Framework of Reference for Languages (CEFR) relate to the levels of frequently used language proficiency tests and the foundation levels (F levels) used to measure mother tongue proficiency in the Dutch education system.

Common European Framework of Reference	TOEFL	IELTS	F levels
A1			
A2			
B1	42-71	4.0-5.0	2F
B2	72-94	5.5-6.0	3F
C1	95-120	6.5-7.5	4F
C2		8.0-9.0	

6.2 Language requirements for students

6.2.1 The only university-wide language requirements for students are admission requirements for Bachelor programmes, Master programmes and tracks. The minimum test results for meeting the admission requirements are laid down in Utrecht University's model EER. The language policy plan only refers to the levels in the European Framework of Reference.

6.2.2 As a requirement for admission to Bachelor programmes, students must be proficient at level B2 or above in the working language of the degree programme or track (Dutch or English). This requirement is considered to be met by a pre-university education (VWO) diploma issued by a Dutch school or an equivalent diploma issued by a Flemish school. It is also considered to be met by other diplomas and certificates issued by Dutch-language institutions that grant access to Bachelor programmes.

6.2.3 As a requirement for admission to Master programmes, students must be proficient at level C1 or above in the working language of the degree programme or track (Dutch or English). If the admissions committee of a Master programme assesses language proficiency in a manner other than by way of the language tests specified earlier, the recommendation is to assess students' language skills with regard to the degree programme's field of study.

6.2.4 Utrecht University degree programmes may not set minimum requirements below those specified in 6.2.2 and 6.2.3. However, they may set higher minimum requirements, subject to proper motivation.

6.2.5 All admission requirements with regard to proficiency in Dutch and/or English are laid down in the EER.

6.3 Language development and communication skills for students

6.3.1 Legal framework

In accordance with the WHW, higher education institutions have a statutory duty to promote the Dutch proficiency and communication skills of all students. This duty of care is a point of evaluation in the accreditation of degree programmes. When graduating from the university, Dutch-speaking students must be proficient in Dutch at entry level (i.e. 4F in the table in 6.1) or above. Non-Dutch-speaking students must be offered the opportunity to learn Dutch.

6.3.2 Dutch language development and communication skills for Dutch-speaking students

Utrecht University defines 'Dutch-speaking students' as students who have been admitted on the basis of
- a Dutch VWO diploma;
- the Flemish equivalent of a Dutch VWO diploma;
- other Dutch diplomas and certificates that grant access to Bachelor programmes.

At the time of admission, students are proficient and have Dutch communication skills at the 4F level (refer to the table in 6.1).

Utrecht University meets its' duty of care regarding the development of Dutch-speaking students' Dutch language skills as follows:
- Utrecht University considers its' duty of care regarding the development of students' Dutch language skills to have been met when students obtain their Bachelor degree. Graduates who have obtained their Bachelor degree will have been given sufficient opportunity to develop their Dutch language skills to an academic standard.
- Dutch-speaking students of Dutch-language Bachelor programmes and tracks, both of type D and of type D (+E), are offered plenty of opportunities to develop their Dutch language skills, either as part of the curriculum or through extracurricular means (refer to 6.3.3 and 6.3.4). Whether the students have achieved the required academic writing standard for their degree programme's field of study is assessed as part of the accreditation process for the degree programme.
- As part of their studies, Dutch-speaking students of English-language Bachelor programmes and tracks of type E (+D) are offered the opportunity to take individual curriculum components in Dutch. The specific components are laid down in the EER (refer to the sixth bullet in 6.3.3.1). Students are made aware of this opportunity.
- Dutch-speaking students of English-language Bachelor programmes and tracks of type E (fully in English) have the opportunity to develop their Dutch language skills as part of their optional course profile (by choosing Dutch-language electives). Students are made aware of this opportunity, which is also laid down in the EER.
- Utrecht University offers all Dutch-language students the opportunity to improve their oral and written standard of academic Dutch outside of the curriculum (refer to 6.3.4). Students are made aware of this opportunity, which is also laid down in the EER.

6.3.3 Language development for students as part of the curriculum

6.3.3.1 Bachelor programmes must be organised in such a way that they equip students with the proficiency and communication skills in Dutch and/or English (or German, French, Italian or Spanish in the case of a degree programme in the field of those languages) that are required for follow-up Master programmes at Utrecht University. Bachelor programmes must make clear how students can progress from the Bachelor entry level (at least B2 as a rule) to the intended Master entry level (at least C1 as a rule) over the course of their degree programme, in a way that is appropriate for the nature and content of that programme. The following rules apply in this respect:

- Bachelor programmes and tracks of types D and D (+E) should prepare students adequately for Dutch-language Master programmes and tracks. The exit level that students have achieved in terms of the academic standard of their language skills is assessed as part of the accreditation process for the degree programme.
- Degree programmes and tracks of types E and E (+D) should prepare students adequately for English-language Master programmes and tracks. The exit level that students have achieved in terms of the academic standard of their language skills is assessed as part of the accreditation process for the degree programme.
- Because of their nature, degree programmes or tracks of type D do not prepare students for English-language Master programmes or tracks (in other words, their sole reason for existence is the presence of a follow-up Dutch-language Master programme at Utrecht University). To allow students to prepare for a follow-up English-language Master programme, the faculty guarantees that it will offer sufficient English-language teaching activities that are relevant to the follow-up programme and that students may select for their optional course profiles.
- Because of their nature, degree programmes or tracks of type E do *not* prepare students for Dutch-language Master programmes or tracks (in other words, they can only exist if there is a follow-up English-language Master programme at Utrecht University). To allow students to prepare for a follow-up Dutch-language Master programme, the faculty guarantees that it will offer sufficient Dutch-language teaching activities that are relevant to the follow-up programme, and from which students may select for their optional course profiles.
- Degree programmes of type D (+E) that grant access to a follow-up English-language Master programme at Utrecht University make clear to students who are preparing for that Master programme how they will develop students' English language skills as part of their curriculum in a way that is appropriate for the nature and content of that degree programme. This is laid down in the EER.
- Degree programmes of type E (+D) that grant access to a follow-up Dutch-language Master programme at Utrecht University make clear to students who are preparing for that Master programme how they will develop students' Dutch language skills within the curriculum in a way that is appropriate for the nature and content of that degree programme (note that the only possible way to do this as part of the curriculum of degree programmes and tracks of type E (+D) is through individual curriculum components, such as exams, assignments/papers and work placements; refer to Section 2). This is laid down in the EER.
- Degree programmes will inform students of the extracurricular opportunities that Utrecht University offers to develop the Dutch and English language skills of students. This is laid down in the EER.

6.3.3.2 The working language of Master programmes is the language that most adequately prepares students for the subsequent professional field. This fact is sufficient for degree programmes to prove that they meet their obligation to promote students' communication skills in English and/or Dutch. Master programmes will inform students of the extracurricular opportunities that Utrecht University offers to develop the Dutch and English language skills of students (refer to 6.3.4). This is laid down in the EER.

6.3.3.3 Responsibility of the dean: The dean of a faculty is responsible for safeguarding the quality of the language proficiency within the curriculum and guaranteeing a degree programmes offer in accordance with the rules in 6.3.3.1.

6.3.4 Extracurricular language development and communication skills for students

In accordance with the WHW, higher education institutions have a statutory duty to promote the Dutch proficiency and communication skills of all students – both Dutch-speaking and non-Dutch-speaking.

- Utrecht University offers Dutch language courses up to at least A2 level free of charge to non-Dutch-speaking students of degree programmes or tracks that are taught in English (E and E [+D]) because of their nature. This gives non-Dutch-speaking students of English-language degree programmes the opportunity to acquire a basic level of Dutch, so that they can take part in the social life in their host country. The degree programme should provide students with adequate information about this offer. It is up to the individual students to seize this opportunity. The offer must be laid down in the EER of English-language degree programmes.
- To enable non-Dutch-speaking students to join a representative advisory body that uses Dutch as its' working language, students who desire to do so will be offered the opportunity to master Dutch to the required C1 level at least passively (reading and listening proficiency).
- For Dutch-speaking students, Utrecht University's Skills Lab offers assistance to help them train their written and oral communication skills, in addition to the training in communication skills related to their field of study offered by their degree programme. The degree programme should provide students with adequate information about this offer. It is up to the individual students to seize this opportunity. The offer must be laid down in the EER.

6.4 Language requirements for academic staff

6.4.1 English language requirements

- The members of UNL (Universities of the Netherlands) have agreed that the minimum level required for academic staff who teach in English is C1. As such, this requirement applies to the whole of Utrecht University.

6.4.2 Dutch language requirements

- Mirroring the requirement above, the minimum level required for academic staff who teach in Dutch is also C1.
- Each faculty determines whether and how quickly non-Dutch-speaking academic staff are required to learn sufficient Dutch to a) teach in Dutch, and/or b) take part in meetings and representative advisory bodies.

6.5 Language development for academic staff

6.5.1 English language development

- All academic staff who are not native speakers of English and who teach in English are required to take a language test. If the outcome of the test shows that staff do not meet the minimum requirement (C1), they are offered the opportunity to develop their English language skills up to the minimum level required.
- When assessing and training the English language skills of academic staff, the guiding principle is the specific teaching context in which English is used in the international classroom. As a consequence, training and assessment are based on English Medium Instruction (EMI) and not on language proficiency in its' broadest sense.
- Staff who can demonstrate that they have sufficient experience and are capable of teaching in English in an international classroom may apply to their director of education to be exempted from a language test. The application must specify the relevant teaching experience. Certificates issued by other educational institutions or commercial organisations (e.g. the Cambridge and TOEFL certificates) may also be appended to the application. The director of education will decide whether or not to grant an exemption from the test on the basis of the criteria in the Lecturer Assessment Grid (refer to Appendix 1), the application for an exemption and a check of the results of course evaluations (i.e. whether the assessment of the member of staff's teaching skills in English in the international classroom was positive or negative). If the assessment was positive, an entry is made in the member of staff's personnel file to the effect that he/she is in possession of the desired English language skills. If in doubt, the director of education must ask the member of staff to take the test.
- Staff who are native speakers of English meet the desired level for English Medium Instruction when they obtain the University Teaching Qualification (BKO). At that time, an entry is made in the personnel file (in SAP) that they meet the English language requirement.
- In both cases, the member of staff concerned and his/her line manager must agree on a timeline, method and funding required for the training.
- The Human Resources department offers both language tests and remedial teaching as part of personnel competence development, and as specified in the Development Guide.
- If the outcome of the language test shows that the required level has been met, an entry to that effect is made in the personnel file (in SAP).

Faculties are free to set additional requirements with regard to the capacity of teaching staff who lead an international classroom in English (e.g. intercultural competences, how to deal with students from a variety of linguistic backgrounds who speak English as a second language). In these cases, the combination of acquiring the desired C1 level based on English Medium Instruction and meeting the additional requirements leads to the member of staff being awarded the University Qualification in English Medium Instruction (BKE).[8]

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8. For example, obtaining the BKE is a requirement for teaching staff at the Faculty of Humanities.

6.5.2 Dutch language development

- Non-Dutch-speaking academic staff who are expected to be capable of teaching in Dutch and who have not yet reached the C1 proficiency level will be offered the opportunity to bring their Dutch language skills up to the required standard.
- When assessing and training the Dutch language skills of academic staff, the guiding principle is the specific teaching context in which Dutch is used. As a result, training and assessment are based on the use of Dutch as a language of instruction and not on language proficiency in its' broadest sense.
- Non-Dutch-speaking members of staff who can demonstrate that they have sufficient experience and are capable of teaching in Dutch may apply to their director of education to be exempted from a language test. The application must specify the relevant teaching experience. Certificates issued by other educational institutions or commercial organisations may also be appended to the application. The director of education will decide whether or not to grant an exemption from the test on the basis of the criteria in the Lecturer Assessment Grid (refer to Appendix 1), the application for an exemption and a check of the results of course evaluations (i.e. whether the assessment of the member of staff's teaching skills in Dutch was positive or negative). If the assessment was positive, an entry is made in the member of staff's personnel file to the effect that he/she is in possession of the desired Dutch language skills. If in doubt, the director of education must ask the member of staff to take the test.
- Non-Dutch-speaking academic staff who are expected to take part in meetings and representative advisory bodies for which the working language is Dutch will be offered the opportunity to master Dutch to the required C1 level at least passively (reading and listening proficiency).
- In both cases, the member of staff concerned and his/her line manager must agree on a timeline, method and funding required for the training.
- The Human Resources department offers both language tests and remedial teaching for the purposes of personnel competence development, and as specified in the Development Guide.
- If the outcome of the language test shows that the required level has been met, an entry to that effect is made in the personnel file (in SAP).

6.6 Language development for support and administrative staff

- Support and administrative staff are subject to a task-related language requirement with respect to their English language skills: staff who are expected to communicate in English orally and/or in writing as part of their daily activities must possess English language skills at a level that is to be determined by Utrecht University on the basis of their position and role. This language requirement is monitored by way of a language test. When staff meet this language requirement, an entry to that effect is made in their personnel file (in SAP).
- Staff who must meet an English language requirement can take English language courses, subject to the permission of their line manager.
- Non-Dutch-speaking staff will be offered a Dutch language course free of charge to bring them up to the standard desired for the adequate performance of their duties, in a manner to be agreed by the members of staff concerned and their line managers.

7. Working language of representative bodies

The representative advisory bodies of Utrecht University are the curriculum committees, the Faculty Councils, the employees' consultative body and the University Council. The curriculum committees are comprised of representatives of students and academic staff. In the Faculty Councils and the University Council, they are joined by representatives of support and administrative staff.

The following considerations are relevant when considering which working language to adopt for a particular representative advisory body.

- Utrecht University offers non-Dutch-speaking students (6.3.4) and staff (6.5.2, 6.6) the opportunity to bring their Dutch language skills up to the standard required to take part in meetings of representative advisory bodies for which the working language is Dutch. This requires listening and reading proficiency at C1 level. Speaking proficiency at this level is not required, as non-Dutch-speaking students and staff are encouraged to speak English during these meetings (in line with Utrecht University's bilingual identity).
- From a practical point of view, and depending on prior knowledge, time commitment and the knack for languages, non-Dutch-speaking students and staff generally need to take a language training course for at least one year to acquire the desired proficiency at C1 level.
- Non-Dutch-speaking students whom Utrecht University offers the opportunity to study and graduate fully in English are not expected to learn Dutch. However, it is essential to the functioning of the curriculum committees that non-Dutch-speaking students are able to take part in any quality assurance surveys conducted by those committees from the moment they start studying at Utrecht University. It goes without saying that those students will not have had the time and opportunity to acquire sufficient Dutch language skills to participate in Dutch-language quality assurance surveys at that point, even if they wanted to.
- By contrast, non-Dutch-speaking academic staff who are expected to have a role within Utrecht University's bilingual organisation structure are expected to learn Dutch (in due course). However, it is not essential that they are able to take part in any quality assurance surveys conducted by the curriculum committees from the moment they join Utrecht University.
- An exception is made for staff on a temporary contract for whom proficiency in Dutch is not essential to the performance of their duties (e.g. postdoctoral fellows, PhD candidates). They are not expected to learn Dutch (but will still be offered the opportunity to do so).
- As a rule, students and staff who are members of a Faculty Council, the employees' consultative body or the University Council do not join those bodies immediately when they start their studies or work at Utrecht University. This is not essential to the functioning of those representative advisory bodies either.

With due regard to the general considerations above, we can distinguish three parameters on the basis of which to determine the working language of the various representative advisory bodies:

(a) Are there any non-Dutch-speaking students or staff involved?
(b) Is it reasonable to expect them to learn Dutch?
(c) Is participation of non-Dutch-speaking students or staff in the relevant representative advisory body before they have had the opportunity to learn Dutch essential to the proper functioning of that body?

The table below translates the above-mentioned considerations into the following standards for the working language of representative advisory bodies:

	Non-Dutch-speaking students/ staff involved?	Are they expected to learn Dutch?	Immediate participation essential?	Working language
Curriculum committee of a non-Dutch degree programme or track (E or E [+D])	Yes	No (students)	Yes (students)	*English*
Curriculum committee of both a Dutch (D or D [+E]) and a non-Dutch degree programme or track (E or E [+D])	Yes	No (students)	Yes (students)	*English or English and Dutch*
Faculty Council, employees' consultative body	Yes	No (students) Yes (staff)	Yes, at most one year after the start of their studies (students)	*Dutch (English may be spoken)*
University Council	Yes	No (students) Yes (staff)	Yes, at most one year after the start of their studies (students)	*Dutch (English may be spoken)*

With regards to the working language of the curriculum committees, these standards are binding. With regards to the working language of the Faculty Councils, employees' consultative body and University Council, the standards are guidelines that the Faculty Boards and the Executive Board can use to determine the working language of the relevant body in consultation with that body. They may deviate from the above-mentioned standards if there are specific reasons for such a deviation. Alternatively, they may choose to abide by the standards while accommodating the wish to make the entire contents or a summary of some documents available in English, as they see fit.

8. Working language for broader communications

In accordance with Section 3.2.1, the following guidelines for the use of English and Dutch as working languages for communications apply:
- For students of English-language degree programmes and tracks, the working language for communications is English or bilingual (English and Dutch).
  - Exception: students of English-language degree programmes and tracks who want to become members of representative advisory bodies or other bodies *at a level above that of the degree programme* (i.e. not curriculum committees) may expect Utrecht University to offer them the opportunity to become significantly more proficient in Dutch. The working language with these members is Dutch.
- For students of Dutch-language degree programmes and tracks, the working language for communications is Dutch or bilingual (Dutch and English).
- For staff, the working language for communications is in all cases Dutch and in many cases Dutch and English.
- The working language is English or bilingual (English and Dutch) if communications are also or solely aimed at staff who cannot be expected to be proficient in Dutch, either because they are:
  - staff on a permanent contract who have joined so recently that they have not yet had the chance to become proficient in Dutch (i.e. the first year of their contract), or
  - staff on a temporary contract for whom proficiency in Dutch is not essential to the performance of their duties (e.g. postdoctoral fellows, PhD candidates).

These guidelines can be distilled into the following practical policies for specific situations:
- Communications aimed at all students of Utrecht University or all students within a faculty are bilingual (Dutch and English).[9]
- Communications aimed at all staff of Utrecht University or all staff within a faculty are bilingual (Dutch and English).[10]
- The working language for communications exclusively aimed at students and/or staff at a deeper level within the organisation (department, school, research institute, strategic theme, research focus area, degree programme, curriculum or track etc.) depends on the composition of the target group the communications are aimed at:
  - If the target group includes students of both Dutch-language and English-language degree programmes and tracks, communications are in both Dutch and English.
  - If the target group includes students of Dutch-language but not English-language degree programmes and tracks, communications are in Dutch.
  - If the target group includes students of English-language but not Dutch-language degree programmes and tracks, communications are in English.
  - If the target group includes researchers on a temporary contract for whom proficiency in Dutch is not essential to the performance of their duties (e.g. postdoctoral fellows, PhD candidates), communications are in both Dutch and English.
  - For organisational units that focus exclusively or almost exclusively on research (e.g. research institutes, strategic themes, research focus areas), communications may be in English only, but they may also be in Dutch.
  - In all other cases, communications are in Dutch. As an additional service, communications may also be in English (entirely, partially or in the form of a summary).
- Refer to Section 7 for guidelines and tips for communications with representative advisory bodies.
- Each organisational unit determines its' policy regarding the working language for communications on the basis of the above-mentioned guidelines, records the language policy in its' policy guidelines and complies with the chosen language policy in practice.

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9. Only if a faculty offers degree programmes and tracks in Dutch only can all communications be exclusively in Dutch.
10. Only if a faculty offers degree programmes and tracks in Dutch only and all non-teaching staff may reasonably be expected to speak Dutch can all communications be exclusively in Dutch.

APPENDIX 1.
Lecturer Assessment Grid

The Lecturer Assessment Grid is used to determine whether teaching staff have acquired the desired standard (C1) with regard to their language skills. This grid outlines different levels for each of these skills, ranging from 1 (insufficient) to 5 (excellent). Teaching staff meet the requirements of the BKE if they score at least a 3 for each skill.

	Fluency and Pronunciation	Range and accuracy	Interaction	Additional English Medium Instruction (EMI) skills
LEVEL 5	Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English	Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English	Equivalent to a highly articulate, well-educated native or fully functional bilingual speaker of an established variety of English used to interacting effectively with different groups of native and non-native speakers of English	Same as 4 below
LEVEL 4	Speech is produced smoothly, coherently and effortlessly, at an appropriate speed Can produce extended speech, using a wide range of discourse markers and connectors, without unnatural language-related pauses/hesitations The L1 accent causes virtually no strain to the listener and does not impede effective communication Distinguishing consistently between the most significant phonological contrasts, places stress intelligibly, and uses intonation to convey a range of pragmatic meanings	Broad range of general, academic and domain-specific vocabulary for effective communication Can use complex grammatical structures accurately and efficiently Can reformulate ideas in differing linguistic forms to convey finer nuances of meaning precisely to give emphasis, to differentiate and to eliminate ambiguity Can use English flexibly and appropriately, including emotional, allusive and joking usage and references to other languages or cultural codes	Responds appropriately and effectively to questions/comments without language-related hesitation Fully capable of interactively negotiating meaning through comprehension checks, clarification requests or confirmation checks Fully capable of dealing with unclear questions or misunderstandings when necessary Demonstrates awareness of the most relevant sociolinguistic and sociocultural differences of language used in an English-medium instruction context, and uses this to mediate effectively between different groups of users	Efficient use of classroom management and instructional scaffolding; pre-teaches vocabulary where required Creates a safe and productive learning environment in which students are comfortable using English as the classroom language Capable of addressing and managing student expectations confidently and efficiently within an EMI context

	Fluency and Pronunciation	Range and accuracy	Interaction	Additional English Medium Instruction (EMI) skills
LEVEL 3	Speech is produced smoothly, coherently and almost effortlessly, mostly at an appropriate speed

Can produce extended speech, using a variety of discourse markers and connectors, although some unnatural, language-related pauses may occur
While pronunciation is marked by L1 features, this only occasionally causes strain to the listener or compromises intelligibly

Generally distinguishes between the most significant phonological contrasts, places stress intelligibly and uses intonation to convey basic pragmatic meaning | Has a good command of a broad range of language allowing him/her to select a formulation to express him/herself clearly in an appropriate style on a wide range of topics without having to restrict what he/she wants to say

Grammatical and vocabulary errors do occur from time to time but do not lead to misunderstanding

Often succeeds in using English flexibly and appropriately, including emotional, allusive and joking usage, and references to any other languages or cultural codes | Usually responds appropriately and effectively to questions and comments although some language-related hesitation may occur

Good ability to interactively negotiate meaning through comprehension or confirmation checks, and to deal with unclear questions or misunderstandings when necessary

Demonstrates awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English Medium Instruction context, and attempts to use this to mediate between different groups of users | Reasonably effective use of classroom management and instructional scaffolding; pre-teaches vocabulary where required

Creates a safe and productive learning environment in which students are generally positive towards the use of English as the classroom language

Capable of addressing and managing student expectations within an EMI context

Can give reasonably effective and appropriate feedback on written work within an EMI context |

	Fluency and Pronunciation	Range and accuracy	Interaction	Additional English Medium Instruction (EMI) skills
LEVEL 2	Can generally produce extended speech. However, only uses a limited number of discourse markers and connectors and sometimes at an inappropriate speed Speech is marked by unnatural language-related pauses which may lead to a loss of coherence Pronunciation is strongly marked by L1 features Although pronunciation is generally intelligible, the unmodified pronunciation of certain sounds, stress errors, and failure to uphold significant phonological contrasts causes strain to the listener Very limited or inappropriate use of intonation to indicate pragmatic meaning	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on some general topics, without much conspicuous searching for words, using some complex sentence forms to do so Grammatical inaccuracy or incorrect word choice can be distracting and may lead to misunderstanding Has difficulty explaining or reformulating concepts in more than one way Has some difficulty with emotional, allusive and joking usage, and references to any other languages or cultural codes, within the relevant sociolinguistic context	Sometimes responds appropriately and effectively to questions/ comments Due to language-related hesitation response time may be slow Less than sufficient ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Less than sufficient ability to deal with unclear questions or misunderstandings when necessary Demonstrates limited awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English Medium Instruction context, and does not attempt to use this to mediate between different groups of users.	Ineffective use of classroom management and instructional scaffolding; does not pre-teach vocabulary where required Classroom interaction may be ineffective or create anxiety in less proficient students Has difficulty giving effective and appropriate feedback on written work within an EMI context.

	Fluency and Pronunciation	Range and accuracy	Interaction	Additional English Medium Instruction (EMI) skills
LEVEL 1	Speech is disrupted and fragmented due to excessive pauses, hesitations or false starts, especially in longer stretches of free production Rarely uses discourse markers or connectors Pronunciation is marked by features that may be intelligible only to those familiar with the speaker's	Limited range of general, academic and/ or domain-specific vocabulary Avoids explaining or reformulating concepts in more than one way Frequent lexical and grammatical errors impede effective communication Emotional, allusive and joking usage are entirely inappropriate for the sociolinguistic context Frequently resorts to other languages or cultural codes without considering the impact on students	Does not respond appropriately and effectively to questions and comments Limited ability to interactively negotiate meaning through comprehension checks, clarification requests or confirmation checks Limited ability to deal with unclear questions or misunderstandings when necessary Lacks awareness of the most relevant sociolinguistic and sociocultural implications of language used in an English Medium Instruction context	No classroom management or instructional scaffolding; does not pre-teach vocabulary where required Classroom interaction is ineffective and creates anxiety or resistance in students Does not address or manage student expectations within an EMI context Has difficulty giving any kind of appropriate feedback.

Global assessment scale

The overall certification result is based on a combined assessment of the lecturer's fluency & pronunciation, range & accuracy, interaction and additional skills in English for university teaching. The "Commissie Engelstaligheid" will have the final responsibility for this.

Mostly 5 in all categories: The lecturer has demonstrated English language proficiency and the relevant academic teaching skills equivalent to that of a well-educated native or fully functional bilingual speaker of an established variety of English. The lecturer has been certified to teach English-medium courses. No training is required.

Mostly 4 in all categories: The lecturer has demonstrated excellent English language proficiency and the ability to use the relevant EMI skills. The lecturer has been certified to teach English-medium courses. No training is required.

At least 3 in all categories: The lecturer has demonstrated good English language proficiency and the ability to use the relevant EMI skills. The lecturer has been certified to teach English-medium courses. No training is required, but training may be beneficial in one or more of the assessed areas.

Below 3 in some categories: The lecturer has demonstrated less than sufficient English language proficiency or ability to use the relevant EMI skills. The lecturer has not been certified to teach English-medium courses. Training is required.

Below 2 in some categories: The lecturer has demonstrated limited English language proficiency or ability to use the relevant EMI skills. The lecturer has not been certified to teach English-medium courses. Significant training is required.

Questions about the language policy can be directed to the Directorate for Student, Education and Research Affairs. A specific contact person is mentioned on the university website under "Language Policy".

Adopted 23 may 2022

Photo cover: Irvin van Hemert