Introduction
During the programme development discussion, three topics were discussed: creating distinctive profiles, the transition from Bachelor’s to Master’s level, and the position of Dutch at VU Amsterdam.

1 Creating distinctive profiles
The panel had the following points to make about creating distinctive profiles for the programmes:
- Feature the titles of the specializations more prominently (on the website and at Open Days, for example). At present, you have to look long and hard on the VU website before you find information about the actual content of the programmes.
- Don't present the programmes according to their CROHO labels but do so thematically. For example, the Dutch as a Second Language specialization (NT2) is hidden away under the heading ‘Linguistics: Applied Linguistics’ whereas it makes much more sense to present it on its own merits.
- Don’t focus too much on joint courses within a programme: this will obscure the focus rather than clarify it.

2 The transition from Bachelor’s to Master’s
Students no longer assume that they will take a Master’s degree at the same university where they completed their Bachelor’s degree. The panel made the following points:
- For each programme, it’s better to work towards strong profiles with their own independent raison d’être (without depending on a supply of internal Bachelor’s graduates to generate sufficient enrolment numbers for the Master’s). In some cases, a combination of a strong pre-Master’s and a good Master’s can be more successful than making sure the Master’s programme follows directly from the Bachelor’s.
- Do more to promote the option of a teacher training programme on the basis of the Bachelor’s by explicitly referring to this option in your information for Bachelor’s students and giving it a more prominent place on the website for Bachelor’s programmes.

3 The position of Dutch
From September 2019, VU Amsterdam has no longer been offering the Dutch language BA programme in Literature & Society (Ba Literatuur & Samenleving: Nederlands). The panel sees this as a worrying development and had the following to say:
- Invest in the continued existence of the Dutch Master’s Literature Studies (Ma Letterkunde) by promoting intake through the pre-Master’s and by giving much greater prominence to the opportunities for teaching and retraining from a restricted to a full teaching qualification (2e-graads to 1e-graads). The Netherlands has a shortage of teachers and programmes should make a more concerted effort to use this to their advantage. This requires support from the Faculty Board and the Executive Board.
- There are opportunities to combine the concept of diversity with the field of study and the Dutch language (activities such as Studium Generale, a conference, teacher days, a centre of excellence for Dutch language and culture).

- Explore whether it might be possible for people who obtain a Dutch as a Second Language (NT2) qualification to also be eligible for a secondary education teaching qualification in Dutch, for example in combination with a school subject minor in Literature. Or whether obtaining an NT2 qualification might shorten the path to a full teaching qualification in Dutch (1e graads docent Nederlands).

- It would be a positive step if management could give assurances that in the short term there will not be another major intervention in Language and Literature such as discontinuing the Bachelor’s programme in Dutch Literature & Society. Among other things, this is important in restoring confidence among staff.