



Universiteit Leiden

# Course and Examination Regulations

valid as of 1 September 2026

Programme-specific section:

## Bachelor's Programme: Nederlandkunde/Dutch Studies

These Course and Examination Regulations (henceforth OER) have been drawn up in accordance with the Higher Education and Research Act [*Wet op het hoger onderwijs en wetenschappelijk onderzoek*; WHW] (henceforth the Act) and the following Leiden University regulations:

- the Regulation on the Binding Study Advice;
- the Leiden Register of Study Programmes Framework Document;
- the Academic Calendar;
- the Regulations for Student Registration, Tuition Fees and Examination Fees;
- the Online Proctoring Protocol;
- the Guidelines for Elective Credits and Minors.

The model OER are laid down in Dutch and then translated into English. In the event that there are differences between the two versions, the Dutch version will prevail.

Pursuant to Section 7.14 of the Act the Faculty Board regularly evaluates the OER and assesses, for the purpose of monitoring and, if necessary, adjusting the study load, the time it takes students to comply with the regulations. In conformity with Section 9.18 of the Act, the department teaching committee is assigned the task of annually assessing how the OER are implemented.

These OER consist of two sections:

- a general section that is the same for all bachelor's programmes; and
- a section that contains information specific to a particular bachelor's programme.

This programme-specific section forms a whole together with the faculty section and only includes the articles that contain details specific to a particular programme. Other sections are included in the faculty section.

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## Chapter 2 Description of the Programme

### Article 2.1 Objectives of the Programme

The aim of the programme is to promote the student's academic development in terms of knowledge, understanding and skills in the field of Dutch Studies (Dutch language, culture and society) to such an extent that:

- the student meets the entry requirements for admission to the master's programmes that follow on from the bachelor's programme;
- the student is able to work in positions for which undergraduate-level academic knowledge and skills in the above field are required or desirable.

### Article 2.2 Specialisations

Not applicable.

### Article 2.3 Learning outcomes

Graduates of the programme have attained the following learning outcomes, listed according to the Dublin descriptors:

#### I.

##### A. Knowledge and understanding

Students have:

- a) knowledge and understanding of the content and scope of the discipline of Dutch language, culture and society, and thus:
  - of the systematics, foundation and historical development of the Dutch language;
  - of the main Dutch writers, works, genres and literary movements;
  - of the history and art history of the Netherlands;
  - of aspects of contemporary Dutch culture and society.
- b) knowledge and understanding of the key terms and most important instruments, research methods, techniques and theory that are used in the field of Dutch language and culture.
- c) further knowledge and insight into either Language or Culture:
  - Language:
    - knowledge and understanding of the key terms of Dutch syntax, phonology, morphology, semantics, sociolinguistics and the historical developments of Dutch.
  - Culture:
    - knowledge and understanding of a representative body of literary authors, texts and genres and artistic movements from the Middle Ages to the present day and of the most important literary histories, theory and approaches in the field of Dutch Studies;
    - a global overview of the art history and history of the Netherlands.

##### B. Applying knowledge and understanding

Students have the ability:

- a) to apply acquired knowledge and insights in the discipline of Dutch Language and Culture, and to construct arguments in this context, as well as to undertake problem-solving activities;
- b) to use acquired knowledge and insights to form an opinion related to recent topics in the discipline of Dutch Language and Culture, while including relevant academic and, where applicable, social and ethical aspects;
- c) to analyse and evaluate scholarly articles and book chapters and to report on this.
- d) to apply the knowledge and understanding, either of the most important research questions, methods, theories and findings to the field of linguistics and second language acquisition, or by placing texts and other cultural artifacts, authors, genres and movements in a historical context.

C. Judgement

Students have the ability:

- a) using the acquired knowledge and understanding, to independently form a well-reasoned opinion on a topic in the discipline of Dutch language, culture and society that they have not yet covered, including the reflection on relevant scientific and, if applicable, social and ethical issues.
- b) to compose a relevant academic research question, either to analyse spoken and written language in a scholarly way, or to analyse and interpret a literary or cultural topic, and to report on this.

D. Communication

Students have the ability:

to explain the knowledge and insights acquired, in clear terms and supported by sound arguments, in a verbal and written report that meets the criteria set by the Dutch Studies discipline.

E. Learning Skills

Students have:

- a) the ability to be self-critical, in particular the ability to put culturally instilled attitudes into perspective and to reflect on that;
- b) the ability to work both individually and in a group on assignments (including peer-review), that is: to plan and work result-oriented;
- c) the learning skills that are required to follow a relevant master's programme.

**II.**

Graduates have a command of the Dutch Language at the levels specified below, according to the Common European Framework of Reference for Languages:

	<i>Propaedeutic</i>	<i>Bachelor</i>
Listening	B1/B2	C1
Reading	B1/B2	C1
Spoken interaction	B1	B2/C1
Spoken production	B1	B2/C1
Writing	B1	B2/C1

### III.

Furthermore, each humanities programme at Leiden University trains students in the general academic skills formulated by the Faculty. These skills relate to the Dublin descriptors Judgement, Communication, and Learning skills as specified in Appendix A of the general section.

#### Article 2.9 Language of Instruction

2.9.1. Subject to the Code of Conduct on the Language of Instruction [*Gedragcode voertaal*<sup>1</sup>], the language in which the instruction is given and in which the examinations and final examinations are held are Dutch and English. Students are expected to have an adequate command of the language(s) of instruction and examination in the programme, in accordance with the requirements stated in Article 5.2.4. As appropriate, the Faculty publishes the OER in English for English-taught programmes.

2.9.2. Contrary to Article 2.9.1, in individual cases the Board of Examiners can permit the student to write the final thesis in another language, in accordance with the Guideline on Language Policy.<sup>2</sup>

## Chapter 3 Curriculum

#### Article 3.2 Optional Components

3.2.8 Contrary to Article 3.2.3, students may not choose the following minor programmes from Leiden University, the TU Delft or the Erasmus University Rotterdam, because their content is similar, fully or in part, to compulsory components in the programme:

All Dutch Studies students taking the *Minor Second Language Acquisition*, must replace the minor course Tweedetaalverwerving: Inleiding (Introduction to Second Language Acquisition) already taken in the BA-Dutch Studies programme. Prior to taking this minor, students submit a replacement component to the Examination Board responsible for the minor (Neerlandistiek) for approval.

Dutch Studies students taking the *Minor Digital Humanities and Artificial Intelligence* must replace the minor course that overlaps with the course Digital text and Data Analysis already taken in the BA Dutch Studies programme. Prior to taking this minor, students submit a replacement component to the Examination Board responsible for the minor (Neerlandistiek) for approval.

#### Artikel 3.4.1 Deelname aan onderwijsseenheden

3.4.1.6. Geplande onderwijsseenheden in de vrije of gebonden keuzeruimte van de opleiding kunnen geannuleerd worden indien zich daarvoor te weinig studenten hebben ingeschreven. Annulering in dergelijke gevallen is alleen mogelijk indien:

- er voldoende alternatief keuzeaanbod is waarvoor studenten zich alsnog kunnen inschrijven; en
- er in de Studiegids duidelijk wordt vermeld:
  - welke vakken geannuleerd zouden kunnen worden indien er te weinig inschrijvingen zijn; en
  - bij hoeveel inschrijvingen het keuzevak doorgang zal vinden; en
  - op welke datum de student wordt geïnformeerd over het wel/niet doorgaan van het keuzevak; en

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<sup>1</sup> [Code of Conduct on Language of Instruction](#)

<sup>2</sup> [Guideline on Language Policy](#)

- o dat, indien een vak, dat in het voorgaande jaar werd aangeboden, onverhoopt wordt geannuleerd vanwege te weinig inschrijvingen, wel twee tentamengelegenheden (herkansingen) zullen worden aangeboden, conform artikel 4.1.1.

## Chapter 4 Examinations and Final Examination

### Article 4.2 Obligatory Sequence

4.2.1 The Prospectus specifies the sequence in which examinations must be taken. Students may only sit examinations that are subject to a compulsory sequence once they have passed the examinations for one or more other components.

<i>Component:</i>	<i>Participation in class and examination after passing:</i>
Oral Presentations about Language/Linguistics, Language Acquisition II	Speaking/Listening 1B – Language Acquisition I
Writing about Culture. Language Acquisition II	- Writing/Grammar I B - Language Acquisition I - Reading/Vocabulary 1B - Language Acquisition I
Obstacles in Learning Dutch as a Second language	Writing/Grammar 1B - Language Acquisition I
Introduction to Second Language Acquisition, Linguistics II	Writing/Grammar 1B - Language Acquisition I
Writing about Language, Language Acquisition II	Writing about Culture. Language Acquisition II
Analysis of Poetry and Prose, Culture II	Reading/Vocabulary 1B - Language Acquisition I
Academic Reading and Writing, Language Acquisition III	all components of Language Acquisition II
Thesis Seminar	all components of the first and second year and Academic Writing, Language Acquisition III
Bachelor's Thesis	all components of the first and second year and Academic Writing, Language Acquisition III

## Chapter 6 Student Counselling and Study Advice

### Article 6.3 Study Advice

6.3.2 The programme imposes additional requirements regarding components that have to be completed for the first binding study advice referred to in 6.3.1. These are listed in the faculty section of the OER.

## Chapter 7 Evaluation of the programme

### Article 7.1 Evaluation of the programme

The programme is evaluated as follows:

- course evaluations
- programme evaluation

The Programme Committee advises the Programme Board based on the outcomes of the evaluation.

## Appendix F Transitional provisions

### Changes in the programme

Due to changes in the Dutch Studies programme as of September 1, 2026, some of the components changed. Students from cohort 2025-2026 and earlier can consult the following chart to see which transitional arrangement is valid if a component, not offered since 2026-2027 any longer, still needs to be done.

<b>Transition arrangement, 1<sup>st</sup> year component BA Dutch Studies</b>	
<b>Course in old programme</b>	<b>Transition arrangement</b>
Inleiding Nederlandse taalkunde	Structuren van het Nederlands
<b>Transition arrangement, 2<sup>nd</sup> year component BA Dutch Studies</b>	
<b>Courses in old programme</b>	<b>Transition arrangement</b>
Core curriculum course Introduction to Literary Theory (for students with the specialization Culture)	Core curriculum course Humanities in a Digital World