



M Logic
University of Amsterdam (UvA)

© 2026 Academion

www.academion.nl
info@academion.nl

Project code P2419

Contents

- Summary 4
 - Score table 5
- Introduction..... 6
 - Procedure..... 6
 - Panel 7
 - Information on the programme 7
- Description of the assessment..... 8
 - Organization 8
 - Recommendations previous panel 8
 - Standard 1. Intended learning outcomes 9
 - Standard 2. Teaching-learning environment..... 11
 - Standard 3. Student assessment 17
 - Standard 4. Achieved learning outcomes 20
 - General conclusion 20
 - Recommendations 20
- Appendix 1. Intended learning outcomes 21
- Appendix 2. Programme curriculum..... 22
- Appendix 3. Programme of the site visit..... 23
- Appendix 4. Materials..... 24

Summary

Standard 1. Intended learning outcomes

The panel studied both the profile and the learning goals (EQs) of the programme, and conversed with students, staff and management during the site visit. The profile is clear, focussing on academic rigour and research skills, reflecting the inherent interdisciplinarity of the field of Logic. The specializations that the programme offers its students are both a good way to guide students through the programme and allow students to shape their studies to their own interests within the interdisciplinary field. The panel commends the programme on their strong academic profile. The EQs are of clear MSc level, reflecting the interdisciplinarity and the academic focus of the programme's profile. According to the panel, they show a distinct alignment with the expectations of the field, both national and international, listing goals relevant to the current developments therewithin.

Standard 2. Teaching-learning environment

The panel reviewed curriculum documentation and consulted students and staff on its implementation. It concludes that the programme's curriculum is coherent, well structured, and clearly aligned with its ILOs across courses and specializations. The academic orientation is excellent, with high-level, information-dense courses that offer a challenging learning curve valued by students. Content reflects key developments in Logic, with ongoing reflection on AI. Teaching methods effectively develop research and professional skills. The panel recommends making research ethics mandatory and advises the programme to strengthen its professional orientation by clarifying non-academic career pathways for graduates. The panel also advises the programme to implement checks and balances to ensure the EQs are covered in each individual student's curriculum. Codifying this makes the programme more futureproof, and also ensures that any changes that will be made in the curriculum are still aligned with the programme's EQs. The panel advises the programme to specifically evaluate the ILOs of the thesis course, and to decide whether or not Formal Methods should be a part of these thesis ILOs.

The panel finds the admission requirements clear and appropriate to the programme's level, and concludes that the guidance and support system is adequately organized. Students have access to multiple mentors, supervisors, and counsellors, and facilities for students with impairments are well arranged. The curriculum is feasible within two years, though demanding and academically ambitious. While students value this challenge, it can lead to workload pressure. The panel advises more explicit guidance on realistic workload management, greater attention to work-life balance, and clearer communication about non-academic career paths. Overall, the programme is highly student centred, with an approachable and supportive teaching community. The panel finds the teaching staff to be of excellent quality and considers members of the core staff to be leaders within their field. It does advise the programme to align the TA training for all courses, since there are inconsistencies in the quality among TAs. Offering the same training for all TAs should help get rid of these inconsistencies. Since the programme is internationally acclaimed and covers an international and interdisciplinary field of study, the panel concludes that the only right choice for a language of instruction is English, and agrees with this decision.

Standard 3. Student assessment

Based on documentation review and interviews with students and staff, the panel concludes that the MoL programme's assessment quality is very high. Course coordinators carefully oversee assessments, including grading by TAs, and staff are aware of assessment requirements. Discussions on the impact of GenAI are ongoing. Thesis assessment is robust, involving three or four staff members, always including an EB member who ensures alignment with thesis guidelines. Grading decisions are discussed thoroughly and well

substantiated among examiners. Despite this strength, the panel identifies concerns regarding transparency and operability of thesis assessment. Although quality assurance procedures are extensive, documentation is limited, grading guidelines are relative rather than criterion-based, and assessment forms lack clear justification of grades. The panel recommends improving transparency by substantiating grades clearly on assessment forms and converting thesis guidelines into a rubric with explicit criteria per (sub)grade. The panel advises clarifying the link between assessments and EQs, for example through an assessment matrix, to future-proof assessment practices.

The panel concludes that the Examination Board (EB) fulfills its legal duties to safeguard assessment quality, ensuring validity, reliability, and independence. The EB checks grading, including involvement in every individual thesis assessment, and has effective checks and balances. As a result of a recent organizational change that is ongoing, the EB currently lacks sufficient administrative support, which hinders optimal performance. The panel advises ensuring continuous and adequate administrative support so the EB can perform its legal responsibilities effectively. Additionally, while the EB reviews course grading, there are no formalized cyclical procedures for sampling course assessments or for calibration of assessment. Informal calibration occurs, but lacks consistency. The panel strongly recommends implementing formal cyclical calibration sessions and cyclical evaluation of thesis assessment and course assessments through structured sampling to better safeguard assessment quality.

Standard 4. Achieved learning outcomes

Having read the theses and the impressive list of publications of students, as well as other relevant documentation on the careers of graduates, the panel concludes that the master of Logic programme delivers excellent Logicians. The ambitious goals of the programme are clearly achieved, according to the panel.

Score table

The panel assesses the programme as follows:

M Logic

Standard 1: Intended learning outcomes	meets the standard
Standard 2: Teaching-learning environment	meets the standard
Standard 3: Student assessment	meets the standard
Standard 4: Achieved learning outcomes	meets the standard
General conclusion	positive

The assessment panel has reviewed the report and agrees with its contents. On behalf of the panel,

Prof. dr. Wiebe van der Hoek,
Chair
Date: 18 March 2026

Sarah Boer,
Secretary

Introduction

Procedure

Assessment

On 1 December 2025, the M Logic programme of the University of Amsterdam (UvA) was assessed by an independent peer review panel. The assessment followed the procedure and standards of the NVAO Assessment Framework for the Higher Education Accreditation System of the Netherlands (April 2024).

Quality assurance agency Academion coordinated the assessment upon request of the University of Amsterdam. Jessica van Rossum acted as coordinator in the cluster assessment and Sarah Boer acted as secretary for the assessment of the M Logic. They have been certified and registered by the NVAO.

Panel composition

Academion composed the peer review panel in cooperation with the institution and taking into account the expertise and independence of the members.

On 29 September 2025, the NVAO approved the composition of the panel. The coordinator instructed the panel chair on his role in the site visit according to the Panel chair profile (NVAO 2016) on 29 October 2025.

Preparation

The programme composed a site visit schedule in consultation with the coordinator (see appendix 3). The programme selected representative partners for the various interviews. It also determined that the development dialogue would be made part of the site visit. A separate development report was made based on this dialogue.

The programme provided the secretary with a list of graduates over the period 2022-2024. In consultation with the secretary, the panel chair selected 15 theses. They took the diversity of final grades and examiners into account, as well as the various tracks. Of the Logic and Computation track, 4 theses were selected, of the Logic and Language track, 1 thesis was selected. Of the track Logic and Mathematics 6 theses were selected and finally there were 4 theses selected of the Logic and Philosophy track. This selection reflected the number of graduates in each particular major/variant) proportionally.

Prior to the site visit, the programme provided the panel with the theses and the accompanying assessment forms. It also provided the panel with the self evaluation report and additional materials (see appendix 4).

The panel members studied the information and sent their findings to the secretary. The secretary collected the panel's questions and remarks in a document and shared this with the panel members. In a preliminary meeting, the panel discussed the initial findings on the self-evaluation report and the theses, as well as the division of tasks during the site visit. The panel was also informed on the assessment framework, the working method and the planning of the site visits and reports.

Site visit

During the site visit, the panel interviewed various programme representatives (see appendix 3). The panel also offered students and staff members an opportunity for confidential discussion during a consultation hour. One student or staff member requested a consultation. The panel used the final part of the site visit to discuss its findings in an internal meeting. Afterwards, the panel chair publicly presented the preliminary findings, general observations of the panel and suggestions for development themes.

Report

The secretary wrote a draft report based on the panel's findings and submitted it to the coordinator for peer assessment. Subsequently, the secretary sent the report to the panel for feedback. After processing this feedback, the secretary sent the draft report to the programme in order to have it checked for factual irregularities. The secretary discussed the ensuing comments with the panel chair and changes were implemented accordingly. The panel then finalized the report, and the coordinator sent it to the Faculty of Natural Sciences, Mathematics and Computing Science of the UvA.

Panel

The panel assessing the M Logic programme at the University of Amsterdam consisted of the following members:

- Prof. dr. W. (Wiebe) van der Hoek, Executive Pro Vice Chancellor at the Faculty of Science and Engineering, University of Liverpool (Chair);
- Prof dr. J. F. (John) Horty, Full Professor at the Philosophy Department and visiting professor at the Computer Science Department, University of Maryland;
- Prof. dr. H. (Henriette) de Swart, Professor French Language and Culture at the Humanities Faculty of Utrecht University (UU);
- Bonne Jongsmas, MSc, Alumna of the bachelor's programme Mathematics and the master's programme Artificial Intelligence at the University of Groningen (Student member).

Each panel member, the panel secretary and the programmes have filled out the Statement of Impartiality and non-disclosure agreement, as required by the NVAO. They can confirm that the assessment was carried out in complete independence.

Information on the programme

Name of the institution:	University of Amsterdam
Address:	Nieuwe Achtergracht 166, 1018 WS Amsterdam
Website:	www.uva.nl
BRIN-number:	21PK
Status of the institution:	Publicly funded institution
Result institutional quality assurance assessment:	Positive
Programme name:	Logic
ISAT number:	60226
Orientation of the programme:	Academic
Level of the programme:	Master (NLQF7)
Number of credits:	120 EC
Language of instruction:	English
Professional requirements:	no
Specializations or tracks:	Logic and Mathematics Logic and Computation Logic and Philosophy Logic and Language

Location:	Amsterdam
Mode(s) of study:	Fulltime
Awarded degree:	MSc
Submission date NVAO:	1 May 2026

Description of the assessment

Organization

The master's programme Logic is a part of the Faculty of Science of the University of Amsterdam. It started in 1995, and is offered by the Institute for Logic, Language and Computation (ILLC). The ILLC is the leading research institute in the interdisciplinary area dealing with the investigation of information, information exchange, and cognition with formal and mathematical methods. It covers the disciplines of mathematics, computational linguistics, linguistics, computer science, philosophy and artificial intelligence with staff members from the Faculty of Science and the Faculty of Humanities of the University of Amsterdam. The ILLC consists of seven research units, all of which supply the MSc Logic programme with teaching staff.

The programme management and specifically the programme coordinator is responsible for the organization of the programme, and consists of the programme director, the programme coordinator and the director of the graduate school of informatics. The Programme Committee, which consists of four student members, three staff members and a student secretary, and which is chaired by a member of staff, has two meetings per semester in which they discuss the curriculum and student evaluations. The Programme Committee advises the management on topics relating to the quality of the education. The programme also has an Admissions Board consisting of three members of staff who decide on which students to admit to the programme. The Examination Board of the programme is responsible for the quality of assessment and the safeguarding of rules and regulations. The Examination Board (EB) consists of five members of staff, one external member and one chairperson.

Recommendations previous panel

The panel that reviewed the master's programme Logic in 2020 provided it with one recommendation. It recommended the profile of the programme, recommending the programme to have any further growth of the programme in student numbers be matched by recruitment of extra staff. The programme has since then grown slightly in student numbers, which the programme has matched by increasing the number of mentors and overall lecturers involved. The number of mentors has increased from 17 in 2019 to 23 in 2025, the number of lecturers grew from 50 in 2019 to 56 in 2025. In particular the number of core lecturers has risen, from 37 in 2019 to 44 in 2025. The current panel concludes from these numbers that the programme has taken the recommendation seriously and has taken appropriate actions.

Standard 1. Intended learning outcomes

The intended learning outcomes tie in with the level and orientation of the programme; they are geared to the expectations of the professional field, the discipline, and international requirements.

Findings

Profile

The MSc Logic (MoL) programme is a two-year programme, with a focus on educating strong researchers who are well prepared for an academic career or a research based career in the professional field. The aim of the programme is to create an international, interdisciplinary and research-oriented learning environment in which students are educated as researchers in the area of Logic, Language and Information. The MoL offers students four specialization options: Logic and Computation (L&C), Logic and Language (L&L), Logic and Mathematics (L&M) and Logic and Philosophy (L&P). All specializations share a foundation in Logic, Language and Computer Science. The Logic and Computation track focuses on games in computer science, complexity theory and algorithms. The Logic and Language track offers courses that focus on formal models for natural language semantics and computational linguistics. Logic and Mathematics focuses on the mathematics of modal logic, mathematical analysis of games, and set and model theory. Logic and Philosophy offers courses on the philosophy of language and mind, and the cognitive sciences.

The multiplicity of disciplines with which the field of Logic overlaps, spanning both humanities and exact science based studies, makes it a unique field of expertise. The programme aims to teach students to integrate the rigour of exact sciences and the inventiveness of the humanities into their research. The goal is not only to teach students how to use existing tools, but also how to develop new technologies, and even design entire new areas of research. For this, students need to know how to search for foundations and aim at a full understanding. The MSc Logic programme aims to prepare students for an academic career, and provide them with the necessary research skills to obtain a PhD. Research-oriented skills are also the basis for students who pursue a career outside of academia, in fields such as management, consulting, teaching, data sciences and the ICT industry at large.

The MoL programme aims to offer students an open, research-based and flexible environment, where students can design their own curriculum with the support of their personal academic mentor. The educational vision of the programme is centred around the I³ System: Interdisciplinarity, Internationality and Individuality. Interdisciplinarity is emphasized because the programme spans several disciplines, and students are explicitly trained to transcend disciplinary boundaries. Internationality is important to the programme because the majority of the students are from outside of the Netherlands, which creates an international and culturally diverse learning environment. Individuality is strongly tied to the central goal of the programme, namely to educate academic professionals with a strong research profile based on the strength and interests of the individual student. This is translated into an open curriculum, with very few mandatory courses.

The panel read the documentation on the profile of the MoL, and talked with the programme representatives during the site visit. It concludes that the programme has a clear profile that is aligned with national and international expectations within its discipline. The focus on training students to become (academic) researchers fits the expectations of the international professional field, which largely exists within academia. The panel commends the programme on the strong academic aspect of the profile, which it considers an asset. The high academic aims and the ambitious goals of the programme are a clear indicator of its academic excellence, according to the panel. The specializations are a good way to offer students different

tracks, and cover the broad and interdisciplinary nature of the field of Logic. The panel feels that this interdisciplinary nature is clearly fundamental to the profile of the programme, and appreciates the opportunity the programme offers students to follow their interests through the specializations and elective space. The educational vision of the programme, centring around interdisciplinarity, internationality and individuality is coherently integrated in the programme's profile.

Exit Qualifications

The programme has translated its profile into eight different Intended Learning Outcomes, for which it uses the term Exit Qualifications (EQs) (see appendix 1). There are five different areas in which these EQs are divided: Interdisciplinary Research (1 EQ), Foundations and Advanced Knowledge (2 EQs), Formal Methods (1 EQ), Skills (3 EQs) and Intellectual Mobility (1 EQ). Some of these refer to the generic dimension of (academic) knowledge and skills, where others are more specific to the characteristics of the MoL. An example of the former is the EQ: "A graduate of the MSc Logic is able to formulate research questions placed in the correct scientific context and address these in a research plan". An example of a MoL specific EQ is the first Exit Qualification: "A graduate of the MSc Logic is able to explain and apply classical results and proof methods used in mathematical logic; apply proof-theoretic and model-theoretic techniques to prove theorems; explain applications of logic in computer science, linguistics, mathematics and philosophy."

To foster the alignment of the programme's Exit Qualifications with the expectations of the professional fields that students end up in, the programme has a Professional Advisory Board in place. This board consists of three alumni, currently working in- and outside of Academia, who advise the programme of the integration of work field developments into their profile, curriculum and EQs.

The panel studied the Exit Qualifications of the programme, and concludes that they are clearly of MSc level, and correspond to level NLQF 7. It also feels the EQs are a clear translation of the profile. The interdisciplinary nature of the programme is reflected in the EQs, as are the high academic aims and ambitions the programme sets for their education. The EQs are, according to the panel, clearly aligned with the expectations of the field, listing relevant goals and reflecting the current development within it.

Considerations

The panel studied both the profile and the learning goals (EQs) of the programme, and conversed with students, staff and management during the site visit. The profile is clear, focussing on academic rigour and research skills, reflecting the inherent interdisciplinarity of the field of Logic. The specializations that the programme offers its students are both a good way to guide students through the programme and allow students to shape their studies to their own interests within the interdisciplinary field. The panel commends the programme on their strong academic profile. The EQs are of clear MSc level, reflecting the interdisciplinarity and the academic focus of the programme's profile. According to the panel, they show a distinct alignment with the expectations of the field, both national and international, listing goals relevant to the current developments therewithin.

Conclusion

The panel concludes that the programme meets standard 1.

Standard 2. Teaching-learning environment

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

Findings

Curriculum

The full curriculum of the M Logic programme spans two years, exists of 120 EC and consists of several components. Core components, which are compulsory courses, track specific courses, research projects and restricted-choice electives, make up at least 72 EC. The thesis accounts for another 30 EC, which leaves a maximum of 18 EC elective space. The coursework takes up between 66 and 84 EC, depending on the individual student's choices concerning the research projects. In the free elective space, students can choose among the electives of the MSc Logic, and relevant specialised courses at other Dutch universities. Electives from other universities have to be approved by the exam committee, who ensures that the course in question helps the student achieve the Exit Qualifications. Track specific courses of other tracks are also options students can choose as elective course.

All students follow a set of compulsory core courses, which include the foundational courses (9 EC) Logic, Language and Computation, and Mathematical Proof Methods for Logic. Furthermore, each track has track-specific compulsory core courses, which are the following:

Logic & Computation (12 EC):	Computational Complexity; Information Theory;
Logic & Language (12 EC):	Meaning, Reference & Modality; Structures for Semantics;
Logic & Mathematics (18 EC):	Proof Theory; Model Theory; Rudiments of Axiomatic Set Theory;
Logic & Philosophy (12 EC):	Meaning, Reference & Modality; Philosophical Logic.

The curriculum each individual student has taken, has to be submitted before graduation for approval by the Examination Board and may not contain components that overlap substantially in content. In cases of uncertainty, the Examination Board (EB) determines whether components are too similar to be included together in the curriculum. To graduate, each student must complete at least 6 EC worth of Research Projects in addition to their master's thesis. In total, students can choose to fill their curriculum with a maximum of 24 EC of Research Projects. These projects come in two distinct forms: coordinated projects, which are offered in the periods free of regular teaching (January and June), and individual projects, offered at any time of the year. During a research project, students are guided by a PhD or Postdoc, and attend local research colloquia (lectures to deepen and broaden students' knowledge) and seminars. During the seminars, which are paired to some of the courses, students engage in discussion about the course material. Colloquia students attend can be organised either by the ILLC or other departments. During the year, there are several of these events taking place almost every week. Students are also encouraged to participate in international summer schools and obtain research project-credits that way.

The thesis trajectory of the programme starts with the student and their academic mentor discussing potential thesis supervisors. This should happen approximately 10 months before the thesis defense, which means students start thinking about their thesis at the start of their second year. The student has conversations about possible topics with potential supervisors. Once they have found a supervisor, this person guides them throughout the rest of the thesis trajectory, starting with an official agreement on the

thesis topic. Together with their supervisor, the student writes a description of the project and requests the EB for approval of this thesis. Additionally to their thesis project, the student has to request the EB the approval of their academic plan. The academic plan consists of the list of courses and projects that the student wants to graduate with. This includes curriculum components that have already been completed. This list cannot be changed once it has been approved of by the EB, just like the thesis topic cannot be changed after approval. Students can only request approval for their thesis project once they have completed 72 EC worth of coursework and research projects. If a student wants to defend their thesis between 1 June and 1 September of any given year, the requests for approval of the thesis project and the academic plan must be submitted before 1 March of that same year. The thesis length should be between 40 and 80 pages with the absolute maximum of 100 pages, excluding a bibliography. At least three weeks before the defense date, is the absolute deadline of the final version of the thesis.

The programme has translated the Exit Qualifications into their curriculum reflecting the focus on research skills and academic rigour. Through the implementation of research projects, of which each student has to complete at least 6 EC, the programme aims to ensure that each student familiarizes themselves not only with the theoretical, but also the more practical side of research. Professional skills like communication and working with others are also given a place in these projects. The curriculum of the programme is very open and flexible, allowing students to shape their own learning path and decide when to take which courses or research projects. The individual student chooses when they want to take a certain course, whether this be in the first or the second year of their studies. Any formal restrictions to this are described below. The exception to this are the coordinated research projects in January and June, and some of the first year courses, which are fixed. The thesis trajectory runs throughout the last semester of the programme. Other than the thesis trajectory, the mandatory courses and the fixed courses and coordinated research projects, students shape their own curriculum.

The programme uses a variety of teaching methods in their curriculum, among which tutorials, where students work on exercises under the supervision of either the course's main teacher or a teaching assistant. Sometimes courses are paired with seminar sessions, where students engage in discussions, mostly within courses in philosophy or cognitive science. Some courses use computer lab sessions. During research projects, teaching methods can take on a larger variety of forms, like group work and presentations, or the creation of a web-application, depending on the project and students.

The panel has studied documentation on the curriculum such as course work, research projects and the curriculum plan, and spoke to students and staff about their experiences with it in practice. It concludes that the curriculum of the programme is coherent, and well structured. The ILOs, or EQs are clearly translated within each specialization and course. The panel read some theses in which Formal Methods was not used. Since this one of the ILO's of the thesis course, the panel considers this undesirable. It advises the programme to evaluate the ILOs of the thesis course and to decide whether or not Formal Methods should be a part of these thesis ILOs. There is proportionate attention for every specialization, which the programme concludes from talking to the teaching staff and students from different specializations. The curriculum components are well aligned, and give structure and coherence to the curriculum. This also applies to the different specializations, which are designed well. The panel finds the academic orientation of the curriculum to be excellent with high level and information dense courses. Some of the courses have a steep learning curve, especially for students who are not yet acquainted with the topic of the course. The panel feels this is an asset, since students enjoy the academic challenge that the programme offers them. Content-wise, the panel finds the curriculum to be a solid representation of the most relevant topics within the field of Logic. The panel discussed the recent developments of AI in relation to the content of the MoL with the management of the programme, and understands this to be a topic of interest and adaptation within the

programme as well. The field of Logic closely relates to and teaches courses on Philosophy of Cognition and Computer Science, both of which are at the core of AI development. During the conversation with teaching staff, the panel was happy to conclude that the teaching staff of the different specializations are actively reflecting on course content and alignment on a regular basis, which further ensures coherence within each specialization. It was also satisfied with the variety of teaching methods that the MoL employs, noting that students are taught research skills in practice, as well as professional skills like presenting and working in groups. It did note that the topic of (research) ethics is not a mandatory aspect of the programme. Since research ethics is an important part of research, it recommends the programme to make this topic mandatory within the curriculum for all students.

The panel considers the EQs to be clearly translated into the curriculum, as stated above. However, the panel also concludes that official checks and balances to ensure that all EQs are covered within each curriculum component are falling a bit short. In restrictive electives and mandatory courses, and on specialization level, the EQs are covered, however the panel feels it would be wise to also ensure that all EQs are covered in each individual curriculum. It advises to put the checks and balances in place to ensure this happens on an individual level as well. Strengthening the role of the Board of Examiners in codifying this makes the programme more futureproof, and also ensures that any changes that will be made in the curriculum are still aligned with the programme's EQs. In order to ensure each individual student's curriculum covers all the EQs, the panel suggests to bring forward the moment students need to submit their Academic Plan, and have their plan approved before the start of their second year..

The panel feels that professional orientation for students who are not able or do not want to enter into a PhD position could be given more attention. After discussing this topic with both students and staff, and reading relevant documents, the panel concludes that the strong focus on academic excellence makes it less clear for students which other career options they have after graduating. Although research skills give students a solid foundation for an array of non-academic careers, the connection between the curriculum and the professional field outside of academia could be made clearer. The panel therefore advises the programme to offer students a more diverse palate of post-graduation perspectives, and communicate their options effectively.

Feasibility and guidance

The MSc Logic is a selective programme. Admission decisions are made by the Admissions Board (AB) according to the procedures outlined in the OER and published on the programme website. Applicants are expected to meet the following four criteria:

1. Relevant prior degree: a completed Bachelor's degree in Mathematics, Computer Science, Philosophy, or Linguistics, or equivalent qualifications.
2. Logic background: a solid foundation in logic, including basic results in mathematical logic such as completeness for first-order logic, as well as familiarity with formal reasoning and mathematical proofs.
3. Academic excellence: a strong academic record, particularly in subjects relevant to the MSc Logic.
4. English language requirement: compliance with the English-language standards set by the University of Amsterdam.

Applicants must complete an online application form addressing these criteria. They must also submit a CV, transcripts and diplomas, a motivation letter, contact details of two academic referees, and, when applicable, English-language test results. Applications are assessed by at least two members of the AB, who evaluate criteria 1-3 and issue a recommendation of "accept," "borderline," or "reject." The English

requirement is reviewed separately by the International Office. The final decision is made by the AB chair. Applicants who meet all three criteria are typically recommended for acceptance, though the AB may admit candidates who do not meet every requirement, especially when limitations at their previous university prevented them from taking certain courses. Academic excellence carries the most weight, while some flexibility may be applied regarding prior degree or logic background.

The MoL programme informs their students on expectations surrounding their thesis, examinations and where they can find appropriate support in several ways. Students can easily approach their academic mentor with any questions they have, who is assigned to them at the start of their first year. This mentor guides the student throughout their curriculum. Information on a specific course's exams, planning and course work is communicated to students in the study guides. On the MoL webpage, students can find additional information about, among other things, the thesis trajectory, the exam regulations and where to find support.

Students are guided through the programme in several ways, with the help of different mentors. An academic mentor, a student mentor, a non-academic mentor and the programme coordinator are all available to provide support for the individual student. Upon arrival, each new student is paired with an academic mentor from among the core staff of the programme. The academic mentor helps the student design their curriculum, and are able to mediate between the student and other teachers in case of problems. They also give career advice and help with finding a thesis supervisor. Another manner in which students are supported is by the help of the student mentors. Each new student is assigned a student mentor for their first semester, who is in their second year of the MoL, and can help the new student with the practical problems they might run into. Student mentors also provide a social link between cohorts. The last individual mentor is the non-academic mentor, who help students that are interested in a career outside of academia. These mentors are approached by the students themselves, and not assigned at the start of their studies. They are mainly supporting the student by offering career advice, as all are MoL alumni who successfully pursue a career in the professional field. Lastly, students can turn to the programme director for information on their studies. Additionally to these programme specific mentors, there is a faculty wide study advisor who helps students of the MoL programme with any problems they might encounter during their progression through the programme. A further special feature of the MSc Logic is the MoL Room, a space with desks and blackboards, located within the ILLC, where students can work individually or in groups. Master of Logic students also have a social committee, Ex Falso, which regularly organizes gatherings and activities for the student community. Finally, the ILLC publishes a magazine for MoL students, edited by MoL students.

After enrolling in the programme, new UvA students with an impairment are referred to a student counsellor, who assesses their support needs, such as dyslexia, neurodiversity, or physical or visual impairments, and provides advice to the programme. This is communicated to ensure all lecturers and teaching staff are aware of the advice. The Examination Board decides on assessment and examination facilities, which can be requested only after positive advice from the student counsellor. Decisions on exceptions in educational facilities are formally made by the Director of Education. The student counsellor may refer students to the study adviser, who evaluates their needs and consults with the programme coordinator when necessary. For non-standard or complex support needs, customised solutions are provided. The health and safety officer coordinates practical accommodations, such as rest rooms for students with specific functional limitations. FNWI also offers contemplation rooms as standard facilities, providing quiet, low-stimulus spaces for meditation, prayer or reflection. Students with Autism Spectrum Disorder (ASD) can access specialised counselling and support from trained student assistants, with guidance from study advisers who have

expertise in ASD. These advisers can be consulted by students and lecturers regarding educational facilities or customised solutions.

The Faculty of Science organises social activities suitable for students with ASD, open to all students. UvA also hosts communities for students with specific needs, and study advisers can refer students to these communities to support inclusion and belonging.

The panel studied the admission requirements and considers them to be very clear and fitting with the level of motivation and dedication that future students need to complete the programme. The panel also studied the guidance system, and concludes that it is adequately set up. Students are supported by a multitude of mentors and supervisors, allowing them enough opportunity to seek help if they encounter problems throughout their trajectory. Students receive information on programme wide or study-related topics from several sources, such as their academic mentor, the student counsellor and student mentors. Course specific information on things like assessment, is shared by teachers and in the specific course guides. The facilities and regulations for students with an impairment are arranged faculty wide. The panel concludes that the system to support students who need these facilities is adequate. Students are offered support specific to their needs, and teachers are made aware of any arrangement the student makes if relevant to their course.

The panel finds the feasibility of the curriculum sufficient for a two year programme. After talking to students and reading the student chapter, it concludes that although it is a demanding programme, the curriculum itself is doable. The programme itself fosters an ambitious atmosphere, which students value. At the same time, this can also lead to students overloading themselves with course work. Apart from their own ambition, the focus on academic excellence and the accompanying self-evident choice for a PhD could also be a factor in the pressure students experience. The panel concluded that even though mentors are said to advise students not to take on too much, more explicit guidance in managing their workload in a realistic manner could help alleviate the pressure some students experience, as could focussing more on careers outside of academia. The panel advises the programme to integrate this attention to work life balance more explicitly into their guidance system.

After talking to the students and staff during the site visit, the panel was happy to conclude that the programme is very student centred. There is a lively student- and teaching community, that is very tight knit. Teachers and tutors are easily approachable, students can walk into the office hours and find teachers to be very willing to help them any way they can. This in addition to the elaborate mentor system makes the programme very student centred, according to the panel.

Teaching staff

The MoL programme is offered by a core staff, existing of 44 teachers who all have a PhD, and almost all of whom have a UTQ (93%). This core staff exists of permanent staff members of the ILLC (or Informatics Institute (IvI)), and includes the programme officials and MoL academic mentors. There is also a large number of teaching staff who are teaching electives from other programmes, which are offered within the MoL programme. This amounts to more than 60 courses, which are offered by lecturers outside of ILLC or even the UvA. Tutorials are often taught by teaching assistants (TAs), who fall under the supervision of a course coordinator. The programme management ensures alignment of those courses with the programme's ILOs. The final responsibility for a course is always due to the coordinator, including the grading of assignments or exams.

The panel studied the list of teaching staff and spoke to members of the core staff during the site visit. It appreciates that all core staff members have a PhD. It is happy to conclude that they are of excellent quality and are considered leaders within their field. During conversations with the students of the programme and

from the student chapter, the panel concludes that there are inconsistencies within the quality of the teaching assistants. Since TAs take on many teaching tasks, for instance during tutorials, the panel advises the programme to ensure consistency among TAs. The procedure for training TAs should be the same for all course coordinators, who supervise the TAs. Codifying this procedure could help ensure the same level for all TAs.

Language

The MoL programme is taught in English, since it is an internationally acclaimed programme that has a unique position in the international field of Logic. The panel concludes that the choice for English is the only right choice for this programme. Since the programme is of outstanding international acclaim, many of the students and teaching staff are non-Dutch speaking. The international nature of the academic field of Logic makes it all the more obvious to choose English as a language of instruction, according to the panel.

Considerations

The panel reviewed curriculum documentation and consulted students and staff on its implementation. It concludes that the programme's curriculum is coherent, well structured, and clearly aligned with its ILOs across courses and specializations. The academic orientation is excellent, with high-level, information-dense courses that offer a challenging learning curve valued by students. Content reflects key developments in Logic, with ongoing reflection on AI. Teaching methods effectively develop research and professional skills. The panel recommends making research ethics mandatory and advises the programme to strengthen its professional orientation by clarifying non-academic career pathways for graduates. The panel also advises the programme to implement checks and balances to ensure the EQs are covered in each individual student's curriculum. Codifying this makes the programme more futureproof, and also ensures that any changes that will be made in the curriculum are still aligned with the programme's EQs. The panel advises the programme to specifically evaluate the ILOs of the thesis course, and to decide whether or not Formal Methods should be a part of these thesis ILOs.

The panel finds the admission requirements clear and appropriate to the programme's level, and concludes that the guidance and support system is adequately organized. Students have access to multiple mentors, supervisors, and counsellors, and facilities for students with impairments are well arranged. The curriculum is feasible within two years, though demanding and academically ambitious. While students value this challenge, it can lead to workload pressure. The panel advises more explicit guidance on realistic workload management, greater attention to work-life balance, and clearer communication about non-academic career paths. Overall, the programme is highly student centred, with an approachable and supportive teaching community. The panel finds the teaching staff to be of excellent quality and considers members of the core staff to be leaders within their field. It does advise the programme to align the TA training for all courses, since there are inconsistencies in the quality among TAs. Offering the same training for all TAs should help get rid of these inconsistencies. Since the programme is internationally acclaimed and covers an international and interdisciplinary field of study, the panel concludes that the only right choice for a language of instruction is English, and agrees with this decision.

Conclusion

The panel concludes that the programme meets standard 2.

Standard 3. Student assessment

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

Findings

Assessment system

The assessment system is described in documentation such as the Teaching and Examination Regulations (TER), Rules and Guidelines for the Examination Board, guidelines for the assessment of MSc Theses and on AI. The assessment system of the MSc Logic is designed to ensure that graduates achieve the required level of competence while maintaining a process that is fair, coherent, transparent and accountable. To achieve this, the programme applies a broad range of assessment methods supported by a clear set of regulations and quality-assurance procedures. The assessment policy is guided by several principles: examinations should be of high quality and conducted with fairness and transparency; the independence and expertise of lecturers should be respected; students facing circumstances beyond their control should be treated with clemency; and unnecessary regulation should be avoided. In line with these principles, the programme maintains a streamlined system in which responsibility for assessment quality lies primarily with individual examiners and students, while coherence across the programme is safeguarded through a centralised thesis assessment procedure. Rules are designed to accommodate the needs of both lecturers and students, and additional top-down measures are implemented only when their effectiveness is demonstrated.

To graduate, the student's full study programme must be approved by the Examination Board. For this purpose, students submit a Thesis Project and an Academic Plan in the online platform Data Nose. These can be submitted only after all coursework has been completed except for a maximum of 18 EC. The thesis defense can take place only when all remaining components of the Academic Plan have been passed and all grades have been registered.

The panel read relevant documentation on the assessment in the MoL programme, and spoke to students and staff about it during the site visit. It concludes that the assessment quality of the programme is very high. Course coordinators are motivated to ensure that the assessment of their course is being done thoroughly, and safeguards the process of grading if done by TAs. Discussions about GenAI and how it impacts assessment are ongoing among staff. Teachers are aware of the assessment requirements.

Thesis assessment

The thesis in the MSc Logic has to represent a substantial piece of scientific work. It typically involves original research and must clearly demonstrate the student's ability to conduct independent research within an interdisciplinary environment. As part of their research training, students are expected to participate in the local academic community by attending research colloquia and seminars, such as the Computational Linguistics Seminar and the Computational Social Choice Seminar. During the thesis trajectory, students are required to present their ongoing work either at a plenary MSc Logic thesis presentation event or in a dedicated discussion with an ILLC staff member outside their supervisory team. Students are encouraged to do both to support the development of their research. Thesis examiners are appointed by the EB, who checks them on independency and expertise on the subject of the thesis. A thesis is always assessed by an assessment committee, which must consist of at least three people, including the supervisor(s). At least three members must have a PhD (all members must have a Master's degree). At least two members must be experts who were not involved in the thesis supervision. Every thesis committee is chaired by a member of the EB; this is an important factor in ensuring the coherence of grading standards across thesis. The committee produces a short text that justifies the grade given to the student, by relating their performance to five criteria: technical correctness, quality of writing, level of difficulty, research contribution, and

level of independence of the student.

The process of grading a thesis is executed by three or even four members of staff, of which there is always one EB member present. The EB member makes sure that final grade is aligned with the thesis guidelines. There are meaningful discussions on the grading amongst the examiners and the final grade is substantiated in a thorough manner. The panel had some concerns about the thesis assessment, especially in terms of transparency and operationality. There is an extensive procedure in place to safeguard the quality of the assessment of theses, as discussed above. However, the panel feels this process is contingent, since it is documented only marginally. The guidelines for grading the thesis are not tied to any specific criteria but instead seem to be relative to each other. The assessment forms of the theses only had a short summary of the final assessment, without any clear explanation on how the grade was substantiated. The panel feels this was not transparent, and discussed their concerns with staff members during the site visit. Staff members told the panel that they document more on the assessment process of each individual thesis in Data Nose, their internal system that is not accessible for people outside of the programme. The panel was happy to hear that examiners have documented their assessment process elsewhere, but emphasizes that the substantiation of the grade should be made clear on the assessment forms as well. It also recommends converting the assessment guidelines for the thesis into a rubric, with criteria for each (sub)grade that will help make the assessment procedure more transparent. The panel stresses that because a member of the EB is involved in every thesis assessment, quality and consistency of the thesis assessment is being safeguarded. The recommendations on thesis assessment are aimed at making the process more transparent, operational and future-proof.

Furthermore, the panel advises the programme to explicate the connection between thesis assessment and EQs. It was not always clear to the panel which EQs the programme hoped to assess with the different components. An assessment matrix might help to clarify this. The panel trusts the programme that all EQs are covered in the assessment of the thesis,, however the panel feels it is important to future-proof and operationalize this part of the assessment as well to better safeguard it.

Examination Board

The Examination Board (EB) of the MoL programme consists of one chairperson, one external member, and five regular members. All of them are experts in the field of Logic, and are appointed by the dean. When appointing a new member, the dean first consults with the EB. It is the final responsibility of the dean to guarantee that the EB can function independently and competently. The EB is solely responsible for the assessment of the MoL programme, and does not have any other programmes under its wing. Among the duties of the EB is to ensure the quality of examinations, to establish guidelines for and instructions on grading, to admit students to the programme, to appoint examiners, and to grant students permission to take a set of electives. The EB meets twice a year, or more depending on necessity. It reports annually on its activities, and draws up an annual plan.

The panel has studied relevant documentation on the EB, such as the Rules and Guidelines EB MoL and the TER. It interviewed members of the EB during the site visit, and concludes that the EB is performing its legal duties to safeguard the assessment quality in terms of transparency, reliability and independence. The EB is checking the grading of student's assessment, and is involved in the grading of every individual thesis to ensure alignment with the guidelines on thesis assessment. Checks and balances are in place, and documentation on how the EB performs its duties is complete. During the conversation with the EB, its members informed the panel on a recent change in organizational structure, which means that any administrative support the EB receives is now arranged at faculty level instead of programme level. Since this process is still ongoing, the EB is currently working with less support than they need to perform

optimally. The panel stresses that it is vital for the EB to receive sufficient administrative support at all times to perform their legal duties optimally.

During the interview and after reading the documentation, the panel also concluded that improvements should be made to safeguard the assessment quality of the programme's courses on a cyclical basis. The EB checks grading of the courses, but does not as of yet have a cyclical procedure formalized to take samples from specific courses. Neither does there exist a cyclical procedure for the calibration of assessment on both courses and thesis. This calibration happens within each specialization on an informal basis, but the panel feels it is needed to formalize this to safeguard the process to keep a more consistent check on the assessment quality. It strongly recommends improving the safeguarding of assessment quality by implementing cyclical calibration sessions on assessment, and cyclical evaluation moments for course assessment by taking samples.

Considerations

Based on documentation review and interviews with students and staff, the panel concludes that the MoL programme's assessment quality is very high. Course coordinators carefully oversee assessments, including grading by TAs, and staff are aware of assessment requirements. Discussions on the impact of GenAI are ongoing. Thesis assessment is robust, involving three or four staff members, always including an EB member who ensures alignment with thesis guidelines. Grading decisions are discussed thoroughly and well substantiated among examiners. Despite this strength, the panel identifies concerns regarding transparency and operability of thesis assessment. Although quality assurance procedures are extensive, documentation is limited, grading guidelines are relative rather than criterion-based, and assessment forms lack clear justification of grades. The panel recommends improving transparency by substantiating grades clearly on assessment forms and converting thesis guidelines into a rubric with explicit criteria per (sub)grade. The panel advises clarifying the link between assessments and EQs, for example through an assessment matrix, to future-proof assessment practices.

The panel concludes that the Examination Board (EB) fulfills its legal duties to safeguard assessment quality, ensuring validity, reliability, and independence. The EB checks grading, including involvement in every individual thesis assessment, and has effective checks and balances. As a result of a recent organizational change that is ongoing, the EB currently lacks sufficient administrative support, which hinders optimal performance. The panel advises ensuring continuous and adequate administrative support so the EB can perform its legal responsibilities effectively. Additionally, while the EB reviews course grading, there are no formalized cyclical procedures for sampling course assessments or for calibration of assessment. Informal calibration occurs, but lacks consistency. The panel strongly recommends implementing formal cyclical calibration sessions and cyclical evaluation of thesis assessment and course assessments through structured sampling to better safeguard assessment quality.

Conclusion

The panel concludes that the programme meets standard 3.

Standard 4. Achieved learning outcomes

The programme demonstrates that the intended learning outcomes are achieved.

Findings

Graduates of the programme largely continue to a PhD position, several of them now hold tenured faculty positions at universities all over the world. Graduates who enter into the professional field end up in leadership positions within the public sector, industry or NGOs around the world. Examples of this are management consultant firm McKinsey or ProRail.

The programme supplied the panel with extensive documentation on the academic rigour and success of their alumni and current students, such as lists of publications and awards. The panel concludes from these lists and conversations they had with staff and students that the programme makes true on its ambitious Exit Qualifications. The panel studied 15 theses and found the academic level of the theses to be generally high, with a substantial part of them being publishable or published in renowned academic journals. The international acclaim of the programme is deserved, according to the panel.

Considerations

Having read the theses and the impressive list of publications of students, as well as other relevant documentation on the careers of graduates, the panel concludes that the master of Logic programme delivers excellent Logicians. The ambitious goals of the programme are clearly achieved, according to the panel.

Conclusion

The panel concludes that the programme meets standard 4.

General conclusion

The panel's judges that the master's programme meets all four standards. The panel's assessment of the programme is therefore positive.

Recommendations

1. Add the topic of research ethics to the compulsory part of the curriculum for all students.
2. Implement formal cyclical calibration sessions on the assessment theses and cyclical evaluation of course assessments through structured sampling of the Examination Board to better safeguard assessment quality.
3. Convert the assessment guidelines for the thesis into a rubric, with criteria for each (sub)grade that will help make the assessment procedure more transparent.

Appendix 1. Intended learning outcomes

On the basis of the acquired knowledge, understanding and skills, students that have successfully completed the programme are able to carry out research in the interdisciplinary area of Logic, Language and Information, within academia (e.g., continuing their education with doctoral studies) or outside the academia.

1. The insight of a graduate of the MSc Logic is based on a solid foundation in the most important aspects of logic, and its applications in computer science, linguistics, mathematics and philosophy; and a specialized knowledge at an advanced level of one or more of the following research areas: Logic & Computation, Logic & Language, Logic & Mathematics, Logic & Philosophy. More specifically, a graduate of the MSc Logic is able to

- explain and apply classical results and proof methods used in mathematical logic; apply proof-theoretic and model-theoretic techniques to prove theorems; explain applications of logic in computer science, linguistics, mathematics and philosophy;
- critically evaluate, apply and integrate advanced results and theories in their field of specialization (Computation, Language, Mathematics or Philosophy) based on an awareness of its research traditions and conventions;
- analyze and model complex structures using formal methods, including at least one of the following types: predictive formal models of complex linguistic phenomena; formal properties of mathematical structures; formal theories for philosophical investigation; algorithms, and information-theoretic, computational and probabilistic models.

2. The acquired skills lie in the area of research and communication. More specifically, a graduate of the MSc Logic is able to

- formulate research questions placed in the correct scientific context and address these in a research plan;
 - make a contribution to the theories and research methods in the area of expertise;
- Education and Examination Regulations 2023-2024 Part B Master's Programme in Logic 4
- collaborate with others in a multidisciplinary team;
 - deliver and defend presentations of their own work, both orally and in writing, following the conventions of their field of specialization.

3. Finally, a graduate possesses

- the intellectual mobility to transcend traditional boundaries between the academic disciplines that border their specialisation area.

Appendix 2. Programme curriculum

Curriculum Master of Logic 2025 - 2026										
	Semester 1					Semester 2				
	block 1		block 2		block 3	block 4		block 5		block 6
	September	October	November	December	January	February	March	April	May	June
Compulsory Core Courses (year 1) 9 EC	Mathematical Proof Methods for Logic (6 EC)		Logic, Language and Computation (3 EC)							
Compulsory Core Courses Logic & Computation 12 EC			Information Theory (6 EC)					Computational Complexity (6 EC)		
Compulsory Core Courses Logic & Language 12 EC	Meaning, Reference and Modality (6 EC)							Structures for Semantics (6 EC)		
Compulsory Core Courses Logic & Mathematics 18 EC	Rudiments of Axiomatic Set Theory (6 EC)		Proof Theory (6 EC)					Model Theory (6 EC)		
Compulsory Core Courses Logic & Philosophy 12 EC	Meaning, Reference and Modality (6 EC)		Philosophical Logic (6 EC)							
Restricted-Choice Elective Courses year 1 and 2 (?? EC)	Algorithmic Game Theory (6 EC)		Advanced Algorithms (6 EC)		Research Project (6 EC)	Dynamic Epistemic Logic (6 EC)		Advanced Topics in Computational Semantics (6 EC)		Interpretability & Explainability in AI (6 EC)
	Basic Probability: Theory (3 EC)		Advanced Neural and Cognitive Modelling (6 EC)			FGW: Semantics and Philosophy (6 EC)		Automated Planning (6EC)		Research Project (6 EC)
	Introduction to the Philosophy of Language (6 EC)		Cognition and Language Development (6 EC)			Full-Stack Quantum Computing (6 EC)		Data-driven History of Ideas (6 EC)		
	Knowledge Representation and Reasoning (6 EC)		Deep Learning 1 (6 EC)			Functional Programming (6 EC)		Distributed Algorithms (6 EC)		
	Machine Learning and Language Models (6 EC)		Foundations of Neural and Cognitive Modelling (6 EC)			Logical Foundations of Quantum Mechanics (6 EC)		Game Theory (6 EC)		
	Meaning, Reference and Modality (6 EC)		How Music Works: Music Cognition (6 EC)			Mathematical Structures in Logic (6 EC)		Logic, Games and Automata (6 EC)		
	Philosophy of AI (6 EC)		Introduction to Python for Data Processing (6 EC)			Philosophy of Mathematics (6 EC)		Model Theory (6 EC)		
	Philosophy of Science (6 EC)		Logic and Conversation (6 EC)			Semantics and Philosophy (6 EC)		Natural Language Processing 2 (6 EC)		
	Rationality, Cognition and Reasoning (6 EC)		Logic, Data Examples, and Computational Learning			Syntax-Semantics Interface 2 (6 EC)		Quantum Cryptography (6 EC)		
	Recursion Theory (6 EC)		Natural Language Processing 1 (6 EC)			Topics in Formal Epistemology (6 EC)		Structures for Semantics (6 EC)		
	Rudiments of Axiomatic Set Theory (6 EC)		Philosophical Logic (6 EC)			Topology, Logic and Learning (6 EC)		Type Theory (6 EC)		
	Syntax-Semantics Interface 1 (6 EC)		Philosophy of Cognition (6 EC)			Homotopy Type Theory (8 EC)				
			Philosophy of Logic (6 EC)			Machine Learning Theory (8 EC)				
			Proof Theory (6 EC)			Seminar Mathematical Logic (3 EC)				
			Topics in Modal Logic (6 EC)							
			Category Theory (8 EC)							
			Introduction to Modal Logic (6 EC)							
		Quantum Computing (8 EC)								
		Quantum Information Theory (8 EC)								
Free-Choice Elective Courses (18 EC)										
Thesis (30 EC)							Thesis (30 EC)			

Appendix 3. Programme of the site visit

08.45-09.15 Welcome and panel preparation

09.15-10.00 Interview programme management

10.00-10.30 Internal panel session

10.30-11.15 Interview MSc students and alumni

11.15-12.15 Interview MSc of Logic staff

12.15-13.00 Lunch

13.00-14.00 Examination Board

14.00-15.00 Thematic Session Future of MoL

15.00-15.45 Internal panel session

15.45-16.30 Concluding session programme management

16.30-17.15 Concluding internal panel session

17.15-17.45 Oral feedback panel for all participants

17.45 Drinks at Common Room 1.21

Appendix 4. Materials

Prior to the site visit, the panel studied 15 theses Information on the theses is available from Academion upon request.

The panel also studied other materials, which included:

- Teaching and Examination Regulations, both general as programme specific
- Rules and Guidelines for the Examination Board MSc Logic
- Assessment policy documents on role division within the programme, the assessment of MSc Theses and on AI
- List of academic staff, including staff-teachers ratio
- List of programme officials consisting of:
 1. Management and Administration
 2. EB
 3. Programme Committee
 4. Academic Mentors
 5. Student mentors
 6. Professional Advisory Board
 7. Non-Academic Mentors
- Lists of student publications
- Lists of student awards
- Student and Alumni surveys, including the National Student Enquete
- Report of the Professional Advisory Board
- SWOT analysis