

# **Teaching and Examination Regulations**

## **Master's programme in Humanities (Research) Faculty of Humanities**

### **Academic year 2023-2024**

A. Faculty section

B1. Programme-specific section – general provisions

B2. Programme-specific section – content of programme

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## Section A: Faculty section

### 1. General provisions

#### Article 1.1 Applicability of the Regulations

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| 1. These Regulations apply to anyone enrolled in the programme, irrespective of the academic year in which the student was first enrolled in the programme.                                   | Advice OLC, approval FGV (9.38 sub b) |
| 2. These Regulations enter into force on 1 September 2023.  | Advice OLC, approval FGV (9.38 sub b) |
| 3. An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students. | Advice OLC, approval FGV (9.38 sub b) |

#### Article 1.2 Definitions

The following definitions are used in these Regulations (*in alphabetical order*) :

- a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;
- b. EC (European Credit): a course credit with a workload of 28 hours of study;
- c. examination: an assessment of the student's knowledge, understanding and skills relating to a unit of education. The assessment is expressed in terms of a final mark. An examination may consist of one or more partial examinations. A resit always covers the same material as the original examination;
- d. final examination: a master's programme consists of a master's examination;
- e. joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a specialisation or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;
- f. period: a part of a semester;
- g. practical exercise: the participation in a practical training activity or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:
- researching and writing a thesis or dissertation
  - carrying out a research assignment
  - taking part in fieldwork or an excursion
  - taking part in another educational learning activity aimed at acquiring specific skills, or
  - participating in and completing a work placement;
- h. pre-Master's enrollee: person enrolled in a pre-Master's programme, who is not a student from a legal perspective;
- i. programme: the totality and cohesion of the units of education, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
- j. SAP/SLM: the student information system (*Student Lifecycle Management*);
- k. semester: the first (September - January) or second (February - August) half of an academic year;
- l. specialisation: optional route of study within a degree programme indicating a deepening

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| m. student statute:   | of the context of the programme (e.g. interdisciplinary or multidisciplinary); sets out the rights and responsibilities of students on the one hand, and of Vrije Universiteit Amsterdam on the other hand, including those derived from the law and those derived from university regulations. The Executive Board (CvB) officially confirms the student statute once its completeness has been approved by the University Student Council (USC). |
| n. study guide:       | the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The study guide is available online at:<br><a href="https://studiegids.vu.nl/en">https://studiegids.vu.nl/en</a> ;  |
| o. study monitor:     | dashboard for students and academic advisers with data of the student that also provides insight into the student's study progress;  |
| p. subject:           | see 'unit of education';   |
| q. thesis:            | a unit comprising research into the literature and/or contributing to scientific research, always resulting in a written report;   |
| r. track:             | a study pathway within a broader Bachelor's or Master's degree programme, such as a fully English-language study pathway within a Dutch-language Bachelor's or Master's programme;   |
| s. unit of education: | a unit of study of the programme within the meaning of the WHW;  |
| t. university:        | Vrije Universiteit Amsterdam;  |
| u. WHW:               | the Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );   |
| v. workload:          | the workload of the unit of education to which an examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits.   |

The other terms have the meanings ascribed to them by the WHW.

## 2. Study programme structure

### Article 2.1 Structure of academic year and units of education

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|---|-----------------------------|
| 1. The study programme will be offered in a year divided into two semesters.  | Ordinance CvB, see appendix |
| 2. Every semester consists of three consecutive periods. The first two periods each consist of eight weeks, and the final period consists of four weeks.                                      | Ordinance CvB, see appendix |
| 3. A unit of education comprises 6 EC or a multiple thereof.  | Ordinance CvB, see appendix |
| 4. By way of exception to paragraph 3, the Executive Board may in special cases and on request of the Faculty Board, stipulate that a unit of education comprises 3 EC or a multiple thereof. | Ordinance CvB, see appendix |

## 3. Assessment and examination

### Article 3.1 Signing up for education and examinations

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| 1. Every student must sign up to participate in the units of education of the programme, the examinations and resits. The procedure for signing up is described in an annex to the student statute. | Ordinance CvB, see appendix |
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| 2. Signing up may only take place in the designated periods. | Ordinance CvB, see appendix |
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### Article 3.2 Type of examination

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| At the examiner's request, the Examination Board may permit a different form of examination than is stipulated in the study guide. | Advice OLC, approval FGV (7.13 l) |
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### Article 3.3 Oral examinations

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| An oral examination is public unless the Examination Board determines otherwise. | Advice OLC; approval FGV (7.13 l and n) |
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### Article 3.4 Determining and announcing results

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| 1. The examiner determines the result of a written examination within ten working days. However, the marking deadline for theses and final assignments (NB: this does not include tests, such as written assignments or papers, at the end of regular units of education) is no longer than twenty working days. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards. | Ordinance CvB, see appendix       |
| 2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at the latest within two working days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.  | Advice OLC; approval FGV (7.13 o) |
| 3. In the case of assessments other than oral or written examinations, the Examination Board determines in advance how and by what deadline the student will be informed of the results.  | Advice OLC; approval FGV (7.13 o) |

### Article 3.5 Examination opportunities

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| 1. a. Per academic year, two opportunities to take examinations will be offered for each unit of education.<br>b. By way of exception to a., the options for retaking practical exercises, work placements and theses are detailed in the relevant work placement manual, thesis manual or teaching regulations.   | Ordinance CvB, see appendix       |
| 2. The most recent mark will apply in the event of a resit. A resit is allowed for both passed and failed units of education.  | Ordinance CvB, see appendix       |
| 3. In case of a resit of a written assignment (such as a paper or essay) the following options exist:<br>a. The resit involves improving the assessed written assignment. In that case the examiner may set a maximum mark to be obtained.<br>b. The resit involves making (a) new assignment(s);<br>Before the start of the unit of education, the examiner will indicate in the course manual which option or which options (under which conditions) apply or applies to the course. | Advice OLC; approval FGV (7.13 j) |
| 4. The resit for a (partial) examination must not take place within ten working days of the announcement of the result of the (partial) examination being resat.   | Advice OLC; approval FGV (7.13 j) |
| 5. In case of partial exams and/or written partial assignments, the examiner will indicate before the start of the unit of education in the course manual how partial exams and/or partial assignments will be resat. The examiner may set a substitute assignment, taking into account the original learning objective to be tested.  | Advice OLC; approval FGV (7.13 j) |
| 6. The Examination Board may allow a student an extra opportunity to sit an examination if that student:   | Ordinance CvB, see appendix       |

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| <p>a. lacks only those credits to qualify for their degree; and</p> <p>b. has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons.</p> <p>The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical exercises and the Master's thesis. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.</p> |  |
| <p>7. If a unit of education is no longer offered in the following academic year, at least one additional opportunity will be provided to sit the examination(s) or parts thereof and a transitional arrangement will be included in section B.</p>   | <p>Advice OLC,<br/>approval FGV<br/>(7.13 j)</p> |

### Article 3.6 Marks

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| <p>1. Marks are given on a scale from 1 to 10 with no more than one figure after the decimal point.</p>  | <p>Ordinance CvB,<br/>see appendix</p> |
| <p>2. A final mark between 5 and 6 will be rounded to the nearest whole number: final marks below 5.5, rounded down; final marks of 5.5 or higher, rounded up. All other final marks will be expressed in whole or half marks.</p> | <p>Ordinance CvB,<br/>see appendix</p> |
| <p>3. To pass a given course or unit, a final mark of 6 or higher is required.</p>   | <p>Ordinance CvB,<br/>see appendix</p> |
| <p>4. The Examination Board can allow the use of symbols rather than numbers, for example V(voldaan = pass), G(goed=good), NVD(niet voldaan=fail), etc.</p>  | <p>Ordinance CvB,<br/>see appendix</p> |

### Article 3.7 Exemption

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| <p>1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if they:</p> <p>a. have either passed a unit of education at a university of applied sciences (HBO) or research university (WO) that is equivalent in terms of content and level;</p> <p>b. or have demonstrated through their work and/or professional experience that they have sufficient knowledge and skills with regard to the relevant unit of education.</p> | <p>Advice OLC;<br/>approval FGV<br/>(7.13 r)</p>     |
| <p>2. The Master's thesis is excluded from this exemption possibility.</p>   | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |

### Article 3.8 Validity period for results

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| <p>1. The validity period of examinations passed and exemption from examinations is unlimited, unless otherwise specified in Section B.</p>   | <p>Legal provision</p>                               |
| <p>2. The validity period of a partial examination is limited to the academic year in which it was sat or until the end of the unit of education concerned, as stipulated for the relevant unit of education in Section B. In exceptional circumstances, an examiner may deviate from this; this must be stated in the course manual at the start of the unit of education.</p> | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |

### Article 3.9 Right of inspection and post-examination discussion

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| <p>1. Within twenty working days after the announcement of the results of a written examination, but at least ten working days before the resit opportunity for that examination, the student can submit a request to inspect their assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time at which the inspection takes place will be announced on the VU.nl Dashboard or Canvas in all cases.</p> | <p>Advice OLC;<br/>approval FGV<br/>(7.13 p and q)</p> |
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| 2. If a collective post-examination discussion has been organised, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of their own.                      | Advice OLC;<br>approval FGV<br>(7.13 q)       |
| 3. Students who meet the requirements stipulated in paragraph 2 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at a time and location to be determined by the examiner within the regular timetable, on campus or online. | Advice OLC;<br>approval FGV<br>(7.13 p and q) |

#### 4. Academic student counselling and study progress

##### Article 4.1 Administration of study progress and academic student counselling

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| 1. The faculty board is responsible for the correct registration of the students' study results. After the assessment of a unit of education has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at their disposal in the VU.nl Dashboard. | Advice OLC;<br>approval FGV<br>(7.13 u) |
| 2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by <ol style="list-style-type: none"> <li>a. The Student Counsellor</li> <li>b. Student psychologists</li> <li>c. Faculty academic advisers</li> </ol>  | Advice OLC;<br>approval FGV<br>(7.13 u) |

##### Article 4.2 Facilities for students with a disability

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| 1. A student with a disability can submit a request via the VU.nl Dashboard to qualify for one or more special facilities with regard to teaching, practical exercises and examinations. These facilities will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a unit of education or an examination. In all cases, the student must fulfil the exit qualifications for the study programme. | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 2. The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices.  | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 3. Students who have been diagnosed with dyslexia must provide a statement from a BIG-, NIP- or NVO-registered professional who is qualified to conduct a psychological evaluation.  | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 4. The faculty board, or the person acting on behalf of the faculty board, decides on teaching facilities and facilities regarding logistics. The Examination Board will decide on requests for facilities with regard to examinations.  | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 5. In the event of a positive decision in response to a request as referred to in paragraph 1, the student can make an appointment with the academic adviser to discuss the details of the provisions.   | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 6. A request for one or more facilities can be refused if it would place a disproportionate burden on the organisation or the resources of the faculty or university were it upheld. Any such refusal will be substantiated.   | Advice OLC;<br>approval FGV<br>(7.13 m) |
| 7. If the disability justifies an extension of the examination time, the responsible person on behalf of the Examination Board will register in SAP this entitlement to an extension. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures. The student can consult the study monitor to check which facilities  | Advice OLC;<br>approval FGV<br>(7.13 m) |



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| have been granted to them.  |   |
| 8. The decision as referred to in paragraph 5 may specify a limited validity of the facilities granted. | Advice OLC;<br>approval FGV<br>(7.13 m) |

## 5. Hardship clause

### Article 5.1 Hardship clause

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| In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness or unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examination Board. | Advice OLC;<br>approval FGV<br>(9.38 sub b) |
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## Section B1: Programme specific – general provisions

### 6. General programme information and characteristics

#### Article 6.1 Study programme information

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| The programme Humanities (research) CROHO number 60958 is offered on a full-time basis. | Advice OLC; approval FGV (7.13 i) |
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#### Article 6.2 Teaching formats used and modes of assessment

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| <p>1. The degree programme uses the following teaching formats:</p> <ul style="list-style-type: none"> <li>- Lecture</li> <li>- Seminar</li> <li>- Tutorial</li> <li>- Excursion</li> <li>- Practical exercise</li> <li>- Internship.</li> </ul>  | Advice OLC; approval FGV (7.13 x) |
| <p>2. The degree programme uses the modes of assessment listed below, as written in the Study Guide. The modes of assessment that the student actually encounters can depend on the specialization they choose.</p> <ul style="list-style-type: none"> <li>- Written examination</li> <li>- Take home exam</li> <li>- Oral exam</li> <li>- (Written/oral) assignment</li> <li>- Online test</li> <li>- Paper</li> <li>- Essay</li> <li>- Poster</li> <li>- Portfolio</li> <li>- Participation</li> <li>- Presentation</li> <li>- Multiple choice test</li> <li>- Group project</li> <li>- Internship report</li> <li>- Thesis.</li> </ul> | Advice OLC; approval FGV (7.13 l) |

#### Article 6.3 Academic student counselling

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| <p>1. The programme offers the following counselling in addition to the student counselling mentioned in Section A: Mentoring. At the start of the study programme, the programme coordinator introduces each student to their mentor, who determines the programme together with the student (including optional subjects, research school and other electives such as an internship and foreign exchange). The mentor remains the permanent contact person for the student for the full length of the programme.</p> | Advice OLC; approval FGV (7.13 u) |
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### 7. Further admission requirements

#### Article 7.1 Intake date(s)

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| The programme starts on 1 September. | Advice OLC; |
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|  | approval FGV<br>(9.38 sub b) |
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### Article 7.2 Admission requirements

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| <p>1. Admission to the Master's programme is possible for an applicant who has obtained a Bachelor's degree at an institution of academic higher education, which demonstrates the following knowledge, understanding and skills:</p> <ol style="list-style-type: none"> <li>a. knowledge: specialized knowledge of one discipline within the Humanities; general knowledge of the main disciplines and research topics within the Humanities;</li> <li>b. understanding: a thorough understanding of the academic research process; a basic understanding of the concept of interdisciplinarity; a basic understanding of the challenges and benefits of international collaboration; a basic understanding of the relevance of Humanities in society;</li> <li>c. skills: critical thinking; good writing, speaking, and research skills; ability to reason effectively, to construct a coherent line of argument, and to present it with clarity; the capacity to engage with alternative perspectives and/or new information; powers of analysis; ability to arrive at original lines of questioning based on a profound knowledge of the research subject; accuracy.</li> </ol> <p>Admission to the Master's programme is possible with a Bachelor's degree in one of the Humanities disciplines History, Philosophy, Linguistics, Literature or Art, or an interdisciplinary Bachelor's programme (such as Liberal Arts &amp; Sciences, Arts and Culture Studies, PPE, PPLE, Political Sciences, Anthropology, European Studies, American Studies, Global Studies, Digital Society, Computer Sciences, Digital Humanities, or Environmental Humanities or Environmental Studies). For additional criteria per track, see 7.2.2.</p> | <p>Advice OLC,<br/>approval by FGV<br/>(9.38 sub b)</p> |
| <p>2. Applicants who wish to follow the track <b>Philosophy</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>a. knowledge: applicants who wish to follow the track Philosophy must have a solid background with a minimum of 30 EC in philosophy.</li> <li>b. understanding: an understanding of academic methodologies.</li> <li>c. skills: an ability to analyse philosophical texts; the capacity to discuss developments in philosophy in a wider societal context, and to use theoretical writings.</li> </ol> <p>This can be shown through a transcript of records, or a relevant paper or thesis.</p> <p>Applicants who wish to follow the track <b>Linguistics</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>a. knowledge: a solid background with a minimum of 30 EC in either linguistics, computer sciences and/or AI.</li> <li>b. understanding: an understanding of methodologies in one or more of the relevant disciplines (linguistics, computer science and AI) in empirical modelling and data driven approaches.</li> <li>c. motivation: applicants for Human language Technology, should have a clear interest in an interdisciplinary study that combines knowledge and skills in the fields of linguistics, AI and computer science.</li> </ol> <p>This can be shown through a transcript of records, or a relevant paper or thesis.</p>   | <p>Advice OLC,<br/>approval by FGV<br/>(9.38 sub b)</p> |

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| <p>Applicants who wish to follow the track <b>Critical Studies in Art and Culture</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>knowledge: a solid background with a minimum of 30 EC in either art history, architectural history, design studies or media studies;</li> <li>understanding: an understanding of methodologies in one or more of the relevant disciplines (art history, architectural history, design studies and media studies); awareness of the history and the potential of interdisciplinary exchange and collaboration between these fields;</li> <li>skills: an ability to analyse works of art and visual or material culture; the capacity to discuss developments in the arts and media in a wider societal context, and to use theoretical writings to shed new light on arts and media practices.</li> </ol> <p>This can be shown through a transcript of records, or a relevant paper or thesis.</p> <p>Applicants who wish to follow the track <b>Global History</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>knowledge: a solid background with a minimum of 30 EC in history;</li> <li>understanding: an understanding of methodologies in the field of history;</li> <li>skills: an ability to find and use source material; the capacity to discuss developments in historiography in a wider societal context, and to use theoretical writings.</li> </ol> <p>This can be shown through a transcript of records, or a relevant paper or thesis.</p> <p>Applicants who wish to follow the track <b>Environmental Humanities</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>knowledge: a background in literature, art history, history, linguistics, or philosophy, or in an ecological science with a minimum of 30 EC in one of the fields of literature, art history, history, linguistics, or philosophy;</li> <li>understanding: an understanding of methodologies in the fields of literature, art, linguistics, history, or philosophy;</li> <li>skills: an ability to critically analyse a diversity of primary sources (e.g. literary texts, archival maps, artworks); an ability to find, process, and critically reflect on secondary literature; the capacity to present analytical and critical arguments (orally and in written form).</li> </ol> <p>This can be shown through a transcript of records, or a relevant paper or thesis.</p> |  |
| <p>3. Applicants with a bachelor's degree obtained at an institution outside the Netherlands may be asked for additional methods to prove that they meet the admission requirements.</p>   | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |
| <p>4. Applicants should demonstrate that they have a sufficient level of proficiency in English by meeting at least one of the following standards, no more than two (2) years before the start of the programme at the VU Amsterdam:</p> <ul style="list-style-type: none"> <li>- (academic) IELTS: 7.0, with a minimum of 6.5 on each item;</li> <li>- TOEFL paper based test: 600, with a minimum of 55 on each component and 4.0 in TWE;</li> <li>- TOEFL internet based test: 100, with a minimum of 20-23 on each component.</li> </ul>  | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |

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| <p>5. Applicants who:</p> <ul style="list-style-type: none"> <li>- completed an English-taught secondary or higher education degree in Canada, the United States, the United Kingdom, Ireland, New Zealand or Australia, or</li> <li>- have earned a Bachelor's or Master's degree in an English-taught programme accredited by NVAO in the Netherlands, or</li> <li>- have earned a Bachelor's or Master's degree in an accredited English-taught programme in another member state of the European Union, or</li> <li>- have a Dutch VWO diploma, or</li> <li>- have obtained a Cambridge Certificate of Proficiency in English (CPE) or a Cambridge Certificate of Advanced English (CAE) with a score of A, B or C</li> <li>- have earned a VWO diploma or equivalent diploma in which English of a comparable level is required</li> </ul> <p>are exempted from the requirements referred to in paragraph 4.</p> | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |
|---|--|

### Article 7.3 Selection criteria

|   |  |
|---|--|
| <p>In addition to the admission requirements referred to in Article 7.2, the Faculty Board also sets the following selection criteria:</p> <ul style="list-style-type: none"> <li>- A high level of relevant knowledge and skills demonstrated by an average mark of at least 7.5 (or foreign equivalent) for relevant years or parts of the Bachelor's degree programme relevant to the track and at least a mark 7.5 (or foreign equivalent) for the Bachelor's thesis or similar final work.</li> <li>- Motivation for the programme, demonstrated by a letter stating the motivation for the programme showing evidence of enthusiasm, commitment, intellectual curiosity, genuine interest, perseverance, and capacity for sustained study.</li> </ul> | <p>Advice OLC;<br/>approval FGV<br/>(9.38 sub b)</p> |
|---|--|

### Article 7.3a Capacity restriction

Not applicable.

### Article 7.4 Pre-Master's programme

Not applicable.

## 8. Examinations and results

### Article 8.1 Sequence of examinations

|  |   |
|--|---|
| <p>Students may participate in examinations [or practical exercises] of the units below only if they have passed the examination or examinations for the components mentioned hereinafter:</p> <ul style="list-style-type: none"> <li>- Thesis after obtaining 60 EC.</li> </ul> | <p>Advice OLC;<br/>approval FGV<br/>(7.13 h, s &amp; t)</p> |
|--|---|

### Article 8.2 Validity period for results

|  |  |
|--|--|
| <p>If the student's skills, understanding or knowledge evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or replacement examination for a unit of education for which an examination was passed more than 6 years ago.</p> | <p>Advice OLC;<br/>approval FGV<br/>(7.13 k)</p> |
|--|--|

## Section B2: Programme specific – content of programme

### 9. Programme objectives, tracks/specializations, exit qualifications and language

#### Article 9.1 Workload

|   |                        |
|---|------------------------|
| The programme has a workload of 120 EC. | Advice OLC<br>(7.13 a) |
|---|------------------------|

#### Article 9.2 Tracks and/or specializations

|  |                          |
|--|--------------------------|
| <p>The programme has the following tracks:</p> <ul style="list-style-type: none"> <li>- Critical Studies in Art and Culture</li> <li>- Global History</li> <li>- Literature &amp; Contested Spaces (closed for admission as of 1 September 2023)</li> <li>- Linguistics</li> <li>- Philosophy</li> <li>- Environmental Humanities</li> </ul> | Approval OLC<br>(7.13 b) |
|--|--------------------------|

#### Article 9.3 Programme objective

|               |                        |
|---------------|------------------------|
| See appendix. | Advice OLC<br>(7.13 a) |
|---------------|------------------------|

#### Article 9.4 Exit qualifications

|  |                          |
|--|--------------------------|
| 1. See appendix.   | Approval OLC<br>(7.13 c) |
| 2. Language proficiency may be taken into account in the assessment of (interim) examinations. | Approval OLC<br>(7.13 c) |

#### Article 9.5 Language of instruction

|   |                                |
|---|--------------------------------|
| 1. The language of instruction is English.  | Approval OLC<br>(9.18)         |
| 2. The 'Gedragcode vreemde taal' (Code of conduct for foreign languages) applies. | Ordinance CvB,<br>see appendix |

## 10. Curriculum structure

#### Article 10.1 Composition of the programme

|   |                                |
|---|--------------------------------|
| 1. The programme comprises at least a package of compulsory units and an individual Master's thesis.                                    | Ordinance CvB,<br>See appendix |
| 2. Additionally the programme can offer: <ul style="list-style-type: none"> <li>- Practical exercises;</li> <li>- Electives.</li> </ul> | Advice OLC<br>(7.13 a)         |
| 3. Units of education are categorized as specialized (400), research oriented (500) and highly specialized (600) level.                 | Ordinance CvB,<br>See appendix |

#### Article 10.2 Compulsory units of education

|  |                         |
|--|-------------------------|
| See appendix. A detailed description per unit of education can be found in the Study Guide. All students must follow courses at least worth 10 EC of the elective space at one of the National Research Schools throughout the entire Research Master's programme. | Advice OLC;<br>(7.13 a) |
|--|-------------------------|

**Article 10.3 Elective units of education**

|  |                         |
|--|-------------------------|
| 1. See appendix. A detailed description per unit of education can be found in the Study Guide.   | Advice OLC;<br>(7.13 a) |
| 2. If the student wishes to take a different unit of education than listed, advance permission must be obtained in writing from the Examination Board. | Advice OLC;<br>(7.13 a) |

**Article 10.4 Practical exercise**

|  |              |          |       |                          |
|--|--------------|----------|-------|--------------------------|
| The following units can be considered as practical exercises:                                    |              |          |       | Approval OLC<br>(7.13 d) |
| Name of unit of education  | course code  | nr of EC | level |                          |
| Research Master Thesis HUM Art & Culture   | L_AAMPHUASCR | 30       | 600   |                          |
| Research Master Thesis HUM Global History  | L_AAMPHUGSCR | 30       | 600   |                          |
| Research Master Thesis HUM Literature  | L_AAMPHULSCR | 30       | 600   |                          |
| Research Master Thesis HUM Linguistics   | L_AAMPHUTSCR | 30       | 600   |                          |
| Research Master Thesis HUM Philosophy  | W_AAMPHUPSCR | 30       | 600   |                          |
| Research Master Thesis HUM Environmental Humanities  | L_AAMPHUESCR | 30       | 600   |                          |
| Methodologies  | L_AAMPALG020 | 6        | 400   |                          |
| Humanities Research Career Preparation   | L_AAMPALG006 | 6        | 600   |                          |
| Digital Humanities   | L_AAMPALG017 | 6        | 500   |                          |
| Research Projects 1A: Epistemology and Cognitive Science   | W_AAMPHUP005 | 6        | 400   |                          |
| Research Projects 2A: Moral and Political Philosophy   | W_AAMPHUP006 | 6        | 400   |                          |
| Tutorial Forensic Linguistics  | L_NCMPLIN007 | 6        | 500   |                          |
| Programming in Python for Text Analysis  | L_AAMPLIN021 | 6        | 500   |                          |
| Experiments in NLP   | L_AAMPLIN032 | 3        | 500   |                          |
| Machine Learning for NLP (RM)  | L_AAMPLIN019 | 9        | 500   |                          |
| Interdisciplinary Community Service Learning: Defining Challenges in a Multi-Stakeholder Context | AM_1254      | 3        | 400   |                          |
| Humanities Career Preparation for i-CSL  | L_AAMPALG019 | 3        | 500   |                          |
| Entrepreneurship in BP&T   | XM_0013      | 6        | 400   |                          |

**Article 10.5 Participation in practical exercises and seminars**

|  |                          |
|--|--------------------------|
| 1. In the case of a practical exercise, students must attend at least 80% of the sessions. Should students attend less than 80%, they must repeat the practical exercise, or the examiner may have one or more supplementary assignments issued. | Approval OLC<br>(7.13 d) |
| 2. In the case of a seminar, students must attend at least 80% of the sessions. Should students attend less than 80%, they must repeat the seminar, or the examiner may have one or more supplementary assignments issued.                       | Approval OLC<br>(7.13 d) |

**11. Evaluation and transitional provisions****Article 11.1 Evaluation of the education**

|  |                           |
|--|---------------------------|
| The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework. | Approval OLC<br>(7.13 a1) |
|--|---------------------------|

### Article 11.2 Transitional provisions

|  |                           |                        |
|--|---------------------------|------------------------|
| By way of departure from the Teaching and Examination Regulations currently in force, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations: |                           | Advice OLC<br>(7.13 a) |
| <b>Cancelled course</b>  | <b>Replacement course</b> |                        |
| Core Course Contesting Spaces<br>(L_AAMPALG011)  | Tutorial                  |                        |
| Core Course RMA Literature & History<br>(L_AAMPALG021)   | Tutorial                  |                        |
| Core Course National Historiographies and Contested Heritage (L_AAMPALG008)  | Tutorial                  |                        |

Advice and approval by the Programme Committee on 27 April 2023

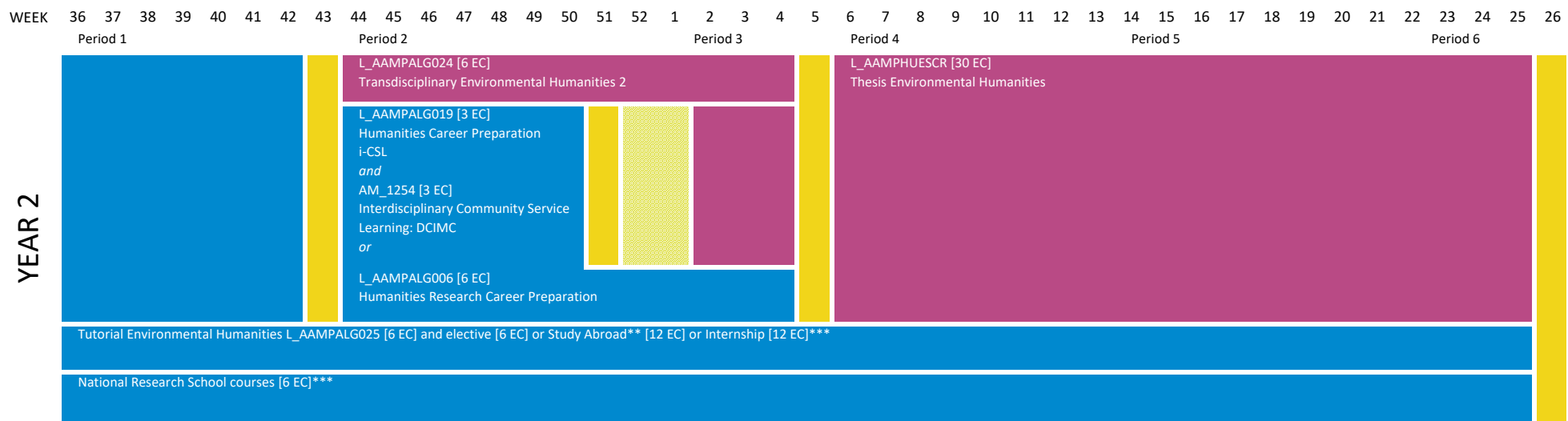
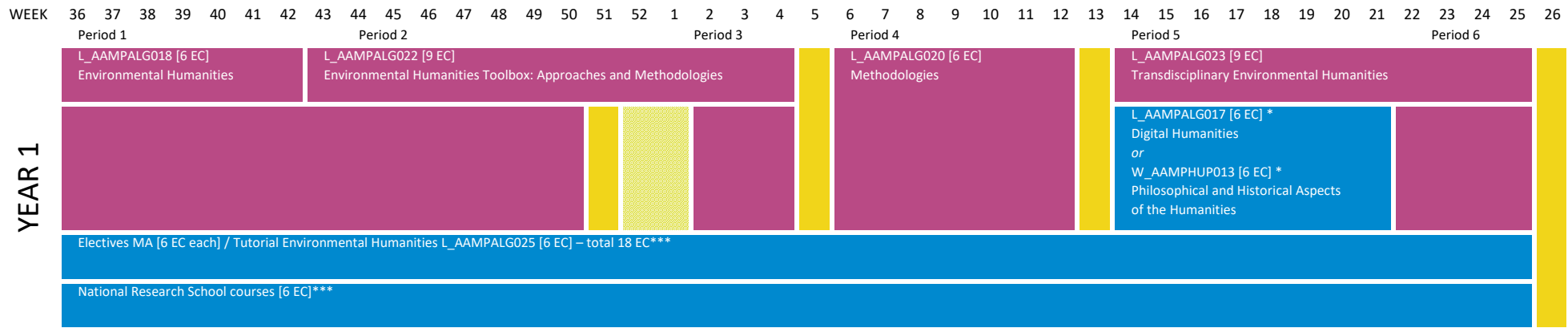
Approved by the Faculty Joint Assembly on 1 June 2023

Adopted by the board of the Faculty on 6 June 2023



## Appendix 1 Programme overview

# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK ENVIRONMENTAL HUMANITIES 2023-2024



\* Choose the course *Digital Humanities* or *Philosophical and Historical Aspects of the Humanities* ; it is possible to take the other course as an elective.

\*\* If you want to study abroad for the entire first semester, you'll need to consult your track coordinator and submit a request to replace the core course Transdisciplinary Environmental Humanities 2 with a similar course at the host university to the exam committee. Please start your preparations early in your first year. The course Humanities Career Preparation can be followed online from abroad.

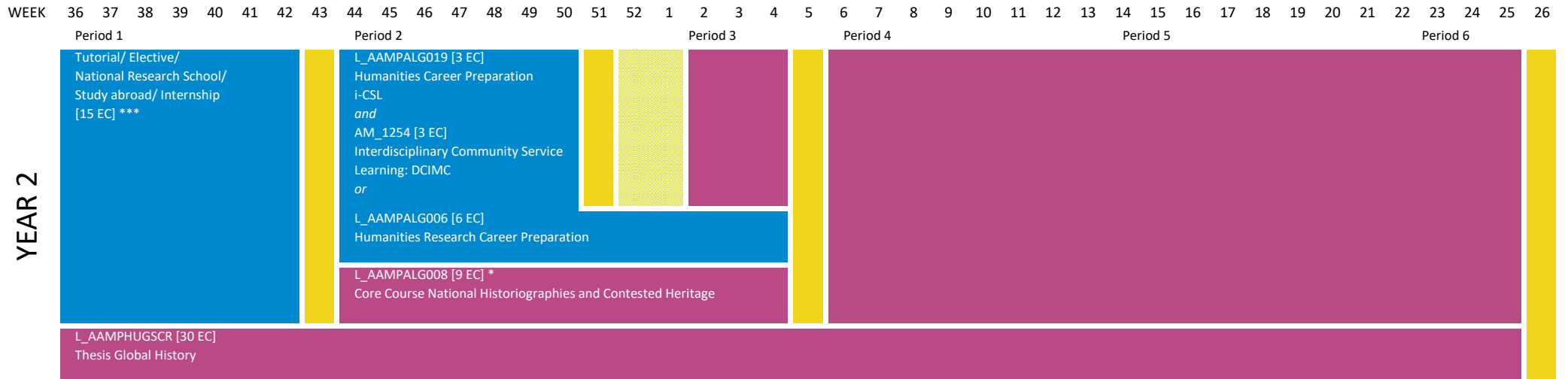
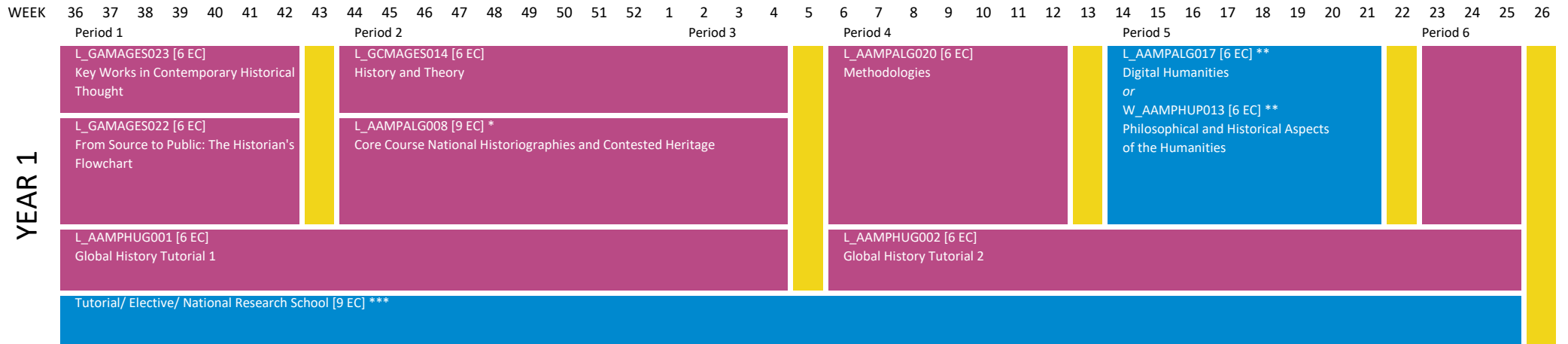
\*\*\* Together with your mentor, you will devise a specialization program that can be based on a combination of a study program at an (inter)national university or research institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master's level or an equivalent thereof. All Research Master's students have to fulfill for at least 10 EC of the elective space by courses at one of the National Research Schools throughout the entire Research Master's Program.

COURSE  FREE CHOICE OF MODULES  EXAMINATION WEEK  VACATION Additional: No education in week 18

**We reserve the right to make changes to this annual plan**



# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK GLOBAL HISTORY 2023-2024



\* Subjects of Core Courses alternate yearly, for both 1st and 2nd year students. In 2023-2024 the course National Historiographies and Contested Heritage is offered. Core Courses are compulsory.

\*\* Choose the course *Digital Humanities* or *Philosophical and Historical Aspects of the Humanities*; it is possible to take the other course as an elective.

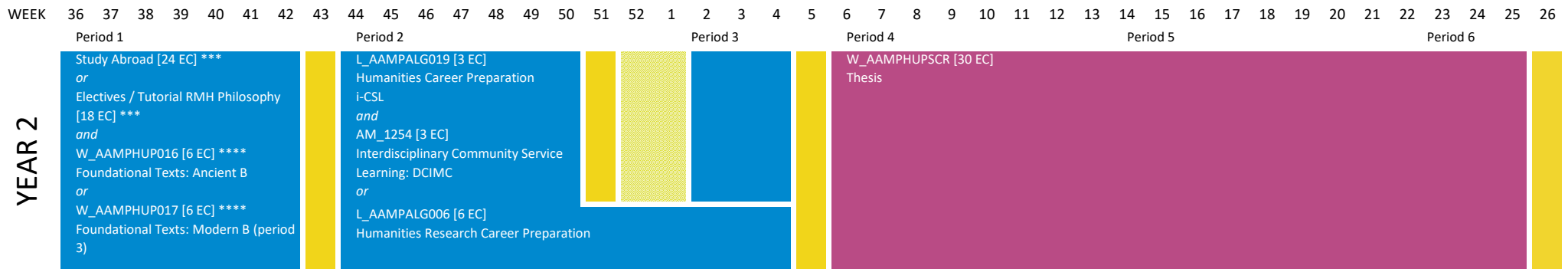
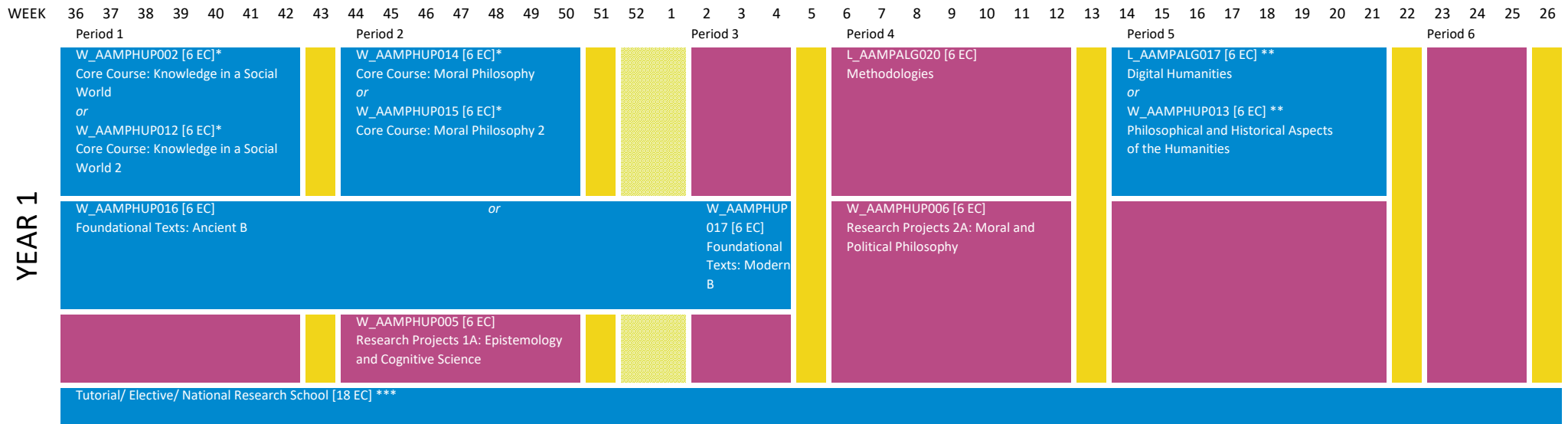
\*\*\* Together with your mentor, you will devise a specialization program that can be based on a combination of a study program at an (inter)national university or research institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master's level or an equivalent thereof.

All Research Master's students have to fulfill for at least 10 EC of the elective space by courses at one of the National Research Schools throughout the entire Research Master's Program.

COURSE
  FREE CHOICE OF MODULES
  EXAMINATION WEEK
  VACATION
 Additional: No education in week 18

**We reserve the right to make changes to this annual plan**

# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK PHILOSOPHY 2023-2024



\*Subjects of Core Courses alternate yearly, for both 1st and 2nd year students (Knowledge in a Social World 2 and Moral Philosophy 2 in 2023-2024; Knowledge in a Social World and Moral Philosophy in 2024-2025). The Core Courses are compulsory for 1st year students and electives for 2nd year students.

\*\* Choose the course *Digital Humanities* or *Philosophical and Historical Aspects of the Humanities* ; it is possible to take the other course as an elective.

\*\*\* Together with your mentor, you will devise a specialization program that can be based on a combination of a study program at an (inter)national university or research institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master's level or an equivalent thereof.

All Research Master's students have to fulfill for at least 10 EC of the elective space by courses at one of the National Research Schools throughout the entire Research Master's Program.

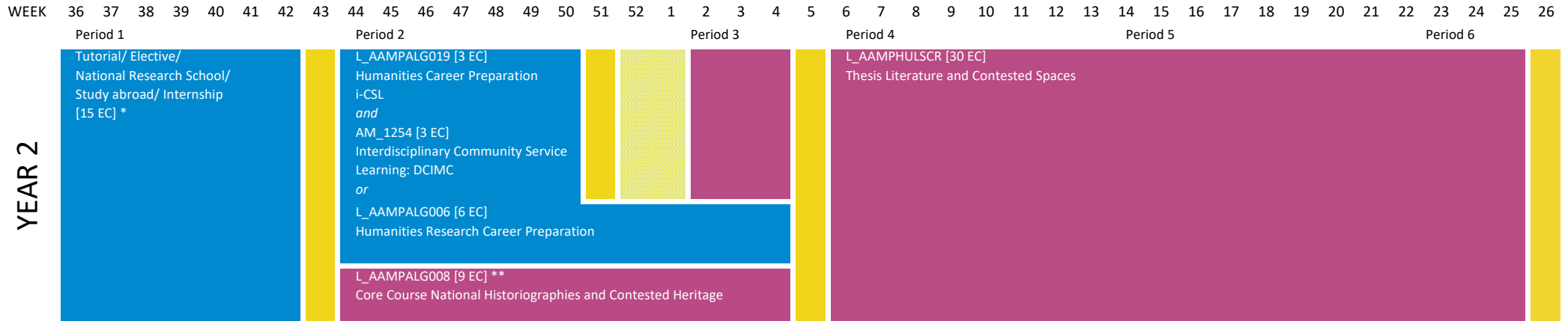
\*\*\*\* This course is not compulsory for students who go abroad.

COURSE     FREE CHOICE OF MODULES     EXAMINATION WEEK     VACATION    Additional: No education in week 18

**We reserve the right to make changes to this annual plan**

# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK LITERATURE AND CONTESTED SPACES 2023-2024

This track is no longer open to new applications as of 2023-2024, only re-enrollment will be permitted.



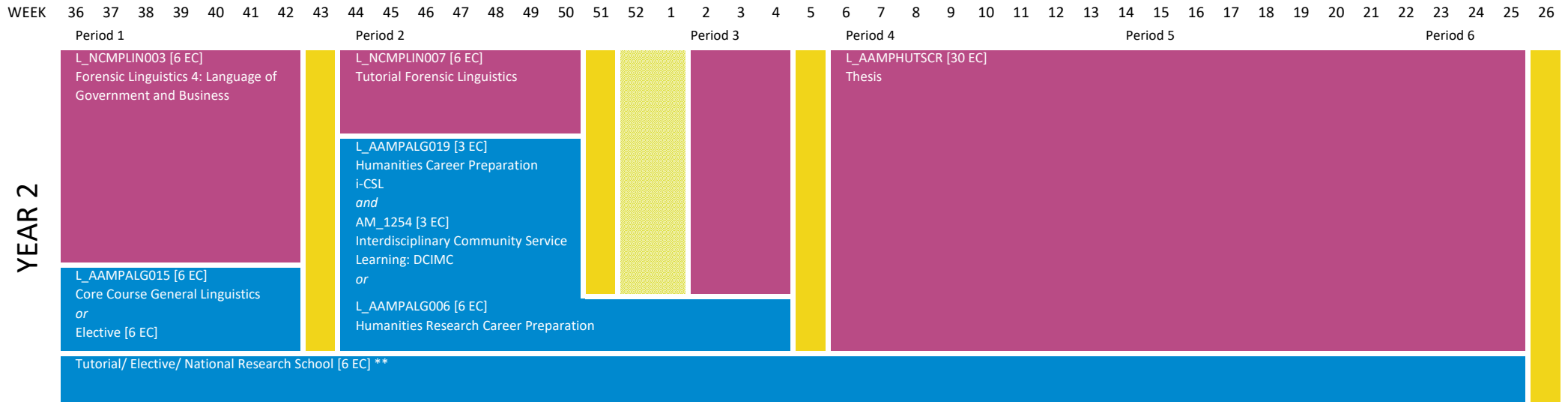
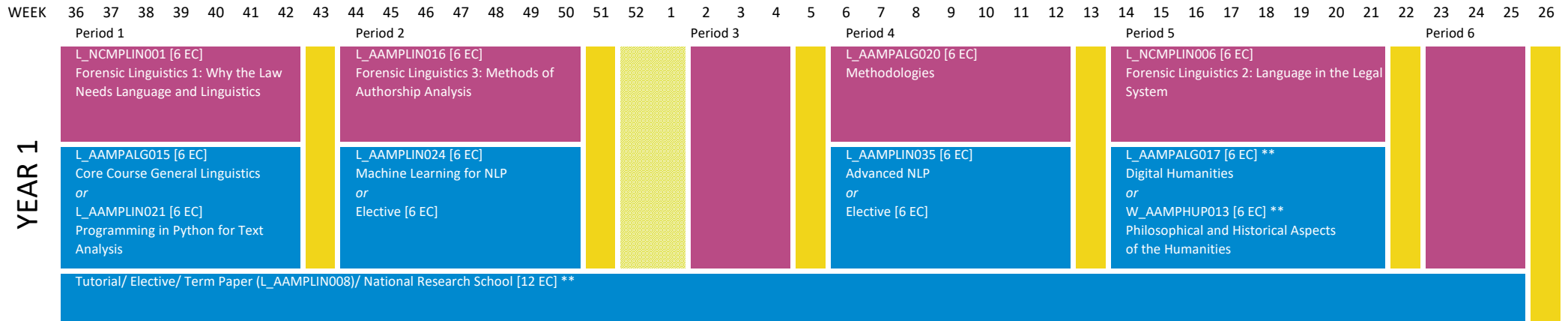
YEAR 2

\*Together with your mentor, you will d Core Course National Historiographies and Contested Heritage institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master’s level or an equivalent thereof.  
 All Research Master’s students have to fulfill for at least 10 ec of the elective space by courses at one of the National Research Schools throughout the entire Research Master’s Program.  
 \*\* Subjects of Core Courses alternate yearly. In 2023-2024 the course National Historiographies and Contested Heritage is offered. Core Courses are compulsory.

COURSE    
  FREE CHOICE OF MODULES    
  EXAMINATION WEEK    
  VACATION    
 Additonal: No education in week 18

We reserve the right to make changes to this annual plan

# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK LINGUISTICS - FORENSIC LINGUISTICS 2023-2024



\* Choose the course *Digital Humanities* or *Philosophical and Historical Aspects of the Humanities*; it is possible to take the other course as an elective.

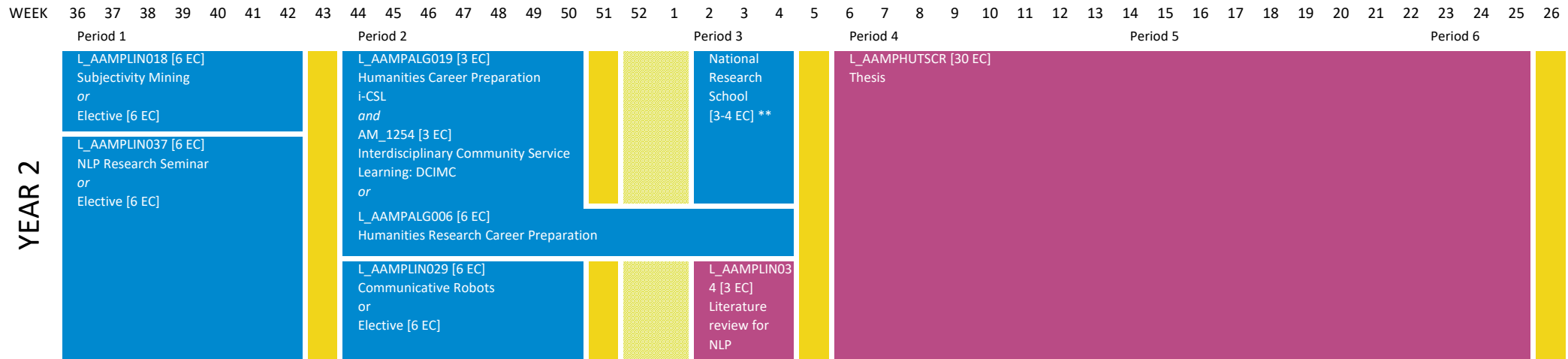
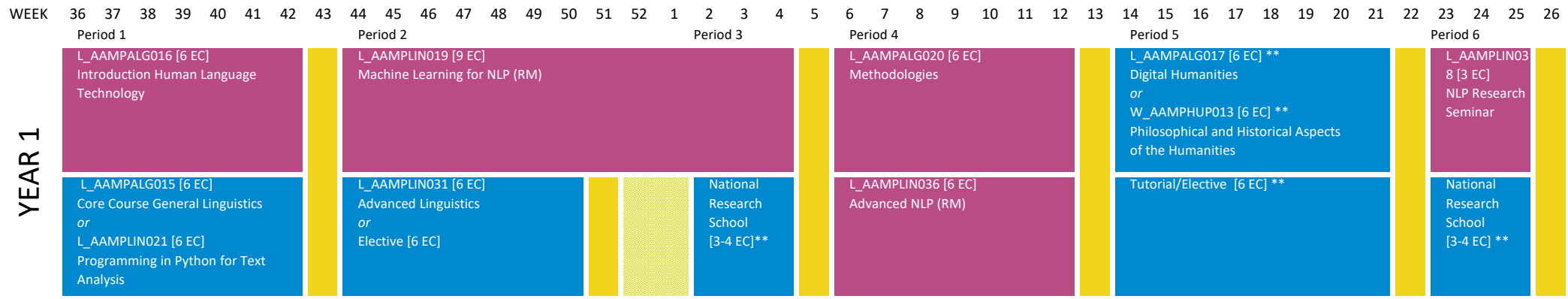
\*\* Together with your mentor, you will devise a specialization program that can be based on a combination of a study program at an (inter)national university or research institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master's level or an equivalent thereof.

All Research Master's students have to fulfill for at least 10 EC of the elective space by courses at one of the National Research Schools throughout the entire Research Master's Program.

COURSE
  FREE CHOICE OF MODULES
  EXAMINATION WEEK
  VACATION
 Additional: No education in week 18

**We reserve the right to make changes to this annual plan**

# ANNUAL PLAN RESEARCH MASTER HUMANITIES, TRACK LINGUISTICS - HUMAN LANGUAGE TECHNOLOGY 2023-2024



\* Choose the course *Digital Humanities* or *Philosophical and Historical Aspects of the Humanities* ; it is possible to take the other course as an elective.

\*\* Together with your mentor, you will devise a specialization program that can be based on a combination of a study program at an (inter)national university or research institute, tutorials, internship or specialization courses from relevant humanities programs on a Research Master’s level or an equivalent thereof.

All Research Master’s students have to fulfill for at least 10 EC of the elective space by courses at one of the National Research Schools throughout the entire Research Master’s Program.

COURSE    FREE CHOICE OF MODULES    EXAMINATION WEEK    VACATION    Additional: No education in week 18

**We reserve the right to make changes to this annual plan**



## Appendix 2 Evaluation of teaching within the Faculty of Humanities

Course and curriculum evaluations aim to improve the quality of education. The VU draws up questionnaires for this purpose with a number of key questions, which are always asked. In addition, the faculty has the option of adding its own questions to the lists.

Within the Faculty of Humanities, questionnaires are distributed digitally. In this way, the anonymity of students is guaranteed and the Plan-Do-Check-Act (PDCA) cycle - which serves educational improvement - can be run properly.

When the results of the evaluation are ready, the course coordinator is notified. The course coordinator formulates a response to the results of the evaluation and can also report to the students what they are going to change about the course for the next academic year based on the results. Students will have access to a selection of the evaluation results (provided there were at least five respondents) and the course coordinator's response.

The evaluation reports will be available no later than two weeks after the close of the feedback period for the course coordinator. The evaluation results are available to all lecturers of the course, the staff members of the program committee, the program director, and the evaluation coordinator. The program committees present an analysis of the evaluations in their annual report.

### Courses to be evaluated

The following criteria are used to designate a module as requiring evaluation:

- Each course is evaluated (at least) once every three years, this means that one third of all courses are covered anyway. This is spread over periods and years so that not all students of one year level are asked to fill in questionnaires each time;
- all newly developed courses / new curriculum;
- courses taught by new teachers;
- all less well evaluated courses from the previous year based on criteria as defined in the Annual Evaluation Plan;
- all courses from university minors offered by faculty;
- courses addressed in the annual plan of the assessment chamber;
- courses put forward at the request of the programme committees;
- courses, with more than 8 students enrolled, that were identified as requiring evaluation in the previous year, but for which there are no evaluation results.

### Curriculum Evaluations

The basic principle is that a curriculum is evaluated at least before the start of a midterm review or visitation and after every (thorough) curriculum change. The questionnaires are distributed digitally. The program director may add additional questions to this questionnaire. The period in which the questionnaire is distributed is determined in consultation with the programme director. In addition to the programme committee, the results of curriculum evaluations may be discussed with the work field advisory board.

### Other forms of evaluation

Besides digital evaluation, there are other ways to evaluate education. The chapter on Educational Evaluations in the VU's Handbook on Educational Quality provides an overview of qualitative forms of educational evaluation, such as panel discussions, peer review, and quick inventories of strengths and suggestions. These forms of evaluation are encouraged within the faculty.

### National Student Survey (NSE)

The Vrije Universiteit participates in the National Student Survey (*Nationale Studenten Enquete*), which is conducted each spring. The NSE can provide useful information about how students experience their program. The annual reports of the programmes reflect on the results of the NSE.

## Appendix 3 Programme objective and exit qualifications

### Objective of degree programme

The Research Master's programme in Humanities is geared towards research; all components are related to societal issues and prepare students for a career in academia (at a university or elsewhere). The final attainment levels for each track are listed below. In all cases, there are nine common final attainment levels, supplemented by one track-specific final attainment level.

### Literature and Contested Spaces

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Literature and Contested Spaces, have acquired the following knowledge and skills:

1. Outstanding knowledge and understanding of current research methods and theories within their own discipline within humanities. Students are aware of the structure of the discipline and the place of their own research within it.
2. The capacity to identify relevant links between the disciplines and to develop a personal vision of these. Students are able to participate in interdisciplinary research projects and work with researchers from other disciplines.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.
4. Thorough specialist knowledge in one or more disciplines within humanities, and the ability to place this knowledge in a broader context. Students have developed an individual specialization and research focus that builds on a critical analysis of current developments within their own discipline and related disciplines.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.
6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that students are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.
7. Familiarity with the rules of academic practice. Students are able to reflect critically on their own research and that of others, taking into account the ethics and standards that prevail within the academic community.
8. The capacity to reflect on the position of the discipline within society and an awareness of current academic debates within the field. Students are able to communicate their own vision to both specialists and non-specialists and to participate in public discussions that include broader (extra-academic) aspects.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Literature and Contested Spaces specialization have specialist knowledge of one or more subfields from the study of literature and culture, and specifically of the relationship between literature and space as theorized in the 'spatial turn' in literary studies.

### Environmental Humanities

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Environmental Humanities, have acquired the following knowledge and skills:

1. Outstanding knowledge of current research methods and theories within the Environmental Humanities.
2. Ability to identify relevant links between Humanities disciplines as well as transdisciplinary connections and to participate in transdisciplinary research projects.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.
4. Thorough specialist knowledge in the Environmental Humanities; individual specialization and research focus.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.
6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that students are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.
7. Familiarity with the rules of academic practice; ability to reflect critically on research practices in view of ethical standards that prevail within the academic community; ability to participate in a collaborative culture which acknowledges not only diversity but radical otherness and difference, as well as conceptualizing and respecting diversity, difference and otherness as key principles of critical thinking.
8. Ability to reflect on the position of the Environmental Humanities within society and an awareness of current academic debates within the field; ability to understand and evaluate the significance of humanities scholarship for inquiry into environmental issues and to integrate key concepts of environmental studies into humanities scholarship; ability to communicate with both specialists and non-specialists and to participate in public discussions.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Environmental Humanities track have a repertoire of methodologies and theories to tackle ecological questions from a humanities perspective. They have an understanding of and can contribute to the field of the Environmental Humanities and are able to explain how the humanities can contribute to researching ecological questions.

### Linguistics

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Linguistics, have acquired the following knowledge and skills:

1. Outstanding knowledge and understanding of current research methods and theories within their own discipline within humanities. Students are aware of the structure of the discipline and the place of their own research within it.

2. The capacity to identify relevant links between the disciplines and to develop a personal vision of these. Students are able to participate in interdisciplinary research projects and work with researchers from other disciplines.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.
4. Thorough specialist knowledge in one or more disciplines within humanities, and the ability to place this knowledge in a broader context. Students have developed an individual specialization and research focus that builds on a critical analysis of current developments within their own discipline and related disciplines.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.
6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that students are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.
7. Familiarity with the rules of academic practice. Students are able to reflect critically on their own research and that of others, taking into account the ethics and standards that prevail within the academic community.
8. The capacity to reflect on the position of the discipline within society and an awareness of current academic debates within the field. Students are able to communicate their own vision to both specialists and non-specialists and to participate in public discussions that include broader (extra-academic) aspects.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Linguistics specialization have specialist knowledge in the field of forensic linguistics or language technology, depending on the track completed by the students, in particular with regard to working with linguistic data, on analytical techniques and on methods and techniques for setting up, conducting and reporting on research. Students are able to use language technology software in order to solve practical and theoretical problems in the field of the track followed.

### **Global History**

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Global History, have acquired the following knowledge and skills:

1. Outstanding knowledge and understanding of current research methods and theories within their own discipline within humanities. Students are aware of the structure of the discipline and the place of their own research within it.
2. The capacity to identify relevant links between the disciplines and to develop a personal vision of these. Students are able to participate in interdisciplinary research projects and work with researchers from other disciplines.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.

4. Thorough specialist knowledge in one or more disciplines within humanities, and the ability to place this knowledge in a broader context. Students have developed an individual specialization and research focus that builds on a critical analysis of current developments within their own discipline and related disciplines.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.
6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that students are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.
7. Familiarity with the rules of academic practice. Students are able to reflect critically on their own research and that of others, taking into account the ethics and standards that prevail within the academic community.
8. The capacity to reflect on the position of the discipline within society and an awareness of current academic debates within the field. Students are able to communicate their own vision to both specialists and non-specialists and to participate in public discussions that include broader (extra-academic) aspects.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Global History specialization have specialist knowledge in the field of history; specifically, the effect of history and global history on contemporary debates and a vision for the handling of cultural heritage.

### **Critical Studies in Art and Culture**

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Critical Studies in Art and Culture, have acquired the following knowledge and skills:

1. Outstanding knowledge and understanding of current research methods and theories within their own discipline within humanities. Students are aware of the structure of the discipline and the place of their own research within it.
2. The capacity to identify relevant links between the disciplines and to develop a personal vision of these. Students are able to participate in interdisciplinary research projects and work with researchers from other disciplines.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.
4. Thorough specialist knowledge in one or more disciplines within humanities, and the ability to place this knowledge in a broader context. Students have developed an individual specialization and research focus that builds on a critical analysis of current developments within their own discipline and related disciplines.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of

literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.

6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that student are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.
7. Familiarity with the rules of academic practice. Students are able to reflect critically on their own research and that of others, taking into account the ethics and standards that prevail within the academic community.
8. The capacity to reflect on the position of the discipline within society and an awareness of current academic debates within the field. Students are able to communicate their own vision to both specialists and non-specialists and to participate in public discussions that include broader (extra-academic) aspects.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Critical Studies in Art and Culture specialization have specialist knowledge in the field of architecture (and architectural history), design (and design studies), art (and history of art) and/or media (and media studies) and an understanding of the links between media. The students are able to problematize and reflect critically on historical and contemporary developments in the cultural industries.

### **Philosophy**

Students who have successfully completed the Research Master's programme in Humanities, with the specialization in Philosophy, have acquired the following knowledge and skills:

1. Outstanding knowledge and understanding of current research methods and theories within their own discipline within humanities. Students are aware of the structure of the discipline and the place of their own research within it.
2. The capacity to identify relevant links between the disciplines and to develop a personal vision of these. Students are able to participate in interdisciplinary research projects and work with researchers from other disciplines.
3. Appreciation of the international context of their own specialist area. Students can operate in an international environment.
4. Thorough specialist knowledge in one or more disciplines within humanities, and the ability to place this knowledge in a broader context. Students have developed an individual specialization and research focus that builds on a critical analysis of current developments within their own discipline and related disciplines.
5. The capacity to formulate an original research question independently and to conduct the relevant research in a critical, creative and inventive manner, thereby developing their knowledge within their own field of study. Students have demonstrated the ability to carry out a large-scale survey of literature and sources and to derive from this a 'status quaestionis', which forms the basis of their own research.
6. The capacity to report on this research, both orally and in writing, in presentations, papers and a thesis, in a manner that is deemed satisfactory and consistent with the applicable academic rules and standards. This implies that student are sufficiently proficient in academic English and have an awareness of the relevant methodological and ethical standards.

7. Familiarity with the rules of academic practice. Students are able to reflect critically on their own research and that of others, taking into account the ethics and standards that prevail within the academic community.
8. The capacity to reflect on the position of the discipline within society and an awareness of current academic debates within the field. Students are able to communicate their own vision to both specialists and non-specialists and to participate in public discussions that include broader (extra-academic) aspects.
9. The ability to write a research proposal and/or feasibility plan, attract funding and/or identify stakeholders, and apply for relevant positions, both within the academic world and beyond. For a career in academia, this entails having knowledge of the financing options for postgraduate research and familiarity with the network of research institutes and organizations that make research funding available; for a career outside academia, this entails being able to make knowledge suitable and/or available for economic and/or societal use and to conduct (inter- or transdisciplinary) research in a community or business context.
10. Students who successfully complete the Philosophy specialization have specialist knowledge in the field of philosophy; the students are able to make a meaningful contribution to societal debates on moral issues and knowledge, such as discussions about fake news, the reliability of the internet, fact-free politics and the replication crisis in certain areas of empirical science.



## Appendix 4 Electives

| Code   | Naam                                      |
|--|---|
| <b>Humanities Research master, track Art &amp; Culture</b> |   |
| L_KAMAKGS403   | Methods and Theories of Art History       |
| L_KBMAERF005   | Master Seminar Sound Heritage             |
| L_KBMPHUA001   | Research Master Seminar Sound Heritage    |
| L_KAMAKGS020   | KMC I: Geschiedenis van de Kunstmarkt     |
| L_KAMAKGS028   | Media Art History                         |
| L_KBMAKGS011   | Architectuurkritiek                       |
| L_ETMAALG004   | English Text Editing MA                   |
| L_KAMAKGS029   | Study Trip                                |
| L_KNMAKGS010   | Art Criticism                             |
| L_KAMAKGS025   | Trending Topics Arts and Culture          |
| L_AAMPALG015   | Core Course General Linguistics           |
| L_AAMPLIN021   | Programming in Python for Text            |
| L_GAMAGES022   | From Source to Public                     |
| L_KBMAERF006   | (De)Constructing Heritage                 |
| W_AAMPHUP005   | Research Projects 1A                      |
| L_KNMAALG001   | Ambivalence of Seeing                     |
| L_AAMPALG018   | Environmental Humanities                  |
|  |   |
| <b>Humanities Research master, track Global History</b>    |   |
| S_SIDPSE   | SI: Democracy, Populism State in Europe   |
| L_KBMPHUA001   | Research Master Seminar Sound Heritage    |
| L_GEMPGES002   | History of Natural Disasters (res)        |
| L_GAMAGES033   | Introduction to Medical&Health Humanities |
| L_GAMAGES032   | Specialisation Tutorial Master History    |
| L_GAMAGES034   | Knowing by Sensing                        |
| L_GAMAGES036   | Objects of Knowledge Medical&Health Hum   |
| L_GAMPGES020   | Tutorial Research Master Global History   |
| L_AAMPALG015   | Core Course General Linguistics           |
| L_AAMPLIN021   | Programming in Python for Text            |
| W_AAMPHUP005   | Research Projects 1A                      |
| L_GCMAGES019   | Pol. Gesch:Politiek en soevereiniteit     |
| L_KNMAALG001   | Ambivalence of Seeing                     |
| L_AAMPALG018   | Environmental Humanities                  |
|  |   |
| <b>Humanities Research master, track Literature</b>        |   |
| L_NOMANED010   | Seminar The Material Book                 |
| L_KBMPHUA001   | Research Master Seminar Sound Heritage    |
| L_ELMAENG014   | The Diasporic Experience                  |
| L_ELMALTK004   | Gothic Spaces                             |
| L_AAMPALG015   | Core Course General Linguistics           |
| L_AAMPLIN021   | Programming in Python for Text            |

|   |   |
|---|---|
| L_GAMAGES022  | From Source to Public                           |
| W_AAMPHUP005  | Research Projects 1A                            |
| L_KNMAALG001  | Ambivalence of Seeing                           |
| L_KAMPVAM003  | Core Module Imagining the Image                 |
| L_AAMPALG018  | Environmental Humanities                        |
|   |   |
| <b>Humanities Research master, track Philosophy</b>                                       |   |
| L_GAMAGES022  | From Source to Public                           |
| L_GAMAGES023  | Key Works Contemporary Historical Thought       |
| W_MASP_PBH2   | Ethics of Medical Research                      |
| W_MA_NSPBB  | Philosophy of Mind, Brain and Behaviour         |
| W_MA_PMC  | Philosophy. Modern Classics                     |
| L_ZAMAKCW006  | CAMS: Key Concepts                              |
| L_ELMALTK006  | Reading Images: A Semiotic Approach             |
| L_KBMPHUA001  | Research Master Seminar Sound Heritage          |
| L_ZAMAACW019  | Media Aesthetics (after the Media)              |
| W_MASP_PBH1   | Philosophy of Mind, Life and Death              |
| W_MA_NSNPS  | Neurophilosophy, Phenomenology and Subjectivity |
| L_GCMAGES014  | History and Theory                              |
| W_MA_NSNX   | Neuroscientific Explanation                     |
| W_MA_NSNS   | Neuroethics and Society                         |
| W_AAMPHUPTUT  | Tutorial RMH Philosophy                         |
| L_AAMAOHS060  | Story vs History: Alexander the Great           |
| L_AAMPALG015  | Core Course General Linguistics                 |
| L_AAMPLIN021  | Programming in Python for Text                  |
| L_OAMAOHS015  | The Ancient World & Modern Theory               |
| L_AAMPALG021  | Core Course RMA Literature & History            |
| L_KNMAALG001  | Ambivalence of Seeing                           |
| L_KAMPVAM003  | Core Module Imagining the Image                 |
| L_AAMPALG018  | Environmental Humanities                        |
|   |   |
| <b>Humanities Research master, track Linguistics, specialization Forensic Linguistics</b> |   |
| L_AAMPALG016  | Introduction Human Language Technology          |
| L_ETMACIW003  | Talk is Multimodal                              |
| L_GAMAGES022  | From Source to Public                           |
| W_AAMPHUP005  | Research Projects 1A                            |
| L_AAMPALG021  | Core Course RMA Literature & History            |
| L_AAMPLIN019  | Machine Learning for NLP (RM)                   |
| L_NCMACIW021  | The Power of Metaphor                           |
| L_AAMPLIN034  | Literature review for NLP                       |
| L_KNMAALG001  | Ambivalence of Seeing                           |
| L_AAMPLIN036  | Advanced NLP (RM)                               |
| L_KAMPVAM003  | Core Module Imagining the Image                 |
| L_AAMPALG018  | Environmental Humanities                        |
|   |   |

| <b>Humanities Research master, track Linguistics, specialization Human Language Technology</b> |  |
|--|--|
| L_GAMAGES022   | From Source to Public                    |
| L_NCMPLIN001   | Forensic Linguistics 1: Why the Law Need |
| L_NCMPLIN003   | Forensic Linguistics 4: Language of Gov. |
| L_AAMPLIN016   | Forensic Linguistics 3: Authorship       |
| W_AAMPHUP005   | Research Projects 1A                     |
| L_AAMPALG021   | Core Course RMA Literature & History     |
| L_KNMAALG001   | Ambivalence of Seeing                    |
| L_KAMPVAM003   | Core Module Imagining the Image          |
| L_NCMPLIN006   | Forensic Linguistics 2: Lang. Legal Sys  |
| L_AAMPALG018   | Environmental Humanities                 |

| <b>Humanities Research master, track Environmental Humanities</b> |  |
|---|--|
| L_KAMAKGS027  | Seminar contemporary art                               |
| L_AAMAERF013  | Climate Challenges in the Living Environment           |
| L_GEMPGES002  | History of Natural Disasters                           |
| L_ELMALTK001  | Place and Planet in the Anthropocene                   |
| L_GAMAGES033  | Introduction to Medical and Health Humanities          |
| L_GAMAGES034  | Knowing by Sensing                                     |
| W_MA_NORM   | Normative Ethics                                       |
| L_AAMAERF012  | Historical Landscapes under Transformation             |
| R_MPoCC   | Multidisciplinary Perspectives on Climate Change       |
| R_IICCS   | International Law on Climate Change and Sustainability |
| R_CCandSLC  | Climate Change and Sustainability Law Clinic           |
| AM_1155   | Energy and Climate Governance                          |
| AM_1057   | Humanity and Climate                                   |
| AM_1049   | Causes and Consequences of Environmental Change        |

## Appendix 5 Overview of articles that must be included in the OER

Based on Article 7.13, paragraph 2, of the WHW and other Articles of the Act.

### Section A: Faculty section

|   |                              |
|---|------------------------------|
| <b>2. Study programme structure</b>   |                              |
| Article 2.1 Structure of academic year and units of education                 | 7.13 paragraph 2 sub e       |
| <b>3. Assessment and examination</b>  |                              |
| Article 3.2 Type of examination   | 7.13 paragraph 2 sub h, l, j |
| Article 3.3 Oral examinations   | 7.13 paragraph 2 sub l, n    |
| Article 3.4 Determining and announcing results                                | 7.13 paragraph 2 sub o       |
| Article 3.5 Examination opportunities   | 7.13 paragraph 2 sub h, j    |
| Article 3.7 Exemption   | 7.13 paragraph 2 sub r       |
| Article 3.8 Validity period for results                                       | 7.13 paragraph 2 sub k       |
| Article 3.9 Right of inspection and post-examination discussion               | 7.13 paragraph 2 sub p, q    |
| <b>4. Academic student counselling and study progress</b>                     |                              |
| Article 4.1 Administration of study progress and academic student counselling | 7.13 paragraph 2 sub u       |
| Article 4.2 Facilities for students with a disability                         | 7.13 paragraph 2 sub m       |

### Section B1: Programme specific – general provisions

|   |                              |
|---|------------------------------|
| <b>6. General programme information and characteristics</b> |                              |
| Article 6.1 Study programme information                     | 7.13 paragraph 2 sub i, r    |
| Article 6.2 Teaching formats used and modes of assessment   | 7.13 paragraph 2 sub l, x    |
| [keuze:] Article 6.3 Academic student counselling           | 7.13 paragraph 2 sub u       |
| <b>7. Further admission requirements</b>                    |                              |
| Article 7.2 Admission requirements                          | 7.30b paragraph 1            |
| Article 7.3 Selection criteria                              | 7.30b paragraphs 2 & 5       |
| Article 7.4 Pre-Master's programme                          | 7.57i section 1              |
| <b>8. Examinations and results</b>                          |                              |
| Article 8.1 Sequence of examinations                        | 7.13 paragraph 2 sub h, s, t |
| [option 1:] Article 8.2 Validity period for results         | 7.13 paragraph 2 sub k       |
| [option 2:] Article 8.2 Validity period for results         | 7.13 paragraph 2 sub k       |

### Section B2: Programme-specific section – content of programme

|  |  |
|--|--|
| <b>9. Programme objectives, tracks/specialisations, exit qualifications and language</b> |  |
| Article 9.1 Workload   | 7.13 paragraph 2 sub g                 |
| Article 9.2 Tracks and/or specialisations  | 7.13 paragraph 2 sub a                 |
| Article 9.3 Programme objective  | 7.13 paragraph 2 sub a                 |
| Article 9.4 Exit qualifications  | 7.13 paragraph 2 sub b, c              |
| Article 9.5 Language of instruction  | 9.18 (implementation expected in 2020) |
| <b>10. Curriculum structure</b>  |  |
| Article 10.1 Composition of the programme  | 7.13 paragraph 2 sub a                 |
| Article 10.2 Compulsory units of education   | 7.13 paragraph 2 sub a                 |
| [Keuze:] Article 10.3 Elective units of education  | 7.13 paragraph 2 sub a                 |
| [Keuze:] Article 10.4 Practical exercise   | 7.13 paragraph 2 sub d                 |
| Article 10.5 Participation in practical training and tutorials                           | 7.13 paragraph 2 sub d                 |
| <b>11. Evaluation and transitional provisions</b>  |  |
| Article 11.1 Evaluation of the programme   | 7.13 paragraph 2 sub a1                |
| Article 11.2 Transitional provisions   | 7.13 paragraph 2 sub a                 |

## Appendix 6 Overview of advisory and approval rights of Programme Committees (OLC) and Faculty Joint Assembly (FGV)

| Article 7.13, paragraph 2, of the Higher Education and Research Act   | FGV |   | OpIC |   |
|---|-----|---|------|---|
|   | I   | A | I    | A |
| a. the content of the programme and the associated examinations   |     |   |      |   |
| a1. the manner in which teaching and education in the relevant programme are evaluated  |     |   |      |   |
| b. the content of the specialisations offered as part of the programme  |     |   |      |   |
| c. the programme's final attainment levels with regard to the knowledge, understanding and skills   |     |   |      |   |
| d. where applicable, the design of practical exercises  |     |   |      |   |
| e. the workload of the programme and of each of its constituent educational units   |     |   |      |   |
| f. the detailed rules referred to in Article 7.8b, sixth paragraph, and Article 7.9, fifth paragraph (recommendation on continuation of studies)  |     |   |      |   |
| g. the Master's programmes to which Article 7.4a, eighth paragraph, applies (elevated workload)   |     |   |      |   |
| h. the number and sequence of examinations and the times at which these can be taken  |     |   |      |   |
| i. the full-time, part-time or work-study structure of the programme  |     |   |      |   |
| j. where necessary, the order in which students can take the interim and final examinations, as well as the timing of and number of opportunities   |     |   |      |   |
| k. where necessary, the period of validity for pass grades awarded for examinations, notwithstanding the authority of the Examination Board to extend this period of validity   |     |   |      |   |
| l. whether examinations are administered in oral, written or another form, notwithstanding the authority of the Examination Board to decide otherwise   |     |   |      |   |
| m. the way in which students with a disability or chronic health condition are given a reasonable opportunity to take the examinations  |     |   |      |   |
| n. the public nature of oral examinations, subject to the right of the Examination Board to determine otherwise in special cases  |     |   |      |   |
| o. the period within which the results of an examination must be announced, together with details of whether this period can be altered and if so in what way   |     |   |      |   |
| p. the way in which and the period within which students who have taken an examination are given the opportunity to inspect their marked work   |     |   |      |   |
| q. the way in which and the period within which information can be provided about the questions asked and exercises given in the framework of a written examination and about the standards used for assessment   |     |   |      |   |
| r. the grounds on which the Board of Examiners may grant exemptions from taking one or more examinations on the basis of interim examinations or final examinations previously completed in higher education, or on the basis of knowledge or skills acquired outside higher education        |     |   |      |   |
| s. where necessary, the stipulation that students must pass certain examinations as a condition for admission to other examinations   |     |   |      |   |
| t. where necessary, the obligation to take part in certain practical exercises with a view to admission to the examination in question, subject to the authority of the Examination Board to grant exemption from this obligation, with or without the imposition of alternative requirements |     |   |      |   |
| u. the monitoring of academic progress and individual student support and guidance  |     |   |      |   |
| v. where applicable, the manner in which students are selected for a special track within a programme as referred to in Article 7.9b (excellence track within a programme)  |     |   |      |   |
| x. the actual design of the education provided  |     |   |      |   |
| <i>All other matters that are regulated in the Academic and Examination Regulations but which are not mentioned as such in Article 7.13 of the Higher Education and Research Act under points a to x.</i>   |     |   |      |   |

The lettering corresponds to the lettering of Article 7.13 section 2 of the WHW

### Abbreviations used:

|       |                        |
|-------|------------------------|
| FGV:  | Faculty Joint Assembly |
| OpIC: | Programme Committee    |
| I:    | right of approval      |
| A:    | right of advice        |

## Appendix 7 Ordinances of VU Executive Board (CvB) and Binding Master's Guidelines

| <b>Section A, article:</b>  | <b>Concerns:</b>  | <b>CvB ordinance/guideline</b>   |
|-----------------------------|---|--|
| 2.1.1, 2.1.2                | Year planning two semesters 8-8-4 (uniform year calendar VU-UvA)  | 29-9-2008 (period 2009-2015)<br>22-05-2014 (period 2016-2025)  |
| 2.1.3, 2.1.4                | Units of education  | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |
| 3.1                         | Signing up for education and examinations   | CvB ordinance 30-09-2010, prior consent USR.   |
| 3.4.1                       | Determination and publication of the results<br>(1) Grading deadline exams ten working days<br>(2) Theses twenty working days | (1) Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017<br>(2) Quality demand 11 from the VU assessment policy, CvB ordinance 28-02-2013     |
| 3.5.1                       | Two possibilities to take examinations per year   | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |
| 3.5.2                       | Resit: Most recent grade is valid, resit allowed in case of pass grade  | Taken from the UvA guidelines, as part of the harmonisation, CvB ordinance 24-02-2014  |
| 3.5.4                       | One-time extra resit in relation to examination requirement   | Included in (prior) model OER 16-17 following a request from committee O&O and adopted by CvB op 27-10-2015  |
| 3.6                         | Grades  | CvB ordinance 30-09-2010, prior consent USR. As a result of harmonisation UvA, the guideline: 5.5 is a pass, has been added. CvB ordinance 24-02-2014. |
| <b>Section B1, article:</b> | <b>Concerns:</b>  | <b>CvB ordinance/guideline</b>   |
| 7.2                         | Admission criteria  | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |
| 7.3                         | Selection criteria  | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |
| <b>Section B2, article:</b> | <b>Concerns:</b>  | <b>CvB ordinance/guideline</b>   |
| 10.1.1                      | Composition programme   | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |
| 10.1.13                     | Categorisation of units   | Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017  |