# Teaching and Examination Regulations

**Faculty of Social Science**

**Master's programme in Social and Cultural Anthropology**

**Academic year 2023-2024**

# Table of contents

# Section A: Faculty section

## 1. General provisions

### Article 1.1 Applicability of the Regulations

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.
2. These Regulations enter into force on 1 September 2023.
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.

### Article 1.2 Definitions
The following definitions are used in these Regulations (*in alphabetical order*):

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| a. academic year: | the period beginning on 1 September and ending on 31 August of the following calendar year; |
| b. CvB | the Executive Board of Vrije Universiteit Amsterdam; |
| c. EC (European Credit): | a course credit with a workload of 28 hours of study; |
| d. 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. An examination may be written, oral or conducted by other means; |
| e. FGV: | faculty joint assembly – assembly of the faculty student council and faculty staff council; |
| f. final examination: | A master's programme consists of a master's examination; |
| g. OLC: | programme committee; |
| h. period: | a part of a semester; |
| i. 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:<br>o  researching and writing a thesis or dissertation<br>o  carrying out a research assignment<br>o  taking part in fieldwork or an excursion<br>o  taking part in another educational learning activity aimed at acquiring specific skills, or<br>o  participating in and completing an internship; |
| j. pre-Master's enrolee: | person enrolled in a pre-Master's programme who is not a student from a legal perspective; |
| k. programme: | the totality and cohesion of the units of education, teaching activities/methods, contact hours, testing and examination methods and recommended literature; |
| l. SAP/SLM: | the student information system (*Student Lifecycle Management*); |
| m. semester: | the first (September - January) or second (February - August) half of an academic year; |
| n. specialisation: | optional route of study within a degree programme indicating a deepening of the context of the programme (e.g. interdisciplinary or multidisciplinary); |
| o. student statute: | sets out the rights and responsibilities of students on the one hand, and of Vrije Universiteit Amsterdam on the other hand, including those derived |

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| | 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); |
| p. 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 *https://www.vu.nl/studiegids*; |
| q. study monitor: | dashboard for students and academic advisers with data of the student that also provides insight into the student's study progress; |
| r. subject: | see 'unit of education'; |
| s. thesis: | a unit comprising research into the literature and/or contributing to scientific research, always resulting in a written report; |
| t. 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; |
| u. unit of education: | a unit of study of the programme within the meaning of the WHW |
| v. university: | Vrije Universiteit Amsterdam; |
| w. WHW: | the Dutch Higher Education and Research Act (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek); |
| x. 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
1. The study programme will be offered in a year divided into two semesters.
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.
3. A unit of education comprises 6 EC or a multiple thereof.
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.

## 3. Assessment and examination

### Article 3.1 Signing up for education and examinations
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.
2. Signing up may only take place in the designated periods.

### Article 3.2 Type of examination
1. At the examiner's request, the Examination Board may permit a different form of examination than is stipulated in the study guide.

### Article 3.3 Oral examinations
1. An oral examination is public unless the Examination Board determines otherwise. 'Public' in this context refers to the four eyes principle which states that an oral examination must always be done with two

examiners.  For further rules and regulations concerning oral examinations, see the Rules and Guidelines of the Examination Board FSS, article 11 'Oral examination'.

### Article 3.4 Determining and announcing results

1. The examiner determines the result of a written examination within ten working days. The marking deadline for the first submission opportunity for theses is also ten working days. The marking deadline for the second submission opportunity for theses 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.

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 fourth clause of the first paragraph applies.

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.

### Article 3.5 Examination opportunities

1. a. Per academic year, two opportunities to take examinations will be offered for each unit of education.
   b. By way of exception to a., the options for retaking practical exercises, internships and theses are detailed in the faculty regulations masterthesis or relevant internship course manual or teaching regulations.

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. The master's thesis, internship and practical exercise are excluded from the arrangement that a resit is allowed for passed units of study because the process of the thesis, internship and practicum itself includes feedback opportunities.

3. 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.

4. The student who has passed all but one of the examinations necessary to meet the degree requirements and who is unable to sit that examination in the next six months, may submit a motivated request to the Examination Board asking for the opportunity to take this examination at an earlier date; the examiner can decide that this extra examination is a different assessment type than the regular examination opportunity. The student must have successfully participated in all the examination opportunities offered in the current academic year for the subject in question, unless participation was not possible for compelling reasons.

5. If a unit of education is no longer offered in the following academic year following, 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.

### Article 3.6 Marks

1. Partial marks are given on a scale from 1 to 10 with no more than one figure after the decimal point.

2. A final mark between 5 and 6 will be rounded to the nearest whole number: final marks below 5.50, rounded down; final marks of 5.50 or higher, rounded up. All other final marks will be expressed in whole or half marks.

3. To pass a given course or unit, a final mark of 6 or higher is required.

4. The Examination Board can allow the use of symbols rather than numbers, for example: s(atisfactory), g(ood), u(n)s(at)is(factory), etc.

### Article 3.7 Exemption

1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if they:

a.   have either passed a unit of education at a university or university of applied sciences (HBO) or a research university (WO) that is equivalent in terms of content and level;

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.

2.   The Master's thesis is excluded from this exemption possibility.

### Article 3.8 Validity period for results

1.   The validity period of examinations passed and exemption from examinations is unlimited, unless otherwise specified in Section B1.

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 B1. In exceptional circumstances, an examiner may deviate from this; this must be stated on Canvas at the start of the unit of education.

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

1.   Within twenty working days after the announcement of the results of a written examination, but  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 where students can inspect their work will be announced at the time of the interim examination or on Canvas. See appendix III for more information about making online multiple-choice examinations available for inspection.

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.

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.

## 4. Academic student counselling and study progress

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

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 VU.nl Dashboard.

2.   Enrolled students are eligible for academic student counselling.
   Academic student counselling is in any case provided by:
      a. the Student Counsellor;
      b. student psychologists;
      c. faculty academic advisers.

### Article 4.2 Facilities for students with a disability

1.   A student with a disability can submit a request via 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.

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.

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.
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.
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.
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.
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 have been granted to them.
8. The decision as referred to in paragraph 5 may specify a limited validity of the facilities granted.

## 5. Hardship clause

### Article 5.1 Hardship clause
1. 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.

# Section B1: Programme specific – general provisions

## 6.  General programme information and  characteristics

### Article 6.1 Study programme information
1.   The programme Social and Cultural Anthropology, CROHO number 60049, is offered on a full-time basis.

### Article 6.2 Teaching formats used and modes of assessment
1.   The degree programme uses predominantly the following teaching formats:
- lectures;
- tutorials;
- working groups;
- practical exercise;
- individual supervision;
- formative online assessments.
2.   The degree programme uses predominantly the following modes of assessment:
- assignments;
- presentations;
- thesis.

## 7. Further admission requirements

### Article 7.1 Intake date(s)
The programme starts on 1 September.

### Article 7.2 Admission requirements
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 of and skills in the field of qualitative and quantitative methods and techniques of social science research;
   - knowledge of and understanding of the theory of (social and cultural) anthropology.
2.   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.
3.   An applicant should demonstrate that he or she has 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:
   - IELTS score with a minimum of 6.5;
   - TOEFL paper based test: 580;
   - TOEFL computer based test: 237;
   - TOEFL internet based test: 92;
   - VU TOEFL-ITP: 580 (only valid at the VU).
4.   Exemptions from the requirements in section 3 apply to candidates who:
   - completed an English-taught secondary or higher education degree in Canada, the United States, the United Kingdom, Ireland, New Zealand or Australia or;
   - have earned a Bachelor's or Master's degree in an English-taught programme accredited by NVAO in the Netherlands, or;
   - have earned a Bachelor's or Master's degree in an accredited English-taught programme in another member state of the European Union;
   - have obtained a Cambridge Certificate of Proficiency in English (CPE): A, B or C or a Cambridge Certificate of Advanced English (CAE): A or B or;
   - have earned a VWO diploma or equivalent diploma in which English of a comparable level is required or;
   - are enrolled in the pre-Master's programme Social and Cultural Anthropology and have thus passed the pre-Master's assessment in advance.

## Article 7.3 Selection criteria
Not applicable.

## Article 7.3a Capacity restriction
Not applicable.

## Article 7.4 Pre-Master's programme
1.  Applicants with a Bachelor's degree from a university of applied sciences (HBO) or a Bachelor's degree from a research university (WO) who wish to enter the programme but do not fulfil the admission requirements as stipulated in Article 7.2 can request admission to the pre-Master's programme.
    Article 2 of these regulations does not apply to admission to a bridging or pre-Master's programme. The provisions of sections A and B only apply to the extent that they are described in Article 7.4. Information about the programme from part B2 applies, insofar as it concerns the units of education from the pre-Master's programme.
2.  To be admitted to the pre-Master's programme, applicants have to pass the pre-Master's assessment of which the sections English language skills and Numerical & Mathematical skills are compulsory. The minimum scores to be achieved are 5 for English and 2.5 for Numerical & Mathematical Skills.
3.  A candidate must demonstrate that they meet the language requirements, as specified in Article 7.2.
4.  The pre-Master's programme has 30 credits and consists of the following units:
    a.  Core Themes in Anthropology (6 EC);
    b.  History and Theory of Anthropology(6 EC);
    c.  PM Tutorial Academic Writing SCA (3 EC);
    d.  Challenges of the 21st Century (6 EC);
    e.  Ethnographic Research Methodology (6 EC);
    f.  PM Research Project SCA (3 EC).

    The following terms also apply:
    a.  If the pre-Master's enrolee is completing an individualized pre-Master's programme, this is to be communicated to the enrolee in writing.
    b.  The Examination Board can, if the pre-Master's enrolee submits a written request, exempt the enrolee from one or more examinations.
    c.  Article 3.5.4 does not apply to pre-Master's enrolees.
5.  Successful completion of the pre-Master's programme will entitle the enrolee to admission to the relevant Master's programme in the following academic year.

# 8. Interim examinations and results

## Article 8.1 Sequence of interim examinations
1.  The following educational units cannot be participated in until the following sequential requirements are met:
    *   Theoretical Orientation on Social and Cultural Anthropology after participation in Diversity, (In)Equality and Power;.
    *   Field research only after:
        o passing Diversity, (In)Equality and Power ;
        o participation in Theoretical Orientation on Social and Cultural Anthropology;
        o participation in Field Research Design.
    *   Master's Thesis in Social and Cultural Anthropology only after:
        o passing Diversity, (In)Equality and Power;
        o participation in Theoretical Orientation on Social and Cultural Anthropology;
        o participation in Field Research.

# Section B2: Programme specific – content of programme

## 9. Programme objectives, exit qualifications and language

### Article 9.1 Workload
The programme has a workload of 60 EC.

### Article 9.2 Programme objective
The general aim of the Master's programme in Social and Cultural Anthropology is to provide students with advanced knowledge, insight, skills and attitudes in the field of anthropology, with special knowledge of anthropological perspectives on mobility, beliefs and belonging. Graduates are trained to apply with considerable degree of self-reliance anthropological theories and concepts to concrete issues of cultural diversity, social complexity or international inequality and development. In doing so they have ample attention for the articulation of and interaction between local, national and global processes. Graduates are able to contribute to formulating policies if and when these issues are defined as societal problems, and will reflect critically on the different positions and interests of the actors involved in their contribution to the quest for possible solutions. Using a holistic point of view, graduates will relate social, economic and political aspects to cultural, religious and identity dimensions. Graduates are trained in doing anthropological field research and are aware of the place of anthropology within the social sciences and on social research methods. The programme prepares students for a start of a career in an academic profession, including policy making in institutions of the multicultural society, international development cooperation, consultancy on cultural diversity in organizations, museum work, journalism, or in the academic world.

### Article 9.3 Exit qualifications
1.  Exit qualifications

    Knowledge and understanding - graduates demonstrate critical and advanced knowledge of:
    *   the most important theories, concepts, and current debates in anthropology, in particular in regards to debates on mobility, diversity and development, and other key themes in the programme;
    *   the complex interconnections between local and global developments;
    *   key texts (articles and monographs) on the central themes of the programme;
    *   qualitative social science methodology, in particular advanced methods of ethnographic research;
    *   the chances and limitations of the application of anthropological views, theories and concepts in dealing with societal or organizational problems.

    Applying knowledge and understanding - graduates are able to:
    *   critically examine anthropological issues at a high level of conceptual abstraction and translate them into terms a wider public can understand;
    *   analyze, summarize, and synthesize complex societal issues from a theoretical perspective and relate them to scientific and societal debates;
    *   identify and propose solutions to societal problems topical during the research period;
    *   formulate a scientific definition of a social problem and analyze a specific societal issue using relevant anthropological literature and raw empirical data collected;
    *   produce a thesis that is based on in-depth ethnographic research. The final product shows the graduate's intellectual rigour, proficiency and skill in the field of cultural and social anthropology, with a focus on key issues in the programme.

    Making judgements - graduates have the attitude and skills to:
    *   critically examine societal and organizational problems at a high level of conceptual abstraction with special attention for the power dynamics at play;

- reflect on the opportunities and constraints of scientific theories and research;
- critically reflect on developments and debates in science and society regarding the key-issues and central themes in the programme, on the basis of theoretical, methodological and societal considerations;
- engage critically with various scientific theories and relevant concepts, to compare them and to connect them to concrete societal issues;
- critically reflect on the professional ethics and responsibilities of anthropologists in wider academic and non-academic contexts;
- take on a critical and reflexive attitude with regards to research plans, and results.

Communication - graduates are able to:
- communicate the research conclusions verbally and in writing to an audience of specialists and non-specialists in a clear and unambiguous manner;
- translate anthropological issues and debates at a high level of conceptual abstraction into terms understandable by a wider public;
- define and defend an argument and the applicability of it, and to report about it, both in spoken and written form according to scientific standards;
- critically engage in public debates pertaining to key themes in the programme, in particular their own field of specialization;
- make use of a variety of communication methods to share their knowledge with an academic and non-academic audience.

Learning skills - graduates have the ability and skills to:
- summarize, evaluate, and synthesize research results from social and cultural anthropology and related fields and assess the wider societal implications of these results;
- learn, collaborate and communicate in an intercultural context and to be highly sensitive to cultural and other types of differences;
- assess the scientific work of peers and to provide academically sound and constructive feedback.

2. Language proficiency may be taken into account in the assessment of (interim) examinations.

### Article 9.4 Language of instruction
1. The language of instruction is English.
2. The 'Gedragscode vreemde taal' (code of conduct foreign languages) applies.

## 10. Curriculum structure

### Article 10.1 Composition of the programme
1. The programme comprises at least a package of compulsory components and an individual research project and Master's thesis.
2. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.

### Article 10.2 Compulsory units of education
*A detailed description per educational component can be found in the Study Guide.*

| Educational component | course code | nr of EC | level |
|---|---|---|---|
| Field Research Design | S_FRD | 12 | 400 |
| Diversity, (In)Equality and Power | S_DIEP | 6 | 400 |
| Theoretical Orientation on Social and Cultural Anthropology | S_TOSCA | 6 | 500 |
| Field Research | S_FR | 12 | 500 |
| Master's Thesis Project in Social and Cultural Anthropology | S_MTPsca | 24 | 600 |

### Article 10.3 Participation in practical training and tutorials

1. In the case of a practical training course, or tutorials, attendance is compulsory unless a different guideline is given in the study guide.

## 11. Evaluation and transitional provisions

### Article 11.1 Evaluation of the education

The education provided in this programme is evaluated in accordance with the evaluation plan in Appendix I. The faculty evaluation plan offers the framework.

### Article 11.2 Transitional provisions

By way of departure from the Teaching and Examination Regulations currently in force, the transitional provisions in Appendix II apply for students who started the programme under a previous set of Teaching and Examination Regulations.

Advice and approval by the Programme Committee, on 3 March 2023.

Approved by the Faculty Joint Assembly, on 15 June 2023.

Adopted by the board of the Faculty of Social Sciences on 27 June 2023.

## Appendix I Evaluation Plan Master Social and Cultural Anthropology

| PLAN | | | |
|------|---|---|---|
| **What, how and when are you going to evaluate?** | | | |
| **What?** | **Goals** | **How/method** | **When?** |
| Evaluating courses | Improve courses, develop a culture of constructive feedback | 1. Via student evaluation<br>2. Via meeting Programme Committees<br>3. Via conversation lecturer (in case of problems and/or bad evaluations)<br>4. Via course files/ examination commission<br>5. Sample keys<br>6. (interim) oral evaluation with students | 1.After completion of courses and sometimes intermediate<br><br><br>5. Interim/otherwise<br>6. Lecturer - during or just after completion of course |
| Evaluating lecturers | Further professionalization Input annual interview | 1. Course evaluation (questions about lecturer)<br>2. Overall evaluation previous year (and promotion): subjects and functioning of the organization - in consultation with AHO<br>3. InterVision/collegiate consultation (in case of problems) | 1. After course<br><br>2. 1x per year<br><br><br>3. incidental |
| Curriculum evaluation<br>- whole curriculum<br>- part | Connection courses<br>Tracking success rate | 1. Panel discussions students<br>2. Interview with lecturer team<br>3. Annual report (figures) | 1.1x per year, with different groups<br>2. Occasional<br>3. Annually |
| Labour market connection | Getting the relevance of the curriculum clear | 1.Field Advisory Board looks at relevance Msc | 1. Annually |

| DO | |
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| **Carrying out the evaluations** | |
| **Who?** | **Which evaluations and responsibilities?** |
| OPD (Programme directors) | Monitor all the above |
| OPC (Programme coordinators) | Monitor all the above |
| AHO | Annual consultation based on feedback/input from OPD and professional evaluations. |
| OLC/PC | Analyzing the results of the course evaluations, curriculum evaluations, organizing the panel discussions with students (a la "lucht je hart"sessions Political Science. |
| Lecturer | Peer review, Education colloquia, peer consultation |
| Education Office FSS | Execution of evaluations<br>Making sure they are turned off<br>Identify and pass on any bottlenecks |

| CHECK | | |
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| **View results using various evaluation tools** | | |
| **Tool** | **Who prepares it?** | **Who uses it?** |
| **Course file** | Course coördinator | OPD, OPC, EC |
| **Course evaluations** | Automatically generated | PC, OPD, OPC |
| **Conversation with PC** | OPD (programme director) | OPD, OPC |
| **Trade report with points for improvement (from last year)** | Lecturers | PC, OPD, OPC |
| **Curriculum evaluation** | OKP | OPD, OPC, EC, PC |

| ACT | | |
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| **Formulating points of improvement based on the results and implementation** | | |
| **Tool** | **Who draws up points for improvement and ensures that it is implemented?** | **Who uses it?** |
| **Course file** | Course coordinator in cooperation with lecturers | OPD, OPC, lecturer |
| **Course report** | Course coordinator | Lecturer, OLC en OPD |
| **Observation report of lecturer** | Colleagues | Lecturer, OPD, OPC, executive |
| **Curriculum evaluations** | PC responsible for the organization - OPD and OPC to process the results | OPD, OPC |
| **Teaching colloquia / staff meetings** | Teaching staff | OPD, OPC |

## Appendix II Transition Table Social and Cultural Anthropology

**Transition Table 2023-2024:**

| Subject in 2022-2023 (or before) | Replacement subject in 2023-2024 |
| --- | --- |
| Theoretical Orientation on Mobility | Theoretical Orientation on Social and Cultural Anthropology |
| (Choose 1 out of 3)<br> - Mobility, Diversity and Equality OR<br> - Development, Inequality and Sustainability OR<br> - Changing Organizational Culture. | Diversity, (In)Equality and Power |

Clean sweep test:

- Development, Inequality and Sustainability

**Transition Table 2022-2023**

| Subjects in 2021-2022 (or before) | Replacement subjects (2022-2023) |
| --- | --- |
| Field Research (18 EC) and Master's Thesis in Social and Cultural Anthropology (18 EC) | Field Research (12 EC) and Master's Thesis Project in Social and Cultural Anthropology (24 EC) |

In academic year 22-23 it is possible to finish a Master's Thesis of 18 EC.

## Appendix III Making online multiple-choice examinations available for inspection

The Teaching and Examination Regulations (Part A, Article 3.9, paragraph 1) make the following provisions on the student's right to inspect their written examination after assessment: 'Within twenty working days after the announcement of the results of a written examination, but at least ten working days before the resit opportunity, the student can, on request, inspect their assessed work, the questions and assignments set, and the standards applied for marking. The time and location of this inspection is announced at the examination or on Canvas.'

Teachers who use multiple-choice questions in written examinations seek ways to provide an opportunity for inspection (and for discussion of the examination afterwards) without the risk of multiple-choice questions being distributed as screenshots or by similar means. The distribution of questions in this way means that new multiple-choice questions have to be formulated each time. This not only increases the lecturer's workload but also adversely affects the quality of the questions, as constantly varying the questions entails an increasing level of detail.

Online proctoring (or other technologies) do not offer watertight safeguards when written online examinations with multiple choice questions are made available for inspection. Yet there is a pressing need for watertight safeguards: if a single student is able to copy multiple-choice questions, there is nothing to stop them becoming available to everyone.

To prevent written online multiple-choice examinations being made public against the wishes of the examiner, the Faculty Board – in consultation with the Faculty Student Council and the Subcommittee – has drawn up a number of guidelines for making such examinations available for inspection. The Examination Board subscribes to these guidelines, which entail the following:

- In the case of online inspection of multiple-choice examinations, access to the assessed work and the questions set should be limited, and the lecturer should suggest alternative ways to give students feedback on their exam result as effectively as possible without sharing the questions.
- Lecturers should look for alternative ways to give students the best possible feedback, for example by providing insight into marks per theme instead of per question or – where necessary or at a student's request – by giving examples of questions that were answered incorrectly on an individual basis.
- If a lecturer wishes to provide more detailed feedback to several students at once, this can be done in a closed Zoom session for which students have to register.
- The above restrictions do not apply to open questions. For open questions, students retain the right to inspection as regulated in Article 12, paragraphs 2 to 4 of the current Rules and Guidelines of the Examination Board.