

Teaching and Examination Regulation

2019 - 2020

Research Master

Societal Resilience

Faculty of Social Sciences

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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 with effect from 1 September 2019.
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*) :

- | | |
|---------------------------|--|
| 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): | an EC credit with a workload of 28 hours of study; |
| d. educational component: | a unit of study of the programme within the meaning of the Higher Education and Research Act (<i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>); |
| e. examination: | the final examination of the Master's programme; |
| f. FGV: | Faculty joint assembly – assembly of the faculty student council and faculty staff council; |
| g. interim examination: | an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination. A written examination can consist of (a combination of) open questions, multiple choice questions, a paper, an essay or written assignment. An oral examination can consist of (a combination of) open questions, a debate or a verbal presentation; |
| i. OLC: | programme committee (PC); |
| j. period: | a part of a semester; |
| k. practical exercise: | the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are: <ul style="list-style-type: none"> ○ 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; |
| l. programme: | the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature; |
| m. SAP/SLM: | the student information system (<i>Student Lifecycle Management</i>); |

- n. semester: the first (September - January) or second half (February - August) of an academic year;
- o. 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 electronically at: <https://www.vu.nl/en/study-guide/>;
- p. subject see 'educational component';
- q. thesis: a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- r. university: Vrije Universiteit Amsterdam;
- s. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- t. workload: the workload of the unit of study to which an interim 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 educational components

1. The study programme will be offered in a year divided into two semesters.
2. Every semester consists of three consecutive periods of eight, eight and four weeks.
3. An educational component comprises 6 EC or a multiple thereof.
4. By way of exception to paragraph 3, Section B2 may stipulate that a unit of study comprises 3 EC or a multiple thereof. The Faculty Board requests permission from the Executive Board.

3. Assessment and Examination

Article 3.1 Signing up for education and interim examinations

1. Every student must sign up to participate in the educational components of the programme, the examinations and resits. The procedure for signing up is described in an annex to the Student Charter.
2. Signing up may only take place in the designated periods.

Article 3.2 Type of examination

1. At the student's motivated request, the Examinations Board may permit a different form of interim examination than that stipulated in the course catalogue. If applicable, more detailed regulations on this are included in the Rules and Guidelines for the Examinations Board.
2. In an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.

Article 3.3 Oral interim examinations

1. An oral assessment is public unless the Examination Board or examiner on request determines otherwise. See for more information the Rules and Guidelines of the Examination Board FSS, article 10 'Oral examination'.

Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. The marking deadline for the first submission opportunity for the thesis is also ten working days. The marking deadline for the second submission opportunity for the thesis is no longer than twenty working days. Units of study that are provided by a faculty other than FSW will apply the marking deadline of the programme the unit of study belongs. 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 ten working days, after the examination has finished and informs the student accordingly. The fifth clause of the first paragraph applies.
3. In the case of alternative forms of oral or written examinations, the Examinations Board determines in advance how and by what deadline the student will be informed of the results.
4. A student can submit a motivated request for reassessment to the examiner. A request for reassessment does not affect the time period for lodging an appeal.

Article 3.5 Examination opportunities

1.
 - a. Per academic year, two opportunities to take examinations per educational component will be offered.
 - b. The options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.
2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study.
3. The resit for a (partial) interim 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 semester, may submit a reasoned 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.

Article 3.6 Marks

1. Partial marks are given on a scale from 1 to 10, with no more than one decimal point.
2. A final mark between 5 and 6 will be rounded off to whole marks: up to 5.5 rounded down; from 5.5 rounded up. To pass a course, a 6 or higher is required.
3. All other final marks are given in whole or half points.
4. The Examination Board can allow to use symbols rather than numbers, for example; v(oldaan), g(oed), n(iet)v(ol)d(aan), 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 the student:
 - a. has passed a course component of a university or higher professional education programme that is equivalent in terms of content and level;
 - b. has demonstrated through his/her work and/or professional experience that he/she has sufficient knowledge and skills with regard to the relevant course component.
2. The Master's thesis is excluded from this exemption possibility.

Article 3.8 Validity period for results

1. The validity period of interim examinations passed and exemption from interim 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 study concerned, as stipulated for the relevant unit of study in Section B1.

Article 3.9 Right of inspection and post-examination discussion

1. For ten working days after the announcement of the results of a written interim examination, the student can on request, inspect his or her assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the interim examination or on Canvas.
2. If a collective post-examination discussion has been organized, 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 his or her own.
3. Students who meet the requirements stipulated in paragraph 1 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.

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 an educational component 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 his or her disposal in VUnet.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by
 - a. The Student General Counselling Service
 - b. Student psychologists
 - c. Faculty academic advisors

Article 4.2 Adaptations for students with a disability

1. A student with a disability can submit in VUnet a request to qualify for special adaptations with regard to teaching, practical training and interim examinations. These adaptations 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 study 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 psychological evaluation.
4. The faculty board, or the responsible person on behalf of the faculty board, decides on the adaptations concerning the teaching facilities and logistics. The Examinations Board will rule on requests for adaptations 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 will, if desired, make an appointment with the study adviser to discuss the details of the provisions.

6. A request for adaptations will be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld.
7. If the disability justifies an extension of the interim examination time, the study advisor registers this in SAP. If a disability justifies other measures to be taken, the academic adviser can take the necessary measures. The student can consult the for him or her registered adaptations via the study monitor.
8. The decision as referred to in paragraph 5 may specify a limited validity of the special adaptations.

5. Hardship clause

Article 5.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examinations Board.

Section B1: Programme specific – general provisions

6. General programme information and characteristics

Article 6.1 Study programme information

1. The programme Societal Resilience, CROHO-number 69333, is offered on a full-time basis
2. The language of instruction is English.

Article 6.2 Teaching formats used and modes of assessment

1. The degree programme uses in particular the following teaching formats:
 - lectures;
 - tutorials;
 - seminar;
 - individual supervision;
 - peer group learning;
 - team-based learning;
 - formative online assessments.
2. The degree programme uses in particular the following modes of assessment:
 - written examination;
 - paper;
 - assignments;
 - presentations;
 - thesis.

7. Further admission requirements

Article 7.1 Intake date(s)

The programme starts on September 1.

Article 7.2 Admission requirements

1. Societal Resilience is a selective Master. The Admissions Board will investigate whether the applicant meets the admission requirements.
2. 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 in social or behavioural sciences. Candidates with a degree in another field (e.g., informatics, physics, mathematics, econometrics) may be admitted if they demonstrate a clear interest in social issues. All candidates must have completed their bachelor's programme with a GPA of at least 7.5 (Dutch grading system) or the international equivalent.
3. In addition to the requirements referred to in the second paragraph, the Admissions Board can also assess requests for admission in terms of (at least two of) the following criteria:
 - a. talent and motivation;
 - b. level of relevant knowledge and understanding;
 - c. proficiency in methods and techniques;
 - d. academic attitude and critical thinking on bachelor level;
 - e. proficiency in the language(s) of instruction.

Article 7.3 English language requirements for English-language Master's programmes

1. In deviation from the language proficiency requirements as stated in the Application and Registration Regulation (RAI), 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 years before the start of the programme at the VU:
 - IELTS: 7.0;
 - TOEFL paper based test: 600;
 - TOEFL computer based test: 250;
 - TOEFL internet based test: 100;
 - Cambridge Certificate in Advanced English (CAE): A;
 - Cambridge Certificate of Proficiency in English (CPE): A, B or C;
 - VU TOEFL-ITP: 600 (only valid at the VU).
2. Applicants who:
 - a. completed an English-taught secondary or higher education degree in Canada, the United States, the United Kingdom, Ireland, New Zealand or Australia or
 - b. have earned a Bachelor's or Master's degree in an English-taught programme accredited by NVAO in the Netherlands, or
 - c. have earned a Bachelor's or Master's degree in an accredited English-taught programme in another member state of the European Unionare exempted from the requirements referred to in paragraph 1.

8. Interim examinations and results

Article 8.1 Sequence of interim examinations

1. Students may participate in interim examinations [or practical exercises] of the components below only if they have passed the interim examination or examinations for the components mentioned hereinafter or participated in the examinations of these components:
 - Master's Thesis only after obtaining at least 30 EC among which the course Big Data, Small Data and at least one course of the themes Diversity and Inclusive Communities OR Dynamics of Interconnectedness OR Care & Welfare OR Governance Reform;
 - Master's Thesis only after participation in Writing a Research Proposal and Writing a scientific paper.

Article 8.2 Validity period for results

1. The validity period of the interim examinations and exemptions from interim examinations below, is limited as follows:
 - a. Big Data, Small Data: four years;
 - b. Data Mining and Text Analysis: four years.
2. A student may request the Examination Board to extend the validity of an exam. If the exam shows that a student's knowledge is insufficient or outdated, or if the student's skills and insights evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary examination, impose a replacement examination or refuse to extend the period of validity.
3. In situations where a limited period of validity applies, the period of validity of examinations may be extended in the event of extenuating circumstances as stipulated in WHW Article 7.51, paragraph 2, with at least the period of allocated financial assistance specified in WHW Article 7.15, paragraph 1.

Section B2: Programme specific – content of programme

9. Programme objectives, specializations and exit qualifications

Article 9.1 Workload

The programme has a workload of 120 EC.

Article 9.2 Programme objective

The aim of the research master program is to train and deliver excellent social scientists who can contribute to societal resilience by analysing complex societal problems, who can work with large quantities of qualitative and quantitative data, and, who can collaborate in multidisciplinary teams and in co-creation with societal stakeholders that can use the research to design sustainable solutions.

The philosophy behind the research master program is that our teaching is most effective when students are challenged to pioneer new approaches and master skills that go beyond the conventional. This is visible from the three key elements in our approach to social science research that forms the basis for the curriculum: multidisciplinary, multimethod, and collaborative. These elements are challenging for students. The majority of students in the social sciences have been educated within one specific discipline. They have mostly been taught traditional methods of data collection and analysis. However, the complexity of contemporary societal problems necessitates a multidisciplinary approach. The collection and analysis of big data requires that students learn new computational methods and new data analyses skills which combine qualitative and quantitative analyses. This mixed big/small data approach offers our students unique skills to explore human behaviour and processes. The surge of big data also calls for interpretative research skills and critical reflection, which are trained in collaborative research projects. The collaboration inherent in the program involves transferrable social and communicative skills, bridging different worlds, both in relations to other students as well as with staff and societal stakeholders. These skills are transferrable to non-academic jobs and are of great societal value.

Article 9.3 Exit qualifications

The final attainment levels for the program meets the learning outcomes as defined by the Dublin Descriptors for Master's degree programmes.

Dublin Descriptor Knowledge and Understanding

Our program provides students with a strong background in social science theory, an overview of the most important societal problems that society face, and perspectives on and theories about societal resilience. Furthermore, students get a fundamental understanding of the use and application of big data with regard to these problems, and learn to contextualize and enrich these big data by zooming in or supplementing it with 'small data'. To become researchers, regardless whether the focus is on applied research outside the academia or on more fundamental research as an academic, students will be equipped with knowledge and understanding of the relevant research methods, to the level that they will be able to design and carry out high-quality research within the field of the social sciences and small and big data. Learning to respect and deal with other disciplinary and methodological perspectives is of the utmost importance. Upon completion of the program, the student:

1. has specialist knowledge of and insight into contemporary research questions regarding complex societal problems related to dynamics of interconnectedness, forms of governance, social diversity and issues of care and well-being, and the solutions to these problems being presented.
2. has knowledge of and insight into contemporary research questions regarding societal resilience and the role that societal resilience plays in the success and failure of solutions to societal problems.

3. has advanced knowledge of and insight into the formulation of research proposals, including design, methodology, procedure and data analysis, in order to answer research questions regarding societal resilience and societal problems. ^[1]_[SEP]
4. has basic knowledge of and insight into computational, qualitative, and quantitative methods.
5. has advanced knowledge of either computational, qualitative, or quantitative methods.

Dublin Descriptor Applying Knowledge and Understanding

Our program provides students with the necessary skills and competences to participate in all aspects of a research project, both fundamental and applied research, from formulating a research idea to designing the study, collecting the data, performing the appropriate analyses and writing up the results. Upon completion of the program, the student:

6. is able to analyze societal problems and societal resilience employing knowledge from various disciplines (e.g. anthropology, political science, public administration, organizational sciences, communication science, sociology, ethics and philosophy of science).
7. has the basic skills to apply computational research techniques and qualitative and quantitative methods which are used to collect, edit and analyze large or unstructured data sets.
8. possesses advanced skills in qualitative, quantitative or computational research and analytical methods.

Dublin Descriptor Judgment Formation

Throughout our program, students develop the ability to critically analyze existing studies as well as new ideas (their own and others) and place academic and societal developments in a broader scientific and societal perspective. Students learn how to contribute to scientific and public debates and understand the social and ethical issues involved and, if necessary, take the necessary steps to satisfy a high ethical standard. Upon completion of the program, the student:

9. is able to analyze societal problems from the perspective of societal resilience, and is able to reflect critically on these perspectives.
10. is able to reflect critically on the scientific and societal relevance of research results and to base arguments on them.
11. is able to reflect on the social and ethical aspects regarding the specific nature and scope of big and small data, and of the dissemination and application of research results.

Dublin Descriptor Communication

Within our program, students develop the ability to communicate with peers, the scientific community and the general public, both verbally and in writing, about their research. Upon completion of the program, the student is able to:

12. write a scientific report in the form of a scientific, often peer-reviewed article or book chapter. ^[1]_[SEP]
13. present research results and interpretations to the general public and to societal stakeholders in a clear manner. ^[1]_[SEP]

Dublin Descriptor Learning Skills

Students develop learning skills that enable them to work within an international, diverse, interdisciplinary, and multimethodological environment. Students are able to judge and regulate their own academic attitude with regard to integrity and social responsibility. Upon completion of the program, the student:

14. is able to work in an interdisciplinary and/or multimethodological research environment, and in co-creation with societal stakeholders.

15. has intercultural skills, the student is able to collaborate in internationally diverse teams, has good communication skills and is able to establish international contacts.
16. has knowledge of ethical values and codes of conduct that guide working in an international and diverse context.
17. is able to reflect on his/her own learning skills and abilities.

10. Curriculum structure

Article 10.1 Composition of the programme

1. The programme comprises at least a package of compulsory components and an individual Master's thesis or academic internship.
2. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.

Article 10.2 Compulsory educational components

A detailed description per educational component can be found in the Study Guide.

The compulsory units of study are:

Educational component	Course code	Nr of EC	level
Big Problems	S_BP	6	400
Foundations of Societal Resilience	S_FSR	6	500
Qualitative or Quantitative Data Analysis	S_QQDA	3	400
Big Data, Small Data	S_BSD	9	500
Choose: Advanced Methods I: Qualitative	S_AM1Q	6	500
Methods (6 EC) OR Data Mining & Text analysis	S_AM1D		
Two out of four:		12	500
• Diversity and Inclusive Communities	S_DIC		
• Dynamics of Interconnectedness	S_DI		
• Care and Welfare	S_CAW		
• Market, Identity and Governance Challenges	S_MIGC		
Writing a Research Proposal	S_WRP	6	600
Advanced Methods II: Tutorials	S_AM2	6	600
Research Integrity and Responsible Scholarship	S_RIRS	3	600
Communicating Science	S_COS	3	600
Peer group learning	S_PGL	0	600

Article 10.5 Participation in practical exercise

In the case of practical training or tutorials, the rules about obligatory attendance will be announced in the study guide for that subject on Canvas prior to the start of the teaching period for that subject.

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.

Advice and approval by the Programme Committee, on 1 April 2019.

Approved by the Faculty Joint Assembly, on 20 June 2019.

Adopted by the board of the Faculty of Social Sciences on 20 June 2019.

Appendix 1: Faculty of Social Sciences Evaluation Plan

The Faculty of Social Sciences (FSS) conducts various educational evaluations with the aim of monitoring, and where necessary, improving the quality of education. This 'FSS Evaluation Plan' describes which evaluation activities take place, which instruments are used, who is involved, how the evaluations are conducted and what the phasing is. In this plan, we first describe the different course and programme evaluations that students complete during their studies, then we discuss the evaluations which we conduct among our alumni students. Thereafter we describe the evaluations done by the annual reports. The document is concluded by a brief summary of the tasks and responsibilities of the stakeholders that are involved in the evaluation process.

1. Evaluations among students

FSS distinguishes the following types of evaluations among students during their study:

1.1 Course evaluations

Each course is evaluated by students using a digital questionnaire in VUnet Digital Evaluation (DE). The same standard questionnaire is used for all courses. The course coordinator has the chance to add a limited number of questions to the questionnaire. After the exam, students receive an invitation to fill out the course evaluation. Students have two weeks to complete the questionnaire. In the meantime they receive reminders to fill in the questionnaire. As soon as the results of the evaluation are released, the course coordinator is asked to respond to the results of the course evaluation, through VUnet DE, within two weeks. This response is shared with the students.

From the first period of academic year 2018 - 2019, we will start with a new method of distribution whereby the reports of the evaluation results will be put on SURFdrive and the link will be shared with the course coordinators, the programme directors and lecturer members of the Programme Committees (PC's). The student members of the PC's will receive the reports through SURFfilesender.

The course coordinators have access to the results in VUnet DE. The course coordinator discusses the results of the course evaluation with the lecturers of the course and, if desired, makes adjustments for the following year. The results of the course evaluations can be used as input for educational staff meetings in which the programme director discusses the courses together with the lecturers. Following the results of the evaluation, a programme committee can decide to invite a course coordinator, teacher or the programme director to exchange ideas about the course.

1.2 Evaluation of the Bachelors' and Masters' thesis

The Bachelors' and Masters' theses are evaluated annually by students through VUnet DE. The Bachelors' thesis follows the format of a regular course evaluation. In the evaluation of the masters' thesis, a VU-template is used as a questionnaire. The thesis coordinator can add limited questions to both questionnaires. The faculty evaluation coordinator distributes the results of the evaluations to the programme directors, thesis coordinators and programme committees of the respective programmes.

1.3 Curriculum evaluations

Curriculum evaluations of the first and second bachelor year, the bachelor programme as a whole and of the master are conducted annually through VUnet DE. The faculty evaluation coordinator distributes the results of the curriculum evaluations to the programme directors and the programme committees. The programme director reports on the outcomes of the curriculum evaluations in the annual programme report. The results are, furthermore, discussed in educational staff meetings. The programme committees have the opportunity – based on the results of the curriculum evaluations – to advise the programme director on the programme.

1.4 National Student Survey

The National Student Survey (NSS) is an annual large-scale national survey to which all students in higher education are invited. Students are asked to complete the questionnaire in the period of January to March and urged to give their opinion on various aspects of their programme, such as the content, acquired skills, preparation for the professional career, teachers, information on/of the programme, study facilities, assessment, study schedules, study load and student counseling. The results of the NSS are shared with the faculty board, the programme directors, the programme committees, lecturers and students. In response to the results of the NSS these stakeholders try to improve the programme and the facilities at different levels. The faculty board and the programme directors report on these improvements in their respective annual reports.

1.5 Evaluation of university minors

University minors are evaluated annually. Part of the evaluation of the university minor includes the course evaluation of the individual courses. In addition, the university minor as a whole is evaluated separately from the individual course evaluation. In the spring of each year minor evaluation reports are requested and assessed by the Education Quality Steering Committee (abbreviation in Dutch: STOK). The education policy officer provides the desired information by filling in a template before the first of May at the STOK, in consultation with the minor coordinators. Any comments from the STOK will be included as points of attention in the annual education report of the faculty and passed on to the respective programme committee (s) and / or the examination committee.

2. Evaluations among alumni

Among the FSW alumni, two surveys are conducted, namely:

2.1 The National Alumni Survey (NAS, formerly known as: WO Monitor)

This is a national survey among all recently graduated master students at the (funded) Dutch universities. Since 2009 the evaluation takes place once every two. The results provide insight into the connection between the master's programme and the labor market. About 1 year after graduation, alumni of Masters' degree programmes are asked about their findings on the programme they completed and their entry into the labor market. The VU adds a number of questions regarding their alumni policy and information on the programme. The results of the NAE are shared with the portfolio holder for teaching, the educational director and the programme directors.

2.1 Alumni Monitor

The VU (Alumni Relations) carries out another study among the VU master alumni, namely the Alumni Monitor. In this survey alumni are approached 6 and 11 years after graduation (in contrast to the 1 year at NAS). Some of the questions are similar to the questions of the NAS, but the Alumni Monitor focuses on career patterns (in contrast to entering the labor market at NAE), social involvement and the relationship between alumni and VU. The results of the Alumni Monitor are shared with the portfolio holder teaching, the educational director and programme directors.

3. Annual education report

Different stakeholders within the faculty evaluate, declare accountability and draw up plans in the form of an annual report. An annual report is drawn up by the faculty board, the programme director, the examination board and the programme committees. These annual reports describe what happened in the past study year and possible consequences for the next year. . This means reflection, on the one hand and, on the other hand, the evaluation of what has been realized of the intended plans and (result) agreements, as well as identification of the points of improvement and how they are going to be addressed.

At faculty level, account is taken by means of a faculty annual education report. Input for the annual education report is drawn up from the annual programme reports. If desired, the faculty board takes action in response to the described results. The annual education report, including the annual reports of the programmes, the programme committees and the examination board, is set by the faculty board. Deadline is the first of January. The faculty annual education report is discussed with the rector by the faculty board in an administrative meeting.

The programme report has a fixed format and is written by the programme director who is responsible for the programme. Deadline is the first of November. In the programme report the programme director looks back on the academic year that was completed in September and uses the most recent data available at the time of writing. Attention is paid to the results in the field of education policy, students, teachers, educational evaluations, test quality, accreditations and facilities. The background information on these themes is provided by the faculty policy officers. Based on this information, the programme director formulates points for improvement for the coming year.

The programme report is intended for internal use, which the programme director can use to lead the programme. The programme director discusses the report with the teaching portfolio holder of the faculty and / or the dean. In addition, the report is intended as a form of accountability and input for discussion with the Faculty Board, which in turn uses the information to manage the faculty programmes.

The annual programme report (including the reports of the programme committees and the examination board) are set by the faculty board. Agreements are made concerning the points of improvement between the faculty board and the programme director and the examination board.

The programme committees and examination board also write an annual report. The results of the course evaluations and the advices from the programme committee are processed in the report. The examination board pays attention to the quality of the assessment in the report. The annual reports of the programme committee and the examination board are included as an attachment to the annual programme report.

4. Tasks and responsibilities of the involved people at the evaluation process

Different people are involved within the evaluation process. Below you will find a description of the people that are involved and what their responsibilities are regarding the evaluation process.

Faculty Board

The faculty board is responsible for course evaluations and the programmes. The coordination of the evaluation is the responsibility of the faculty evaluation coordinator and educational policy officer. Each year the faculty board gets access to the reports of the programme committees and the examination board.

Programme director

The programme director is responsible for the coordination and managing the internal quality assurance of the programme. The programme director discusses the results of the course and curriculum evaluation, the NAS, the Alumni Monitor and the NSS with the educational staff and takes the first steps in improvements, if desired in consultation with other programme directors, the field advisory board and/or the faculty board.

Programme committees

The programme committees are responsible for the programme's quality evaluation. The committees judge the quality of the programme through the course evaluations. Based on the evaluation results a programme committee can invite a course coordinator, lecturer or programme director to discuss the findings of the evaluation results with the programme committee. The programme committee advises, after consultation of the evaluation results or a discussion with the lecturer and/or programme committee, the programme director or the faculty board and gives possible suggestions for improvements.

Examination Board

The examination board is responsible for the programme's quality assessment. The examination board judges the assessment through evaluation results and samples. They give advice to the faculty board about actions that should be taken on the basis of course reports and the programme's assessment plans.

Education office

The faculty evaluation coordinator is responsible for the distribution of the evaluation results to the programme directors and the programme committees. The educational policy officers provide numerical data to the programme directors and the faculty board for the annual reports. They also distribute the results of the NSS and the alumni surveys to the portfolio holder teaching, the educational director and the programme directors.

Course coordinators

The course coordinator is responsible for the course itself. Following the results of the course evaluation or on request of the examination board, the course coordinator makes adjustments in the course, after consultation and in agreement with the educational staff of the course and the programme management.

Students

Students are responsible for filling in the evaluation forms and for reflecting together with the lectures on the questions in the short questionnaire following the course. Students play their role in quality insurance as members of the programme committee.

Alumni

Alumni are asked to fill in the alumni-questionnaires. At least one of the members of the field advisory board is a programme alumnus/alumna.

Field advisory board

Through the field advisory board the programme can assess if they meet the professional requirements and wishes of the professional field. Every programme has its own field advisory board, that meets at least annually. A report is made of every meeting. The programme considers the advices from the field advisory board and discusses in the programme's educational staff meeting of what actions should be taken and communicates these actions – if desired in a next meeting – to the field advisory board.. In the programme's annual report the programme director describes the field advisory board's activities.