Teaching and Examination Regulations

Faculty of Social Science

Master's programme Research Master Societal Resilience

Academic year 2023-2024

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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 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*):

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:
	o researching and writing a thesis or dissertation
	o carrying out a research assignment
	o taking part in fieldwork or an excursion
	o taking part in another educational learning activity aimed at acquiring specific skills, or
	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

	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 univeristy 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 II 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 Societal Resilience, CROHO number 69333, 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;
    - seminars;
    - individual supervision;
    - peer group learning;
    - team-based learning;
    - formative online assessments.
2. The degree programme uses predominantly 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 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
   in social or behavioural sciences. Candidates with a degree in another field may be admitted if they demonstrate a clear interest in social issues. To successfully follow the Research Master in Societal Resilience, all candidates need to have sufficient knowledge of research methods at the level and load (12 EC) of an academic Social Science Bachelor's programme.
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 VU:
   - IELTS score with a minimum of 7.0;
   - TOEFL paper based test: 600;
   - TOEFL computer based test: 250;
   - TOEFL internet based test: 100;
   - VU TOEFL-ITP: 600 (only valid at the VU).
4. Exemptions from the requirements in section 4 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.

Article 7.3 Selection criteria
(Only applicable if these criteria are above or beyond the admission requirements as defined in Article 7.2, otherwise 'NA')

1. In addition to the admission requirements referred to in Article 7.2, the Faculty Board also sets the following selection criteria, of which at least two must be met:
   a. a high general academic level, as demonstrated by a Bachelor's degree completed with a GPA of at least 7.5 (Dutch grading system) or the international equivalent.
   b. a clear interest in social issues, as demonstrated by relevant elective courses, minors, internships or other extra-curricular activities;
   c. a strong command of research methods from the relevant field, as demonstrated by research methods courses of at least 12 EC in total, as well as the candidate's Bachelor's thesis.

Article 7.3a Capacity restriction
Not applicable

Article 7.4 Pre-Master's programme
Not applicable

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:
   - Master's Thesis only after obtaining at least 30 EC among which the course Big Data, Small Data and at least one course which is given in period 4 of the first year;
   - 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, , exit qualifications and language

Article 9.1 Workload
The programme has a workload of 120 EC.

Article 9.2 Programme objective
The aim of the Research Master's programme in Societal Resilience is to train and deliver excellent social scientists who can contribute to societal resilience by analyzing 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 programme 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 form 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 analyzing skills which combine qualitative and quantitative analyses. 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 programme involves transferrable social and communicative skills, bridging different worlds, both in relation 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
1. The final attainment levels for the programme meet the learning outcomes as defined by the Dublin Descriptors for Master's degree programmes.

    Dublin Descriptor Knowledge and Understanding
    The programme 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 programme, the student:
    i.   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;
    ii. 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;

iii. 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;

iv. has basic knowledge of and insight into computational, qualitative, and quantitative methods;

v. has advanced knowledge of either computational, qualitative, or quantitative methods.

Dublin Descriptor Applying Knowledge and Understanding

The programme 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 programme, the student:

vi. 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);

vii. 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;

viii. possesses advanced skills in qualitative, quantitative or computational research and analytical methods.

Dublin Descriptor Judgment Formation

Throughout our programme, 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 programme, the student:

ix. is able to analyze societal problems from the perspective of societal resilience, and is able to reflect critically on these perspectives;

x. is able to reflect critically on the scientific and societal relevance of research results and to base arguments on them;

xi. 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 the programme, 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 programme, the student is able to:

xii. write a scientific report in the form of a scientific, often peer-reviewed article or book chapter;

xiii. present research results and interpretations to the general public and to societal stakeholders in a clear manner.

Dublin Descriptor Learning Skills

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

xiv. is able to work in an interdisciplinary and/or multi-methodological research environment, and in co-creation with societal stakeholders;

xv. has intercultural skills, the student is able to collaborate in internationally diverse teams, has good communication skills and is able to establish international contacts;

xvi.   has knowledge of ethical values and codes of conduct that guide working in an international and diverse context;

xvii.   is able to reflect on his/her own learning skills and abilities.

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 Master's thesis and (academic) internship.
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
Year one			
One of the following:			
- Qualitative Data Methods	S_QDM	3	500
- Quantitative Data Analysis	S_QDA	3	500
Big Problems	S_BP	6	400
Foundations of Societal Resilience	S_FSR	6	400
Big Data, Small Data	S_BDSD	9	500
Advanced Methods I, choose one:			
- Qualitative Methods OR	S_AM1Q	6	500
- Data Mining & Text Analysis	S_AM1D	6	500
Dynamics of Polarization and Inclusion	S_DPI	6	500
Governance and Algorithms in Care and Welfare	S_GACW	6	500
Advanced Methods II: Tutorials	S_AM2	6	600
Research Integrity and Responsible Scholarship	S_RIRS	3	600
Communicating Science	S_COS	3	600
Writing a Research Proposal	S_WRP	6	600
Peer Group Learning year 1	S_PGL1	0	600
Year Two			
Societal or Academic Internship	S_SAI	24	600
Writing a Scientific Paper	S_WSP	6	600
Master's Thesis in Societal Resilience	S_MTRSR	30	600
Peer Group Learning year 2	S_PGL2	0	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

1. 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
Not applicable.

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 Societal Resilience

PLAN What, how and when will we evaluate?			
What	**Goals**	**How? Method?**	**When?**
Courses in the program	Adapt course goals, improve the alignment between learning goals, teaching and learning activities and assessment methods	1. Talks with students in Peer Group Learning sessions 2. Student evaluation forms 3. Meeting with the Program Committee (OLC) 4. Meeting with course coordinators 5. Documentation of course files / Exam committee 6. Samples of final assessments	1. During the course 2. After the course 3. After the course 4. After the course and before the next run 5. After the course 6. Once per year after graduation
Teaching staff	Professionalization Input employee evaluation	1. Student evaluation results about teachers 2. Program coordinator and director respond to requests for information by supervisors 3. Peer review	1. After the course 2. Before employee evaluation 3. Sporadically
Curriculum	Align exit and entry level of subsequent courses Trace causes of student attrition from the program	1. Talks with students in Peer Group Learning sessions 2. Student evaluation forms 3. Meeting with the Program Committee (OLC) 4. Meeting with course coordinators 5. Annual report	1. During the course 2. After the course 3. After the course 4. After the course and before the next run 5. Once per year after graduation
From graduation to employment	Improve value of curriculum for students	1. Communicate with external supervisors of internships 2. Surveys among alumni	1. After internships in 2nd year 2. After graduation

DO How do we execute evaluations?	
Who	**Is responsible for what?**
Program director	Supervise all the above
Program coordinator	Supervise the above, discuss with program director
Program committee (OLC)	Analyze results of course evaluations, curriculum evaluations and discussions with program director
Teachers	Peer review, preparation of annual performance review
Teaching support staff	Execution of evaluations Collect data Identify problems

CHECK Who will analyze which materials and how?		
Materials	**Who analyzes it?**	**Who uses it?**
Course file	Course coordinator	PD, PC, EC
Course evaluation surveys	Canvas	PC, PD, PCom
Discussion with program committee	PD	PD, PCom
Course evaluation	Teachers	PC, PD, PCom
Observation report	Intervisor	Teacher, PD, PCom
Curriculum evaluation	Teaching Policy, Quality Control and Coordination ("OKP")	PD, PC, EC, PCom

ACT Issues that should be improved		
Instrument / resource	**Who formulates issues to be improved and ensures implementation?**	**Who uses it?**
Course File	Course coordinator, in collaboration with teaching staff	PD, PC, teaching staff
Evaluation report	Course coordinator	Course coordinator, PCom, PD
Observation report	Course coordinator	Course coordinator, PD, PC, supervisor
Curriculumevaluations	PC, PD	PD, PC
Meeting with teaching staff	All teaching staff	PD, PC

PD = Program Director
PC = Program Coordinator
EC = Exam Committee
PCom = Program Committee

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Appendix II 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.