

Teaching and Examination Regulation

2019 - 2020

Master

Social and Cultural Anthropology

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 Social and Cultural Anthropology, CROHO-number 60049, is available 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;
 - working groups;
 - practical exercise;
 - individual supervision;
 - formative online assessments.
2. The degree programme uses in particular the following modes of assessment:
 - 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. 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 and who demonstrates the following:
 - a. knowledge of and skills in the field of qualitative research methods;
 - b. knowledge of and insight into the theory of social and cultural anthropology.
2. The Admissions Board will investigate whether the applicant meets the admission requirements.
3. In addition to the requirements referred to in the first 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. academic attitude and critical thinking on bachelor level;
 - d. proficiency in the language(s) of instruction
4. Applicants with a HBO Bachelor's degree including the minor 'Sociaalwetenschappelijk Onderzoek' of Hogeschool van Amsterdam can be admitted after completing an additional Bachelor's course of the programme. Candidates don't have to enroll in the Pre-Master's programme or accomplish the Pre-Master's assessment.

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:
 - a. IELTS score with a minimum of 6.5;
 - b. TOEFL paper based test: 580;
 - c. TOEFL computer based test: 237;
 - d. TOEFL internet based test: 92;
 - e. Cambridge Certificate in Advanced English (CAE): A or B;
 - f. Cambridge Certificate of Proficiency in English (CPE): A, B or C;
 - g. VU TOEFL-ITP: 580 (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.

Article 7.4 Pre-Master's programme

1. Students with a Bachelor's degree of a university of applied science (HBO) can request admission to the pre-Master's programme. Students need to pass the pre-Master's assessment before entering the pre-Master's programme.
2. Additional admission requirements to the pre-Master's programme for HBO-students as mentioned under 1a, are a score on the pre-Master's assessment of at least:
 - 5 for English Language Proficiency;
 - 2,5 for Numerical and Mathematical Skills.
3. The pre-Master's programme comprises 30 EC and is made up of the following educational components:
 - a. PM Core Themes in Anthropology;
 - b. PM Social Research Methodology;
 - c. PM Tutorial Academic Writing SCA;
 - d. PM Challenges of the 21st Century;
 - e. PM Ethnographic Research Methods;
 - f. PM Research Project SCA.
4. A successfully completed pre-Master's programme serves as proof of admission to the specified Master's programme in the subsequent academic year.
5. A candidate can only participate in one pre-Master's programme at the Vrije Universiteit.

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:
 - Mobility, Diversity and Equality OR City, Space and Politics OR Development, Global Inequality and Sustainability OR Changing Organizational Culture after active participation in Theoretical Orientation on Mobility.
 - Field research only after
 - passing Theoretical Orientation on Mobility;
 - active participation in Mobility, Diversity and Equality OR City, Space and Politics OR Development, Global Inequality and Sustainability OR Changing Organizational Culture,
 - passing Field Research Design.
 - Master's Thesis in Social and Cultural Anthropology only after passing:
 - Theoretical Orientation on Mobility;
 - Mobility, Diversity and Equality OR City, Space and Politics OR Development, Global Inequality and Sustainability OR Changing Organizational Culture;
 - Field Research.

Section B2: Programma specific – content of programme

9. Programme objectives, specializations and exit qualifications

Article 9.1 Workload

The programme has a workload of 60 EC.

Article 9.2 Programme objectives

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 in Social and Cultural Anthropology 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. At all events, a graduate of the programme will have:

Knowledge and understanding

Graduates have demonstrated 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 have developed the ability to:

- critically examine anthropological issues at a high level of conceptual abstraction and can 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 analyse 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 Master's programme.

Making judgements

Graduates have developed 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 master 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 master 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 developed 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.

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 educational components

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
Theoretical Orientation on Mobility	S_TOM	6	400
Mobility, Diversity and Equality OR	S_MDE	6	500
City, Space and Politics OR	S_CSAP	6	500
Development, Global Inequality and	S_DGI	6	500
Sustainability OR Changing	S_COC	6	500
Organizational Culture			
Field Research	S_FR	18	500
Master's Thesis in Social and Cultural Anthropology	S_MTsca	18	600

Article 10.3 Participation in practical exercise and tutorials

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

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 (appendix 1). 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 following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations, see appendix 2.

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.

Appendix 2: Transitional provisions

Transition table

Subject (in 2018-2019 or before)	Replacement subject (2019-2020)
Theoretical Orientation on Mobility part 1	Theoretical Orientation on Mobility
Theoretical Orientation on Mobility part 2	<ul style="list-style-type: none"> • Changing Organizational Culture OR • Mobility, Diversity and Equality OR • City, Space and Politics OR • Development, Global Inequality and Sustainability.