

Teaching and Examination Regulations

**Research Master's programme in
Societal Resilience
Faculty of Social Sciences**

Academic year 2022-2023

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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 2022.
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: | the final examination of the Master's programme; |
| e. FGV: | Faculty joint assembly – assembly of the faculty student council and faculty staff council; |
| f. interim 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 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; |
| g. unit of education: | a (study) unit or course of the programme within the meaning of the law |
| h. OLC: | programme committee; |
| i. period: | a part of a semester; |
| j. 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: <ul style="list-style-type: none">o researching and writing a thesis or dissertation;o carrying out a research assignment;o taking part in fieldwork or an excursion;o participating in and completing an internship; |
| k. pre-Master's enrollee: | person enrolled in a pre-Master's programme, who is not a student from a legal perspective; |
| l. programme: | the totality and cohesion of the unit of education, 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. specialization: | optional route of study within a degree programme indicating a deepening of the interdisciplinary or multidisciplinary context of the programme; |
| p. student | 'studying'; |

- q. 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);
- r. 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/en/study-guide/>;
- s. study monitor (*studiemonitor*): dashboard for students and academic advisers with data of the student and that provides insight into the student's study progress;
- t. subject: see '*unit of education*';
- u. 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 degree;
- v. thesis: a unit comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- w. unit of education: a unit of study of the programme within the meaning of the WHW;
- x. university: Vrije Universiteit Amsterdam;
- y. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- z. 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. The first two periods each consist of eight weeks, and the final period consists of four weeks.
3. An educational component 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 study comprises 3 EC or a multiple thereof.

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 examiner's request, the Examination Board may permit a different form of interim examination than is stipulated in the study guide.

Article 3.3 Oral interim examinations

1. An oral assessment 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 interim examination as soon as possible, but at the latest 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 master's thesis or relevant internship manual, teaching regulations or graduation 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 study. The master's thesis, internship and practical exercise are excluded from the arrangement that a resit 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 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 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 3.6 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: up to 5.50, rounded down; higher than 5.50, 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 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 they:

- a. have either passed a course component of an academic (university) or higher professional education programme 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 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. Within twenty working days after the announcement of the results of a written interim examination, but at least ten working days before the resit opportunity for that interim 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 referred to in the previous clause will be announced at the interim examination or Canvas in all cases.
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 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 his or her 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 General Counselling Service;
 - b. Student psychologists;
 - c. Faculty academic advisors.

Article 4.2 Facilities for students with a disability

1. A student with a disability can, at the moment of submission to VUweb, or at a later instance, submit a request to qualify for one or more special facilities with regard to teaching, practical training and interim 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 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 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 study 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 organization 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 interim 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

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 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. Applicants 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 Dutch VWO-diploma (level 6 VWO-nieuw)
- are exempted from the requirements referred to in paragraph 3.

Article 7.3 Selection criteria

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.

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

1. 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 educational components

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

| Educational component | course code | 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 |
| Choose 2 out of 4: | | | |
| - Diversity and Inclusive Communities OR | S_DIC | 6 | 500 |
| - Dynamics of Interconnectedness OR | S_DI | 6 | 500 |
| - Care and Welfare OR | S_CAW | 6 | 500 |
| - Workshop in Global Environmental Governance, Sustainability and Climate Change | S_WGEG | 6 | |
| - Algorithmic Governance | S__AG | 6 | 500 |
| 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 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 10.5 Participation in practical training and tutorials

In the case of a 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 evaluation plan in Appendix I. The faculty evaluation plan offers the framework.

Article 11.2 Transitional provisions

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

Appendix I Evaluation plan Research 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. Intervision | 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. Talks 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) | Analyse results of course evaluations, curriculum evaluations and discussions with program director |
| Teachers | Intervision, 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 | | |
|---------------------------------------|--|--|
| Middel | 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 |
| Curriculum evaluations | PC, PD | PD, PC |
| Meeting with teaching staff | All teaching staff | PD, PC |

PD = Program Director: René Bekkers

PC = Program Coordinator: Tijs van den Broek

EC = Exam Committee: Kees Boersma & Sinan Çankaya

PCom = Program Committee: Wouter van Atteveldt, Christine Moser & 2 students

Appendix II Transition Table Master Societal Resilience

| Subject (in 2019-2020) | Replacement subject (2020-2021) |
|---|---|
| 'Qualitative or Quantitative Data Analysis' | 'Qualitative Data Methods' OR 'Quantitative Data Analysis' |

Appendix III Addendum Pertaining to the 2022-2023 Teaching and Examination Regulations

Master TER, Section B1: Programme-specific section

Article 7.2 Admission requirements

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| <p>Supplementary to Article 7.2.1, students* are also admissible for the 2022-2023 academic year admission in September 2022 if, by 31 August 2022 at the latest, they have not obtained a maximum of 18 EC from the Bachelor's programme, under the following conditions:</p> <ul style="list-style-type: none"> • The Bachelor's degree certificate must still be obtained before 1 September 2023 or before the Master's degree certificate is obtained, whichever comes first. If this condition is not met, the student will not be able to continue or complete the Master's programme. • the Bachelor's thesis (or other final project) must be completed before the student starts working on their Master's thesis, or other final project. <p>also admissible, students* who, by no later than 31 August 2022, have not obtained a maximum of 6 EC from the bridging or pre-Master's programme, under the following conditions:</p> <ul style="list-style-type: none"> • The bridging or pre-Master's programme must still be completed successfully before 1 September 2023 or before the Master's degree certificate is obtained, whichever comes first. If this condition is not met, the student will not be able to continue or complete the Master's programme. • The final project of the bridging or pre-Master's programme must be completed before the student starts working on their Master's thesis (or other final project). <p>*The above supplementary requirements do not apply to non-EEA students who must complete a Bachelor's programme outside of the Netherlands.</p> | <p>Based on amended Section 7:37c WHW</p> <p>University Student Council's advice on policy (9:33a Higher Education and Research Act, second paragraph)</p> <p>Advice of the OLC on each programme via the Teaching and Examination Regulations</p> |
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Article 7.4 Bridging or pre-Master's programme

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| <p>Supplementary to Article 7.4.1, students* are also admissible for the 2022-2023 academic year (admission in September 2022) if, by 31 August 2022 at the latest, they have not obtained a maximum of 18 EC from the designated HBO/university (WO) Bachelor's programme, under the following conditions:</p> <ul style="list-style-type: none"> • The HBO/WO Bachelor's examinations must still be passed before 1 September 2023, or before the bridging or pre-Master's programme is completed, whichever comes first. If this condition is not met, the student will not be able to complete or continue the programme. • The Bachelor's thesis (or other final project) must be completed before the student starts working on the final project for the pre-Master's programme. <p>*The above supplementary requirements do not apply to non-EEA students who must complete a Bachelor's programme outside of the Netherlands.</p> | <p>Based on amended Section 7:37c WHW</p> <p>University Student Council's advice on policy (9:33a Higher Education and Research Act, second paragraph)</p> <p>Advice of the OLC on each programme via the Teaching and Examination Regulations</p> |
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Explanatory notes:

Article 7.2 Admission requirements

Until 1 September 2022/1 February 2023, admission to the Master's programme by means of the 'exceptional admission provision' has been added to Article 7.2. This provision applies to Dutch and other EEA students who are pursuing a Bachelor's programme or a bridging/pre-Master's programme in the 2021-2022 academic year and who have not previously registered for the relevant Master's programme.

The exceptional admission provision gives universities of applied sciences and research universities the flexibility to deviate from the requirement that a Bachelor's programme must be completed prior to participation in a Master's programme, in the way that is best suited to the specific features of the Master's programme. Students must complete their Bachelor's programme or pre-Master's programme by 31 August 2023 at the latest. If the student does not meet this requirement, he or she will not be able to continue or complete the Master's programme.

With respect to each Master's programme, the Faculty Board will determine under what conditions the student is to be admitted to the Master's programme within the parameters of VU Amsterdam's 2022 exceptional admission provision, if the student does not yet hold a Bachelor's degree or has not yet completed a bridging/pre-Master's programme or in any other respect does not yet satisfy the admission requirements for the programme referred to in Article 7.2. These conditions are set out at the degree programme level in the addendum to the Teaching and Examination Regulations. In all cases, those conditions will indicate the minimum number of EC that must be obtained. Subsequently and where applicable, it will be specified whether the final project must be completed before the student can begin working on the final project for the Master's programme (a common requirement at Vrije Universiteit Amsterdam). Where applicable, additional substantive requirements may be specified with regard to the knowledge and skills that the student must have or educational units that the student must have completed before they can be admitted to the Master's programme.

Article 7.4 Bridging or pre-Master's programme

See the explanatory notes to Article 7.2, subject to the proviso that the bridging/pre-Master's programme must be completed within one year and that the HBO/university Bachelor's programme must be successfully completed before completing the bridging/pre-Master's programme.