

# **Teaching and Examination Regulation**

**2019 - 2020**

**Bachelor**

**Culturele antropologie en  
ontwikkelingssociologie**

**Track: Cultural Anthropology and Development Sociology**

**Faculty of Social Sciences**

## Contents

|  |           |
|--|-----------|
| <b>Section A: Faculty section .....</b>  | <b>4</b>  |
| 1. General provisions .....  | 4         |
| Article 1.1 Applicability of the Regulations .....   | 4         |
| Article 1.2 Definitions.....   | 4         |
| 2. Study programme structure.....  | 5         |
| Article 2.1 Structure of academic year and educational components .....                            | 5         |
| Article 2.2 Frame study programme .....  | 5         |
| 3. Assessment and Examination.....   | 6         |
| Article 3.1 Signing up for education and interim examinations .....                                | 6         |
| Article 3.2 Type of examination .....  | 6         |
| Article 3.3 Oral interim examinations .....  | 6         |
| Article 3.4 Determining and announcing results.....  | 6         |
| Article 3.5 Examination opportunities .....  | 6         |
| Article 3.6 Marks.....   | 7         |
| Article 3.7 Exemption .....  | 7         |
| Article 3.8 Validity period for results.....   | 7         |
| Article 3.9 Right of inspection and post-examination discussion .....                              | 7         |
| 4. Honours programme .....   | 8         |
| Article 4.1 Honours programme .....  | 8         |
| 5. Academic student counselling, advice regarding continuation of studies and study progress ..... | 8         |
| Article 5.1 Administration of study progress and academic student counselling .....                | 8         |
| Article 5.2 Advice regarding continuation of studies .....   | 8         |
| Article 5.3 Binding (negative) recommendation on continuation of studies (BSA).....                | 9         |
| Article 5.4 Personal circumstances .....   | 9         |
| Article 5.5 Adaptations for students with a disability .....                                       | 9         |
| 6. Hardship clause.....  | 10        |
| Article 6.1 Hardship clause.....   | 10        |
| <b>Section B1: Programme specific – general provisions.....</b>                                    | <b>11</b> |
| 7. General programme information and characteristics .....   | 11        |
| Article 7.1 Study programme information.....   | 11        |
| Article 7.2 Teaching formats used and modes of assessment .....                                    | 11        |
| Article 7.3 Academic student counselling.....  | 11        |
| 8. Further admission requirements .....  | 11        |
| Article 8.1 Additional previous education requirements .....                                       | 11        |
| Article 8.2 Colloquium doctum (entrance examination) .....   | 11        |
| Article 8.3 English language requirements for English-language Bachelor's track.....               | 12        |
| 9. Interim examinations and results .....  | 12        |
| Article 9.1 Sequence of interim examinations .....   | 12        |
| <b>Section B2: Programma specific – content of programme .....</b>                                 | <b>13</b> |
| 10. Programme objectives, specializations and exit qualifications .....                            | 13        |
| Article 10.1 Programme objectives .....  | 13        |
| Article 10.2 Majors (specializations).....   | 13        |
| Article 10.3 Exit qualifications.....  | 13        |
| Article 10.4 Language test.....  | 15        |
| 11. Curriculum structure.....  | 15        |
| Article 11.1 Academic development.....   | 15        |
| Article 11.2 Major .....   | 15        |
| Article 11.3 Compulsory educational components of the major.....                                   | 15        |
| Article 11.4 Participation in practical exercise and tutorials .....                               | 16        |

|                    |  |           |
|--------------------|--|-----------|
| 12.                | Electives .....  | 16        |
|                    | Article 12.1 Elective period.....                            | 16        |
|                    | Article 12.2 Minors.....                                     | 16        |
| 13.                | Honours programme .....                                      | 16        |
|                    | Article 13.1 Faculty Honours programme.....                  | 16        |
| 14.                | Binding recommendation on continuation of studies (BSA)..... | 17        |
|                    | Article 14.1 Binding (negative) recommendation .....         | 17        |
| 15.                | Evaluation and transitional provisions.....                  | 17        |
|                    | Article 15.1 Evaluation of the education.....                | 17        |
| <b>Appendix 1:</b> | <b>Faculty of Social Sciences Evaluation Plan .....</b>      | <b>18</b> |

## Section A: Faculty section

### 1. General provisions

#### Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled for 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 (Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek);   |
| e. examination:           | the final examination of the Bachelor'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; |
| h. joint degree:          | a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;   |
| i. OLC:                   | programme committee;   |
| 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"> <li>○ researching and writing a thesis or dissertation</li> <li>○ carrying out a research assignment</li> <li>○ taking part in fieldwork or an excursion</li> <li>○ taking part in another educational learning activity aimed at acquiring specific skills, or</li> <li>○ participating in and completing a work placement;</li> </ul>                    |

|                 |  |
|-----------------|--|
| 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: <a href="https://www.vu.nl/en/study-guide/">https://www.vu.nl/en/study-guide/</a> ; |
| 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 ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );   |
| 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 B may stipulate that a unit of study comprises 3 EC or a multiple thereof. The Executive Board has to give permission for this.

### Article 2.2 Frame study programme

1. The programme consists in any case of the following components:
  - a. Academic development of at least 24 EC
  - b. Major/compulsory components of at least 90 EC
  - c. Elective components of study of at least 30 EC
2. In the first year of the programme, the programme will offer at least fourteen contact hours a week.
3. In the second and third years of the programme, the programme will offer at least twelve contact hours a week.
4. Internationalization is included as part of the Bachelor's programme and reflected in one or more educational components.

### **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 the case of a unit of study that 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 bachelor project or bachelor thesis is also ten working days. The marking deadline for the second submission opportunity for the bachelor project or bachelor thesis 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 ten 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 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 bachelor project or bachelor theses are detailed in the relevant work placement manual, teaching regulations or bachelor project or bachelor theses manual.
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 Examination Board may allow a student an extra opportunity to sit an examination if that student:
  - a. is lacking only those credits to qualify for his or her degree;
  - b. has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons.

The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical assignments and the Bachelor's thesis. Requests for an additional examination opportunity must be submitted to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.

#### **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 bachelor's project or bachelor'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 at least ten working days after the announcement of the results of a written interim examination, the student can, on request, inspect his/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. Honours programme**

##### **Article 4.1 Honours programme**

1. Vrije Universiteit Amsterdam offers an honours programme for students who meet the admission requirements. The Honours programme consists of educational components taken in addition to the standard curriculum.
2. The honours programme comprises 30 EC, a minimum of 12 EC of which consist of faculty honours components and a minimum of another 12 EC consist of interfaculty honours components. The choices available to the student will be published via the website ([www.vu.nl](http://www.vu.nl)).
3. For admission to the honours programme, the student must have secured all credits from the first year and have been awarded a weighted average mark of at least a 7.5.
4. A student who has met the requirements of the regular Bachelor's programme within the nominal duration of study, who has achieved an average weighted mark of at least 7.5 for all components of the Bachelor's programme (excluded the honours components) and who has also met the requirements of the honours programme will receive a Bachelor diploma with a transcript indicating that he or she has successfully completed the honours programme.

#### **5. Academic student counselling, advice regarding continuation of studies and study progress**

##### **Article 5.1 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/her disposal in VUnet.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is provided by
  - a. The Student General Counselling Service
  - b. Student psychologists
  - c. Faculty academic advisors

##### **Article 5.2 Advice regarding continuation of studies**

1. The faculty board will issue every student on a full-time Bachelor's programme with a recommendation on continuation of his or her studies, at the end of the first year of study. The recommendation on continuation of studies is issued on behalf of the faculty board by the faculty BSA committee.
2. Prior to 1 February, the student will receive an overview of his or her results.
3. A student who has not completed enough EC, will receive a warning stating that sufficient improvement is necessary to reach the standard for a positive recommendation on continuation of studies at the end of the academic year and will be advised to plan a meeting with an academic advisor.
4. If the recommendation contains a rejection ('negative recommendation on continuation of studies') the provisions of Article 5.3 apply.
5. A recommendation will not be issued if the student terminates his or her enrolment before 1 February of his/her first academic year.



### **Article 5.3 Binding (negative) recommendation on continuation of studies (BSA)**

1. The recommendation issued at the end of the academic year will contain a binding rejection if the student has not achieved the standard required for positive recommendation on continuation of studies. Recommendation on continuation of studies will not be issued if the student demonstrates that he/she did not meet the standard as described in Section 2.1 of the Implementation Regulation of the Higher Education and Research Act. The standard is defined in Section B2.
2. As soon as possible after the last resits of the second semester of the first year, a student who has not met the standard will be informed that the faculty board intends to issue him or her with negative binding recommendation on continuation of studies. The same procedure applies in the next year of enrolment if the student was permitted to continue with his/her study programme as a result of personal circumstances and has still not successfully met all of the requirements of the first year of study by that time. No recommendation will be issued to the student if he or she demonstrates that he or she again did not meet the standard as a consequence of personal circumstances.
3. Along with the information referred to in the previous paragraph, the student will also be informed of the possibility of being heard by the BSA committee and of how he or she can apply for such a hearing.
4. As soon as possible (no more than 10 working days) after the hearing and on the advice of the BSA committee, the faculty board will determine which students will be issued with a negative binding recommendation on continuation of studies.
5. Students may lodge an appeal against a decision on a binding negative recommendation on continuation of studies with the Examination Appeals Board of Vrije Universiteit Amsterdam within six weeks of the day of the decision's announcement.
6. Students who receive a binding negative recommendation on continuation of studies may therefore not enrol in the same (or very similar) Bachelor's programme during a subsequent number of academic years as defined in Section B.

### **Article 5.4 Personal circumstances**

1. The faculty board will not include a rejection in the binding recommendation on the continuation of studies in the case of personal circumstances, as a result of which the student concerned cannot have been reasonably expected to have met the BSA standard.
2. If a circumstance, as described in Section 2.1 of the Implementation Regulation of the Higher Education and Research Act, should occur, the student must notify the academic adviser office as soon as possible, providing details of:
  - a. the period in which the circumstance occurs or occurred;
  - b. a description of the circumstance and its seriousness;
  - c. the extent to which he or she cannot or could not participate in instruction/classes or an interim examination.It is the student's responsibility to submit documentary evidence to substantiate his or her report.
3. If required, the academic advisor may advise the BSA Committee on the extent to which personal circumstances have influenced the student's study progress.

### **Article 5.5 Adaptations for students with a disability**

1. A student with a disability can, at the moment of submission to VUnet, or at a later instance, submit 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 adviser 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.

## **6. Hardship clause**

### **Article 6.1 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**

### **7. General programme information and characteristics**

#### **Article 7.1 Study programme information**

1. The programme Culturele antropologie en ontwikkelingsociologie, CROHO number 50035, is offered on a full-time basis.
2. The language of instruction for the track Cultural Anthropology and Development Sociology is English.

#### **Article 7.2 Teaching formats used and modes of assessment**

1. The degree programme uses in particular the following teaching formats:
  - lectures;
  - tutorials;
  - working groups;
  - practical exercises;
  - formative online assessments.
2. The degree programme uses in particular the following modes of assessment:
  - written examinations;
  - assignments;
  - portfolio;
  - presentations;
  - thesis.

#### **Article 7.3 Academic student counselling**

1. The programme offers the following counselling in addition to the student counselling mentioned in Section A. Student mentors make the students familiar with the faculty during the first year. Teacher mentors familiarize the students with the training and support them with various choices they have to make during the study.

### **8. Further admission requirements**

#### **Article 8.1 Additional previous education requirements**

1. Students who do not meet the previous education requirements but have successfully completed the first year of a higher professional education programme can gain admission to the programme.

#### **Article 8.2 Colloquium doctum (entrance examination)**

1. Persons aged 21 years and older who do not meet the requirements for previous education can submit a request to the Executive Board to take an entrance examination (colloquium doctum), as stipulated in Section 7.29 of the WHW. The entrance examination concerns the following subjects at final pre-university examination level:
  - Mathematics;
  - English.
2. The proof that the entrance examination has been passed, only provides entitlement to admission to the intended programme or programmes for the academic year after the examination was taken.

### **Article 8.3 English language requirements for English-language Bachelor's track**

1. In deviation from the language proficiency requirements as stated in the Application and registration regulation (RAI) an applicant should demonstrate that he or she has sufficient level of proficiency in English by meeting at least one of the following standards, no more than two years before the start of the programme at the VU:
  - IELTS: 6.5;
  - TOEFL paper based test: 580;
  - TOEFL internet based test: 92;
  - Cambridge Certificate of Proficiency in English (CPE);
  - Cambridge Certificate of Advanced English (CAE) met score A, B of C;
  - VU-test Engelse Taalvaardigheid: TOEFL ITP 580.
2. Applicants who:
  - obtained an English-language diploma from a prior study programme in Canada, the United States, United Kingdom, Ireland, New Zealand or Australia, or
  - have earned a Bachelor's degree in an accredited English- taught programme are exempted from the requirements referred to in article 8.3.1.

## **9. Interim examinations and results**

### **Article 9.1 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:
  - Research Lab Anthropology after active participation in Ethnographic Research Methodology;
  - Ethnographic Research Methodology after active participation in Challenges of the 21st Century;
  - Diversity 2 after participation in Diversity 1;
  - Globalization 2 after participation in Globalization 1;
  - Networks 2 after participation in Networks 1;
  - Bachelorproject antropologie after gaining 90 EC from the first and second year of the bachelor programme Culturele antropologie en ontwikkelingsociologie.

## Section B2: Programma specific – content of programme

### 10. Programme objectives, specializations and exit qualifications

#### Article 10.1 Programme objectives

The programme aims at providing students with knowledge, insight, skills and attitudes related to the field of anthropology. Graduates are able to apply anthropological theories, concepts and research methods to current social issues related to cultural diversity, social complexity and/or international development, with a certain level of independence; taking into account the interaction between processes on a local, national and mondial scale. In addition, graduates are able to contribute to the formulation of solutions whenever these phenomena come to be perceived as societal problems. Anthropologist will always critically assess which actors (whether individuals or institutions) define these phenomena as problematic and from which position they do so, and whether ethnocentrism plays a role in shaping these depictions. Graduates also possess the skills to carry out an elementary research independently, are able to judge scientific anthropological papers on its merits and to express themselves orally and by letter at an academic level. The programme places great importance on training students in their ability to 'translate' anthropological knowledge into practice. Besides this substantial objective, the programme aims at shaping students to adequately fulfill junior positions at an academic level in for instance policy and advice work, the field of multiculturalism, development cooperation, cultural diversity in organizations, the cultural sector and journalism. In addition, the programme aims at providing students access to subsequent master's programmes at VU University or another university.

#### Article 10.2 Majors (specializations)

The programme has the following majors:

- Cultural Anthropology and Development Sociology (English)
- Culturele Antropologie en Ontwikkelingssociologie (Dutch)

#### Article 10.3 Exit qualifications

1. At all events, a graduate of the study programme will have:

A. Knowledge and understanding – Graduates of the Bachelor's degree programme in Cultural Anthropology and Development Sociology possess knowledge and understanding of:

- a) the most important research areas, theories, concepts and debates within the field of anthropology (and its history);
- b) a substantial number of anthropological field (and/or other) studies (monographs and core articles);
- c) methods and techniques of social scientific research, with emphasis on the customary methods of ethnographic research;
- d) the possibilities and limitations of applying anthropological visions, theories and concepts to social practices and problems;
- e) the possibilities and limitations of using ethnographic research methods;
- f) the place of anthropology within the field of the social sciences;
- g) the application possibilities of anthropological knowledge and skills when approaching social issues, and thus the professional fields within which anthropologists can make valuable contributions.

- B. Application – Graduates of the bachelor’s degree programme in Cultural Anthropology and Development Sociology are capable of:
- formulating a scientific research problem and conducting an analysis of a concrete social issue based on research literature and/or empirical data they have collected themselves;
  - conducting ethnographic research, independently or together with others, and reporting on it orally or in writing;
  - engage in critical discussion of scientific (anthropological) theories and the associated concepts, comparing them, relating elements from these theories to each other and applying them to concrete social issues;
  - analysing data and research results, assessing them for reliability, validity and usability;
  - translating scientific anthropological theories and concepts to applications in practice;
  - following the ethical code of conduct and the rules of ethics for research.
- C. Making judgements – Graduates of the Bachelor’s degree programme in Cultural Anthropology and Development Sociology exhibit:
- an academic attitude, i.e. the curiosity and willingness to test theories and assumptions and to adopt a critical attitude with regard to common assumptions in society;
  - the ability to recognize, identify and propose solutions for (presumed) social problems;
  - the ability to reflect on the possibilities and limitations of scientific theories and scientific research, with an emphasis on anthropological theories and ethnographic research;
  - the ability to accept responsibility based on academic knowledge, insights and skills;
  - the ability to reflect on their own background, position and opinions in their role as researchers.
- D. Communication – Graduates of the Bachelor’s degree programme in Cultural Anthropology and Development Sociology possess:
- the skills to present research results in an accessible manner, both orally and in writing, to colleagues and a broader audience.
- E. Learning skills – Graduates of the Bachelor’s degree programme in Cultural Anthropology and Development Sociology possesses the competences needed in order to:
- summarize, connect and reflect on scientific theories and scientific research;
  - reflect on the contributions and limitations of anthropology and other social sciences, as well as to collaborate in a multidisciplinary context and contribute to the analysis of a complex social issue;
  - reflect on their own role in academic success and the application of the skills that they have acquired;
  - learn, communicate and collaborate within a culturally diverse and international environment; progress to a programme at the Master’s level.
2. Language proficiency may be taken into account in the assessment of (interim) examinations

#### Article 10.4 Language test

1. At the start of the first year of study every student must complete a diagnostic language test in the language of instruction of his or her specialization.
2. Any student who does not achieve a pass in the language test must take the 'Refresher Course' organized by the Language Desk (Taalloket).
3. The language test is part of the following educational component: Academic Skills Lab. A mark can only be determined if the student has successfully completed the requirements of the educational component, including a pass in the language test or completing the Refresher Course.

### 11. Curriculum structure

#### Article 11.1 Academic development

1. Academic development is part of the study programme. This includes:
  - Academic Skills Lab (100)
  - Social Research Methods (100)
  - Descriptive and Inferential Statistics (100)
  - Sociology of Social Sciences (200)
  - Philosophy of Science (200)

#### Article 11.2 Major

1. The major comprises a package of compulsory and possibly optional units of study.
2. In addition, units of study are categorized as introductory (100), in-depth (200) and advanced (300) level.

#### Article 11.3 Compulsory educational components of the major

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

| <b>Name of educational component</b>          | <b>course code</b> | <b>nr of EC</b> | <b>level</b> |
|---|--------------------|-----------------|--------------|
| <b>First year</b>                             |                    |                 |              |
| Core Themes in Anthropology                   | S_CTA              | 6               | 100          |
| History and Theory of Anthropology            | S_HTA              | 6               | 200          |
| Ethnographic Monographs                       | S_EM2              | 6               | 200          |
| Challenges of the 21 <sup>st</sup> Century    | S_C21C             | 6               | 200          |
| Ethnographic Research                         | S_ERM              | 6               | 100          |
| Methodology                                   |                    |                 |              |
| Research Lab Anthropology                     | S_RLA              | 6               | 200          |
| <b>Second year</b>                            |                    |                 |              |
| Development and Globalization                 | S_DG               | 6               | 300          |
| Political and Economic Anthropology           | S_PEA              | 6               | 300          |
| Identity, Diversity and Inclusion             | S_IDI              | 6               | 300          |
| Nation and Migration                          | S_NM               | 6               | 300          |
| Urban Studies                                 | S_UBS              | 6               | 300          |
| Global Religion                               | S_GR               | 6               | 300          |
| Organizations and Anthropology                | S_OA               | 6               | 300          |
| Networks 1 OR Diversity 1 OR Globalization 1  | S_N1/S_D1/S_G1     | 6               |              |
| Networks 2 OR Diversity 2 OR Globalizations 2 | S_N2/S_D2/S_G2     | 6               |              |

### Third year

|  |        |    |     |
|--|--------|----|-----|
| Contemporary Social and Political Philosophy | S_CSPP | 6  | 300 |
| Digital Anthropology                         | S_DA   | 6  | 300 |
| Bachelor Project Anthropology                | S_BPA  | 18 | 300 |

#### Article 11.4 Participation in practical exercise and tutorials

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

## 12. Electives

### Article 12.1 Elective period

1. The first semester of the third year of the curriculum comprises elective educational components.
2. For this elective period, the student can take:
  - a. a minor (a coherent package of related courses)
  - b. individual choice of at least five components at the faculty or elsewhere, of which at least two (12 EC) must be at level 300
  - c. an internship.
3. Prior consent must be obtained from the Examination Board.

### Article 12.2 Minors

1. The student who meets the admission requirements can take a 'University minor' without prior consent from the Examination Board. The 'University minors' are listed on the VU website.
2. The student can take one of the following minors without prior consent from the Examination Board:
  - a. Bestuurswetenschap
  - b. Communicatiewetenschap
  - c. Organisatiewetenschap
  - d. Sociologie

## 13. Honours programme

### Article 13.1 Faculty Honours programme

The components of the Honours programme offered by the faculty are:

| Name of educational component               | course code | nr of EC | level |
|---|-------------|----------|-------|
| HP Students for a Future Society            | S_HPS4FS    | 6        | 400   |
| HP Part of the Bachelor Thesis Anthropology | S_HPBTant   | 6        | 300   |



## **14. Binding recommendation on continuation of studies (BSA)**

### **Article 14.1 Binding (negative) recommendation**

1. In order to obtain a positive recommendation on continuation of studies, the student must have obtained at least 42 EC by the end of the first year of enrolment.
2. Students who receive a binding negative recommendation on continuation of studies cannot enroll for the following Bachelor's programme Cultural Anthropology and Development Sociology during the subsequent three academic years.

## **15. Evaluation and transitional provisions**

### **Article 15.1 Evaluation of the education**

The education provided in this programme is evaluated in accordance with the (attached) evaluation plan. The faculty evaluation plan offers the framework.

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

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

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

## Appendix 1: Faculty of Social Sciences Evaluation Plan

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

### 1. Evaluations among students

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

#### *1.1 Course evaluations*

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

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

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

#### *1.2 Evaluation of the Bachelors' and Masters' thesis*

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

### *1.3 Curriculum evaluations*

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

### *1.4 National Student Survey*

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

### *1.5 Evaluation of university minors*

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

## **2. Evaluations among alumni**

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

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

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

## 2.1 Alumni Monitor

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

## 3. Annual education report

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

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

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

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

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

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

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

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

##### Faculty Board

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

##### Programme director

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

##### Programme committees

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

##### Examination Board

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

##### Education office

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

##### Course coordinators

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

##### Students

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

### Alumni

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

### Field advisory board

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