

Teaching and Examination Regulations

Research Master Societal Resilience

Faculty of Social Sciences

Academic year 2020-2021

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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 2020.
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 <i>Vrije Universiteit Amsterdam</i> ; |
| 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 WHW; |
| e. examination: | the final examination of the Master's programme; |
| f. FGV: | Faculty Joint Assembly – assembly of the faculty student council and faculty staff council; |
| g. interim examination: | an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination. A written examination can consist of (a combination of) open questions, multiple choice questions, a paper, an essay or written assignment. An oral examination can consist of (a combination of) open questions, a debate or a verbal presentation; |
| h. OLC: | programme committee; |
| i. period: | a part of a semester; |
| j. 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"> o researching and writing a thesis or dissertation o carrying out a research assignment o taking part in fieldwork or an excursion o taking part in another educational learning activity aimed at acquiring specific skills, or o participating in and completing a work placement; |
| k. programme: | the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature; |
| l. SAP/SLM: | the student information system; |
| m. semester: | the first (September - January) or second half (February - August) of an academic year; |
| n. specialization: | selected route of study within a degree programme indicating a deepening of the (inter/multi) disciplinary context of the programme; |

- o. study guide: the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The Study Guide is available electronically at: <https://www.vu.nl/en/study-guide/>;
- p. study monitor (*studiemonitor*): dashboard for students and academic advisors with data of the student and that provides insight into the student's study progress;
- q. subject: see 'educational component';
- r. thesis: a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
- s. university: *Vrije Universiteit Amsterdam*;
- t. WHW: the Dutch Higher Education and Research Act (*Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek*);
- u. 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, 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 or examiner in special cases determines otherwise. For further rules and regulations concerning oral examinations, see the Rules and Guidelines of the Examination Board FSS, article 10 'Oral examination'.

Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. The marking deadline for the first submission opportunity for the thesis is also ten working days. The marking deadline for the second submission opportunity for the thesis is no longer than twenty working days. 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 48 hours after the examination has finished and informs the student accordingly. The fourth sentence of the first paragraph applies.
3. In the case of alternative forms of 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 per educational component will be offered.
 - b. By way of exception to a., the options for retaking practical components, work placements and these are detailed in the relevant work placement manual, teaching regulations or graduation regulations.
2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study.
3. The resit for an interim examination must not take place within ten working days of the announcement of the result of the examination being resat.
4. The student who has passed all but one of the examinations necessary to meet the degree requirements and who is unable to sit that examination in the next semester, may submit a reasoned request to the Examination Board asking for the opportunity to take this examination at an earlier date; the examiner can decide that this extra examination is a different assessment type than the regular examination opportunity.
5. If an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.

Article 3.6 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. All other final marks are given in whole or half points.
3. To pass a course, a 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 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 or her work and/or professional experience that he or she has sufficient knowledge and skills with regard to the relevant course component.
2. The Master's thesis is excluded from this exemption possibility.

Article 3.8 Validity period for results

1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B1.
2. The validity period of a partial examination is limited to the academic year in which it was sat or until the end of the unit of study concerned, as stipulated for the relevant unit of study in Section B1.

Article 3.9 Right of inspection and post-examination discussion

1. Within ten working days after the announcement of the results of a written interim examination, the student can, on request, inspect his or her assessed work, the questions and assignments

set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the interim examination or on Canvas.

2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of his or her own.
3. Students who meet the requirements stipulated in paragraph 1 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at a time and location to be determined by the examiner.

4. Academic student counselling and study progress

Article 4.1 Administration of study progress and academic student counselling

1. The Faculty Board is responsible for the correct registration of the students' study results. After the assessment of an educational component has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at his or her disposal in VUNet.
2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by:
 - a. the Student General Counselling Service;
 - b. student psychologists;
 - c. faculty academic advisors.

Article 4.2 Facilities 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 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 rule on requests for facilities with regard to examinations.
5. In the event of a positive decision in response to a request as referred to in paragraph 1, the student can make an appointment with the academic advisor 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.
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 advisor can take the necessary measures. The student can consult the study monitor to check which facilities have been granted to him or her.
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 section – general provisions

6. General programme information and characteristics

Article 6.1 Study programme information

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

7. Further admission requirements

Article 7.1 Intake date

The programme starts on September 1.

Article 7.2 Admission requirements

1. Admission to the Master's programme is possible for an applicant who has obtained a Bachelor's degree at an institution of academic higher education 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 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 to prove through additional methods 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 the 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 or
- have obtained a Cambridge Certificate in Advanced English (CAE): A or B or a Cambridge Certificate of Proficiency in English (CPE): A, B or C 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

Students may participate in interim examinations or practical exercises of the components below only if they have passed the interim examination or examinations for the components mentioned hereinafter or participated in the examinations of these components:

- Master's Thesis only after obtaining at least 30 EC among which the course Big Data, Small Data and at least one course of the themes Interconnectedness of Diversity and Inclusion OR Governance of Care and Welfare;
- 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:
 - Big Data, Small Data: four years;
 - Data Mining and Text Analysis: four years.
2. A student may request the Examination Board to extend the validity of an examination. If the examination shows that a student's knowledge is insufficient or outdated, or if the student's skills and insights evaluated in the examination are demonstrably outdated, the Examination Board may impose a supplementary examination, impose a replacement examination or refuse to extend the period of validity.
3. In situations where a limited period of validity applies, the period of validity of examinations may be extended in the event of extenuating circumstances as stipulated in WHW Article 7.51, paragraph 2, with at least the period of allocated financial assistance specified in WHW Article 7.15, paragraph 1.

Section B2: Programme specific – content of programme

9. Programme objectives, exit qualifications and language

Article 9.1 Workload

The programme has a workload of 120 EC.

Article 9.2 Programme objective

The aim of the Research Master's programme in Societal Resilience is to train and deliver excellent social scientists who can contribute to societal resilience by analyzing complex societal problems, who can work with large quantities of qualitative and quantitative data, and, who can collaborate in multidisciplinary teams and in co-creation with societal stakeholders that can use the research to design sustainable solutions. The philosophy behind the programme is that our teaching is most effective when students are challenged to pioneer new approaches and master skills that go beyond the conventional. This is visible from the three key elements in our approach to social science research that form the basis for the curriculum: multidisciplinary, multimethod, and collaborative. These elements are challenging for students. The majority of students in the social sciences have been educated within one specific discipline. They have mostly been taught traditional methods of data collection and analysis. However, the complexity of contemporary societal problems necessitates a multidisciplinary approach. The collection and analysis of big data requires that students learn new computational methods and new data analyzing skills which combine qualitative and quantitative analyses. This mixed big/small data approach offers our students unique skills to explore human behaviour and processes. The surge of big data also calls for interpretative research skills and critical reflection, which are trained in collaborative research projects. The collaboration inherent in the 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 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 research with regard to these problems, and learn to contextualize and enrich these big data by zooming in and 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 are able to design and carry out high-quality research within the field of the social sciences and small data. Learning to respect and deal with other disciplinary and methodological perspectives is of great importance. Upon completion of the programme, the student:

- 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;
- 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;

- 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;
- has basic knowledge of and insight into computational, qualitative, and quantitative methods;
- 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 stages of a research project, both fundamental and applied research, from formulating a research idea to conducting the study, collecting the data, performing the appropriate analyses and writing up the results. Upon completion of the programme, the student:

- 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);
- 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;
- 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:

- is able to analyze societal problems from the perspective of societal resilience, and is able to reflect critically on these perspectives;
- is able to reflect critically on the scientific and societal relevance of research results and to base arguments on them;
- 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:

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

- is able to work in an interdisciplinary and/or multi-methodological research environment, and in co-creation with societal stakeholders;
 - has intercultural skills, the student is able to collaborate in internationally diverse teams, has good communication skills and is able to establish international contacts;
 - has knowledge of ethical values and codes of conduct that guide working in an international and diverse context;
 - is able to reflect on his/her own learning skills and abilities.
9. 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 or academic internship.
2. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.

Article 10.2 Compulsory educational components

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

Educational component	course code	EC	level
Year one			
<i>One out of two:</i>			
• Qualitative Data Analysis	S_QLDA	3	400
• Quantitative Data Analysis	S_QNDA	3	400
Big Problems	S_BP	6	400
Foundations of Societal Resilience	S_FSR	6	500
Big Data, Small Data	S_BDSD	9	500
<i>One out of two:</i>			
• Advanced Methods I: Qualitative Methods	S_AM1Q	6	500
• Data Mining & Text Analysis	S_AM1D	6	500
<i>Two out of four:</i>			
• Diversity and Inclusive Communities	S_DIC	6	500
• Dynamics of Interconnectedness	S_DI	6	500
• Care and Welfare	S_CAW	6	500
• Market, Identity and Governance Challenges	S_MIGC	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	S_PGL	0	600
Year Two			
Societal or Academic Internship	S_SAI	24	600
Writing a Scientific Paper	S_WSP	6	600
Peer Group Learning year 2	S_PGL2	0	600
Master's Thesis in Societal Resilience	S_MTRSR	30	600

Article 10.3 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.

Advice and approval by the Programme Committee, on April 9 2020.

Approved by the Faculty Joint Assembly, on June 18 2020.

Adopted by the board of the Faculty of Social Sciences on July 13 2020.

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 Courses in the program during the period September up to and including December 2020	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. Intervention	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	Intervention, 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 Societal Resilience

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

Addendum to the 2020-2021 Teaching and Examination Regulations

Several articles for the 2020-2021 academic year will be temporarily suspended or amended as a result of the consequences of the measures to stop the spread of COVID-19. These amendments apply exclusively to the 2020-2021 academic year, which ends 31 August 2021. In this regard, reference is also made to the addendum to the Application and Registration Regulations for the 2020-2021 academic year.

Part B1 Programme-specific section

Article 7.2 Admission requirements

Supplementary to Article 7.2.1, students* are also admissible for the 2020-2021 academic year (start date September 2020) if they, at the latest by 31 August 2020

have not obtained a maximum of 18 EC of the Bachelor's programme that confers entitlement to admission, under the following conditions:

- the Bachelor's degree certificate must still be obtained before 1 September 2021 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.

have not obtained a maximum of 6 EC of the bridging or pre-Master's programme, under the following conditions:

- the bridging or pre-Master's programme must still be successfully completed before 1 September 2021 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).

*The above supplements do not apply to non-EEA students who must complete a Bachelor's programme outside of the Netherlands.

Article 7.4 Bridging or pre-Master's programme

Supplementary to Article 7.4.1, students* are also admissible for the 2020-2021 academic year (start date September 2020) if they, at the latest by 31 August 2020 have not obtained a maximum of 18 EC of the designated HBO/university (WO) Bachelor's programme, under the following conditions:

- the HBO/WO Bachelor's diploma must still be obtained before 1 September 2021 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.

*The above supplements do not apply to non-EEA students who must complete a Bachelor's programme outside of the Netherlands.

EXPLANATORY NOTES Addendum Master TER

Article 7.2 Admission requirements

Admission to the Master's programme until 1 September 2020 by means of the so-called 'exceptional admission provision' has been added to Article 7.2. This provision applies to Dutch and other EEA¹ students who are pursuing a Bachelor's programme or a bridging/pre-Master's programme in the 2019-2020 academic year.

The exceptional admission 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 at the latest by 31 August 2021. If the student does not fulfil this condition, the student will not be able to continue or complete the Master's programme.

In this last case, the results obtained will remain valid. As soon as the student has registered again for the Master's programme, they can submit a request to the Examination Board to qualify for an exemption from the subjects from the compulsory programme of study of the Master's programme which they have already passed.

Per Master's programme, it is laid down by decision of the Faculty Board under what conditions the student is admitted to the Master's programme if the student does not yet hold a Bachelor's degree or has not yet completed a bridging/pre-Master's programme or does not yet in other respects satisfy the admission requirements for the programme referred to in Article 7.2. These conditions are set out at programme level in the faculty decision in the addendum to the Academic and Examination Regulations. These will in any case indicate the minimum number of credits that must be obtained. If applicable, it will subsequently be specified whether the final project must be completed before the student starts working on the final project for the Master's programme (a frequently occurring condition at VU). Where applicable, additional substantive requirements are indicated, as regards knowledge and skills which the student must possess or educational units which the student must have completed before they can be admitted to the Master's programme.

The Faculty of Science and the Faculty of Behavioural and Movement Sciences allow direct progression from an HBO Bachelor's programme to a WO Master's programme in the case of several programmes. In Article 7.2, they are requested to indicate separately the minimum number of EC the student must have earned in order to qualify for exceptional admission.

Article 7.3 Selection requirements

The method used to assess whether the selection requirements have been satisfied can be modified here as required. This may be necessary if there is as yet no grade available for the Bachelor's thesis, for instance.

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/WO Bachelor's programme must be successfully completed before completing the bridging/pre-Master's programme.

If bridging/pre-Master's students do not complete the programme before September 2020 *nor* qualify for exceptional admission, they can, however, re-register for the 2020-2021 academic year. In that case, they will not owe the usual pre-Master's fee for 30 EC, but only for the number of EC still outstanding.

¹ EEA students are students who have an educational background from a country that belongs to the European Economic Area or Liechtenstein, Norway or Iceland. More information can be found at: <https://www.rijksoverheid.nl/onderwerpen/europese-unie/vraag-en-antwoord/welke-landen-horen-bij-de-europese-economische-ruimte-eeer>