MANUAL FOR QUALITY ASSURANCE OF TEACHING AND LEARNING

ORGANIZATION OF EDUCATION

Version 2019

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1 INTRODUCTION

Effective organization of education is the backbone of any university that aspires to a sound educational process. The Manual for Quality Assurance of Teaching and Learning explores aspects that are relevant to such an effective organization. A clear categorization of duties and associated guidelines is crucial in order to achieve this aim. In the interests of the organization, leadership and administration of teaching, it is very important that everyone who is involved in providing education within the faculty has a clear idea of who is doing what, and why. In other words, there needs to be clear information and communication about each person's duties and responsibilities.

Various people and bodies at VU Amsterdam are involved in the organization of education. This chapter is based on the university-wide management model. A distinction is made between the management-focused organization of education (teaching management) and the administrative organization of education (managing data such as student registrations, test results, regulations and programmes). The administrative organization of education takes place at both a faculty and a central level.

1.1 PURPOSE OF THIS CHAPTER

This chapter outlines the structure of VU Amsterdam's organization, in particular how education is organized at VU Amsterdam: in both management and administrative terms, both centrally and within the faculty. Precisely what is being organized, namely education, is described separately in the various chapters of this handbook. Because the purpose of this chapter is to offer an overview of the way in which the education provided at VU Amsterdam is organized, administered and managed, in contrast to the other chapters of this handbook, this chapter does not contain any quality requirements or recommendations.

2 ORGANIZATION AT VU AMSTERDAM

2.1 SCIENCE COMES FIRST

VU Amsterdam's primary organization structure is based on scientific disciplines and is expressed in the organization into faculties. The primary processes of teaching and research take place within the faculties. As the people with ultimate responsibility, the deans are responsible for these primary processes within the faculties. The Executive Board takes final responsibility for the structure as a whole. This means that the deans and the Executive Board are responsible for VU Amsterdam as an academic community.

The primary structure in the faculties is also based around academic disciplines, namely in the different departments. Together, the colleagues in the departments offer an important source of inspiration and a breeding ground for academic work (teaching and research). This gives academic staff a home base from which employees can carry out their duties relating to teaching and/or research.

This content-based university structure centres around the lecturers. Because of their knowledge and expertise, they have the primary responsibility for the development of their academic fields. The quality of the lecturers is a decisive factor in determining the quality of the teaching and research.

2.2 ADMINISTRATIVE STRUCTURE OF THE UNIVERSITY

VU Amsterdam is a special university as defined by Article 1.1(i) of the Higher Education and Research Act (*Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek*, WHW). Under the WHW, together with the VU Medical Center Amsterdam, VU Amsterdam considers the VU Association to be the established custodian of our identity and the source of public support for VU Amsterdam. VU Amsterdam's principal duties are established in statute: academic teaching and research, the transfer of knowledge to society and the promotion of an awareness of social responsibility. The university is incorporated into the VU Foundation. The administrative structure of VU Amsterdam is set out in the VU Amsterdam Management Regulations[1,] and complies with the Association of Universities in the Netherlands' (VSNU) Code of Good Governance of Universities.

<u>Executive Board</u>
VU Amsterdam and the VU Foundation are managed by an Executive Board consisting of three members: the chairperson, the Rector Magnificus and a third member.

The Executive Board[2]:

- is responsible for the administration and management of the institution as a whole;
- finalizes the Strategic Plan;
- is responsible for the management structure;
- is ultimately responsible for the quality of teaching and research, including applying for accreditation and to test a new programme, terminating programmes and determining the enrolment capacity;
- establishes tuition fees and student policy;
- finalizes the budget, financial statements, human resources policy and terms and conditions of employment (at an institutional level);
- has an active system of internal monitoring and risk management;
- arranges for the legal protection of personnel and students, and for consultation.

<u>Supervisory Board</u>

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[1] This is the structural regulation referred to in Article 9.51 of the WHW.

[2] The summary identifies the primary duties, but is not intended to provide an exhaustive list.

VU Amsterdam has a Supervisory Board, which fulfils the same role within the VU Foundation. The Supervisory Board appoints and dismisses the members of the Executive Board and monitors the design, implementation and enforcement of the quality assurance system. [3] The university's Strategic Plan, budget and financial statements are subject to approval by the Supervisory Board. The Supervisory Board has an Audit and Accommodation Committee, a Quality Committee and a Remuneration Committee. The members sit on the Supervisory Board for a maximum of two periods of four years each. Their appointment and reappointment is carried out by the Supervisory Board, subject to the approval of the VU Association's Members' Council.

Faculty Board
The teaching and the practice of science are organized by the faculties, each of which is managed by a Faculty Board. Each Faculty Board has no fewer than three and no more than four members. The members are appointed by the Executive Board. The dean of the faculty chairs the Faculty Board and has overall responsibility for the faculty's performance.

Directors of Service Departments and management team
At the head of each service department is a director, who chairs the department's management team. The members of the management team are appointed, suspended and dismissed by the director of the department subject to the approval of the Executive Board.

College of Deans
The university has a College of Deans. The college consists of the deans of the faculties, and is chaired by the Rector Magnificus. The College of Deans is the Doctorate Board referred to in the WHW. The College of Deans makes decisions on academic matters, such as the Doctorate Regulations, matters relating to PhD programmes and honorary doctorates.

2.3 ADMINISTRATIVE STRUCTURE OF THE FACULTY

The Faculty Board includes a Portfolio Holder for Teaching, a Portfolio Holder for Research and a Director of Operations. The dean may decide to act as the Portfolio Holder for Research. The Director of Operations is appointed, suspended and dismissed by the Executive Board, following advice from the dean. Other members of the Faculty Board than the dean and the Director of Operations are appointed, suspended and dismissed by the Executive Board, at the suggestion of the dean after consulting the other members of the Faculty Board.

The Faculty Board grants a mandate to each portfolio holder and the Director of Operations in accordance with the model mandate drawn up centrally for this purpose. The Faculty Board consults regularly with the Portfolio Holder(s) and the Director of Operations in order to coordinate the manner in which they will exercise their respective mandates. Beyond this consultation, the Portfolio Holders and the Director of Operations are free to act independently within their mandates. Except in extremely urgent circumstances, the Faculty Board will not intervene in these

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[3] See Article 5 of the VU Amsterdam Management Regulations.

matters.

The scope of the duties means that it is not desirable for a dean to hold a position in more than one faculty at a time. It is possible to conceive of exceptional circumstances in which this might be acceptable, for instance, in the period leading up to the merger of two faculties.

The Dean grants the title of Vice-Dean to a member of the Faculty Board who is a Full Professor. When necessary, the Vice-Dean may act on behalf of the Dean at university meetings.

A student from the relevant faculty is given the opportunity to attend Faculty Board meetings in an advisory capacity. The Faculty Board appoints this student assessor on the recommendation of an Appointment Advisory Committee set up by the Dean, on which the incumbent student assessor, the Chair of the Faculty Student Council and possibly a third person sit.

The faculty's academic staff are divided into departments, each of which is overseen by a Head of Department. The hierarchy within the faculty is structured through the departments. The management of teaching and research is separate from this hierarchy, and is conducted in the way described in the chapters that discuss the management models for teaching and research.

2.4   FACULTIES AND SERVICE DEPARTMENTS

VU Amsterdam has nine faculties, including Medicine (which falls under VU Medical Center Amsterdam) and the Academic Centre for Dentistry Amsterdam (ACTA: a joint faculty with the University of Amsterdam):

a.   the Faculty of Religion and Theology;
b.   the Faculty of Law;
c.   the Faculty of Medicine (part of VU Medical Center Amsterdam);
d.   the Faculty of Dentistry (part of ACTA);
e.   the Faculty of Sciences;
f.   the Faculty of Humanities;
g.   the School of Business and Economics;
h.   the Faculty of Social Sciences;
i.   the Faculty of Behavioural and Movement Sciences.

VU Amsterdam has the following divisions: Student & Educational Affairs, University Library, Communications & Marketing, campus Facility Management, Finance, Human Resource Management and Information Technology.

Faculty offices provide faculty-specific support within the faculty.

VU Amsterdam's organizational chart [4]

2.5 THE VU MEDICAL CENTER[5]

The VU Medical Center Amsterdam is the academic medical centre which brings together the duties and organizations of VU Amsterdam's Faculty of Medicine and of the teaching hospital attached to the university. The VU Medical Center Amsterdam is incorporated into the VUmc Foundation.

Legislation, policy and systems relating to quality assurance at VU Amsterdam also apply to the Faculty of Medicine, and the medical students have the right to vote for members of the University Student Council. In other matters, the VU Medical Center Amsterdam has its own regulations and consultation bodies in which links with patient care play an important role.

The dean of the Faculty of Medicine forms part of the Board of Directors of VU Medical Center Amsterdam. In terms of teaching and research, the Board of Directors must obtain the dean's consent before taking any decision. The Dean of VU Medical Center Amsterdam is a member of VU Amsterdam's College of Deans. VU Amsterdam and VU Medical Center Amsterdam have set out their agreements regarding the form their collaboration takes in a Cooperation Agreement as referred to in Article 12.20 of the WHW.

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[4] iOZI = Interdisciplinary Research Institutes

[5] The Academic Medical Center and VU Medical Center Amsterdam merged on 7 June 2018, since when they have used the joint name Amsterdam UMC. This chapter only describes the VU Medical Center Amsterdam site.

2.6 COLLABORATIVE INSTITUTES WITH THE UNIVERSITY OF AMSTERDAM

VU Amsterdam and the University of Amsterdam have incorporated their Faculties of Dentistry into the Academic Centre for Dentistry Amsterdam (ACTA). Teaching, research and patient care at both faculties are fully integrated and are overseen by a single dean. The ACTA is underpinned by a Cooperation Agreement as referred to in Article 8.1 of the WHW (which does not establish a collaborative institute). This Agreement states that the costs for the ACTA are to be borne by the University of Amsterdam and VU Amsterdam in a ratio of 55:45%, in accordance with the respective student intakes regulated by limited enrolment.

VU Amsterdam and the University of Amsterdam have put their joint liberal arts programme under the supervision of a single dean in the Amsterdam University College (AUC). The AUC is also founded on a Cooperation Agreement which states that the costs for the AUC are to be borne by the University of Amsterdam and VU Amsterdam in a ratio of 50:50%, again in accordance with regulated student intakes.

2.7 HOLDING STRUCTURE

VU Amsterdam has incorporated commercial activities and spin-offs in areas such as applied research into a holding structure, at the top of which is the VU Holding B.V. holding company.

3 GENERAL MANAGEMENT AT VU AMSTERDAM

3.1 FRAMEWORKS AND PRINCIPLES FOR MANAGEMENT

VU Amsterdam is managed in accordance with the following frameworks and principles:

FRAMEWORK OR PRINCIPLE	EXPLANATION
Individual responsibility	Below the level of the Faculty Board, responsibilities and competences rest clearly with particular individuals, rather than with groups or teams. Due to the high degree of complexity at the relevant management levels, this principle does not extend to the Faculty Board and the Executive Board.
Academic leadership	Departments, degree programmes, research programmes and groups of degree programmes and research programmes are led by academics appointed for limited terms. In addition to excellence in research and in teaching, excellence in leadership is also identified as an area of competence for academic staff to be specifically developed and rewarded.
Comprehensive management	The Faculty Board bears full responsibility for teaching, research and operations within its own faculty.
Separation of responsibility for personnel and responsibility for teaching/research processes	Institutes and degree programmes are collections of research or teaching programmes and projects, without personnel. They have the power to call in the required personnel from the departments. The aim of this separation between the management of teaching and research and Human Resources management is intended to ensure that there are open and observable 'checks and balances' between these responsibilities.
Leadership in Operations	Responsibility for operations in a faculty lies with the Faculty Board, but the Director of Operations has primary responsibility for this on the basis of the mandate from the Faculty Board. The Director of a service department is responsible for its operations.

FRAMEWORK OR PRINCIPLE	EXPLANATION
Operational activities assigned to faculties and service departments	Operational activities are organized in faculties and service departments. Faculties are responsible for the organization of this support, which is connected with the content of their teaching and research activities. The generic operational service provision lies with the service departments, which are organized according to their functional disciplines. The faculties must make use of the services offered by the service departments, and they are responsible for the manner in which they do this.

3.2 PRIMARY MANAGEMENT TOOLS

VU Amsterdam uses the following primary management tools:

3.2.1 PLANNING AND CONTROL CYCLE

Management at VU Amsterdam takes place primarily within the framework of the planning and control cycle. The starting point for this cycle is the Strategic Plan, drafted by the university once every six years. The Strategic Plan is finalized by the Executive Board, subject to the consent of the Joint Assembly and the approval of the Supervisory Board.

The Strategic Plan runs for a period of six years. It must always include a description of the vision and values of VU Amsterdam, the university's ambitions for teaching and research, the themes on which the university wishes to base its profile and its financial prospects. A midterm review of the plan is carried out halfway through the period, and may cause the plan to be adjusted for the remainder of its term.

Covenants are signed with the Faculty Boards and Directors of Services for their specific units, in principle for the duration of the Strategic Plan. Adjustments made on the basis of the mid-term review of the Strategic Plan are incorporated into these covenants. As with the annual plans, formats are drafted for the covenants, asking faculties and service departments to indicate the way in which they implement the various sections of the Strategic Plan. Both the Strategic Plan and the covenants are drafted at a high aggregation level.

The Strategic Plan also provides the impetus for the university's continuing long-term plan. The long-term plan runs for a period of six years and is adjusted annually.
Each year, the Executive Board drafts the framework document for the coming year on the basis of the continuing long-term plan. Based on the framework document, and in light of the applicable covenant, the Faculty Boards and Directors of Service Departments finalize the annual plans and

budgets for their faculties and service departments. These annual plans and budgets require the approval of the Executive Board. In turn, they provide the material on which the Executive Board bases VU Amsterdam's budget. VU Amsterdam's budget is subject to approval by the Supervisory Board.

The cycle involves following the progress of the plans, making any necessary adjustments and preparing new plans. This is achieved through a fixed series of consultation meetings which have diverse compositions and which take place over the course of the year. Some of these consultations relate to the overarching idea of the unit in question, while others focus on specific themes. This ensures that teaching, research and business operations receive the specific attention they deserve.

The consultations are prepared by the units themselves according to a specially designed format. The Finance service department attaches a financial analysis to this format, and the Administration Office and Student & Educational Affairs attach an analysis of the key topics to be discussed.

Another component of the cycle is establishing the faculty's and university's annual accounts and discharging the administrators from liability.

3.2.2   POLICY

To make it possible for the plans to be carried out, as well as for other reasons such as updates to government policy or legislation, the Executive Board sets a policy that applies to the university as a whole. This may also take the form of plans for a specific topic across the entire university, to serve as a framework for faculty plans and policy. Policy preparations are carried out within the relevant service departments and in the administrative consultation meetings that relate to the topic in question.

The Faculty Board finalizes the policy at a faculty level. The director of each service department finalizes the policy for that department.

3.3   UNITY AND DIVERSITY IN THE MANAGEMENT OF TEACHING, RESEARCH AND OPERATIONS

VU Amsterdam's teaching, research and operations are managed in conjunction with each other.
In concrete terms, this relates to:
1. the composition of faculty management;
2. the planning and control cycle;
3. university-wide consultation meetings.

3.3.1   FACULTY MANAGEMENT; FACULTY BOARD AND PORTFOLIO HOLDERS

With a view to policymaking and preparing Faculty Board decisions, the dean supervises a discussion within the Faculty Board which embraces the perspectives of various policy areas, represented by the Portfolio Holders and the Director of Operations.

Portfolio Holders for teaching and research and Directors of Operations have a management role in the faculty within their own mandates. They bear primary responsibility for their own mandates.

3.3.2 FACULTY PLANNING AND CONTROL CYCLE

The planning and control cycle is based on comprehensive planning for teaching, research and operations. At the same time, the cycle framework also reserves a special focus for these topics.

This means that the planning and control cycle involves a twice-yearly 'integrated' consultation, for which the Executive Board and the Faculty Board meet during an administrative consultation.

Interim meetings are also held to discuss the progress achieved. One of these meetings is between the Portfolio Holder for Operations on the Executive Board and the faculty's Director of Operations. This meeting includes a discussion of the extent to which the faculty has achieved its plans, as viewed from an Operations perspective. Other progress meetings relate to the developments in teaching and research and are known as Portfolio Holder meetings. At these meetings, the Rector Magnificus (the Portfolio Holder) meets with the dean, the Portfolio Holder for Teaching and the Portfolio Holder for Research, unless the dean takes responsibility for that portfolio.

3.3.3 UNIVERSITY-WIDE CONSULTATION MEETINGS

University-wide consultations are held with a view to the proper implementation and coordination of policy, the exchange of information and the design of systems such as the model for passing on costs incurred (KDM). These meetings bring together members of the Executive Board, deans, other members of Faculty Boards and Directors of Service Departments.

No formal decisions are taken at these meetings; their objective is to lay the groundwork for the decision-making process. The discussion may also lead to matters being formally set out in an agreement, for example between faculties and service departments.

These consultation meetings are listed below.

- The members of the Executive Board, the deans and the Directors of Service Departments come together in the <u>Strategic Consultation</u>. This consultation includes a discussion of developments and trends in research and higher education, the progress of the Strategic Plan, orientation around new plans and the preparation of the strategic framework for how the university's operations function.

- The Executive Board meets with all the deans and the Executive Board Secretary in the <u>VU Amsterdam Inter-Board Consultative Platform (BOVU)</u> in order to discuss general administrative matters. The permanent chair of the Inter-Board Consultative Platform is the president of the Executive Board.

- At a university level, strategic consultation on education takes place within the <u>Consultative Body for Portfolio Holders for Teaching (OPO</u>*)*. At this meeting the *compulsory* coordination takes place between Portfolio Holders for Teaching on the Faculty Boards, with reference to the management of teaching and to achieving VU Amsterdam's Education Agenda. The permanent chair of the Consultative Body for Portfolio Holders for Teaching is the Rector Magnificus. For more information, see section 3.3.4 below.

- The Rector Magnificus consults the Portfolio Holders for Research on the Faculty Boards at the *<u>VU Amsterdam Research Meeting (VUO)</u>.* This meeting is held several times a year in the presence of the Directors of the interdisciplinary research institutions (iOZIs). These meetings serve to increase coordination in the management of research.

- The directors of all the service departments and the faculties' directors of operations meet at the <u>Operational Management Meeting (VB</u>*)*. The member of the Executive Board with primary responsibility for the operational management of the university chairs the discussion. The purpose of this meeting is to achieve coordination between the needs and preferences of the faculties and service departments on the one hand, and the services provided by the service departments on the other hand.

3.3.4   UNIVERSITY-WIDE STRATEGIC CONSULTATION ON EDUCATION

The purpose of the strategic consultation meetings is to determine the university's strategy and vision in order to answer the question: 'What do we want to achieve in terms of education at VU Amsterdam?' This involves formulating policy and translating organizational goals into measurable targets.

At a university level, strategic consultation on education takes place within the <u>Consultative Body for Portfolio Holders for Teaching (OPO)</u>. At this meeting, the *compulsory* coordination takes place between Portfolio Holders for Teaching on the Faculty Boards, with reference to the management of teaching and to achieving VU Amsterdam's Education Agenda. The Rector Magnificus chairs this body. Whether upon request or independently, the Consultative Body for Portfolio Holders for Teaching makes recommendations to the Executive Board and the Board grants it the mandate to take decisions regarding the implementation of the education agenda. This body proposes an outline plan, and faculties and service departments advise on the feasibility of that plan. The agenda of the Consultative Body for Portfolio Holders for Teaching is prepared by a secretary from Student & Educational Affairs/the Department of Educational Policy, Quality Assurance and Process Management (SOZ/OKP), in consultation with the Rector. Away Days may be organized jointly with other people involved in the provision of education.

The division of roles among the existing fora and their decision-making powers over education can be visualized as follows.

STRATEGIC	PARTICIPANTS	DESCRIPTION
Executive Board	Executive Board members Secretary to the Executive Board	• Establish Administrative Documents: Strategic Plan • Handbook for Quality Assurance (incl. System of Quality Assurance) • Annual education agenda plus budget • Annual plans and budget for service departments
OPO	Rector Magnificus, Portfolio holders for teaching, Programme manager for teaching, Student & Educational Affairs Director Administrative Secretary to SOZ/OKP frequency of meetings: 6x per year	Coordination between Portfolio Holders for Teaching on the Faculty Boards, with reference to the management of teaching and to achieving VU Amsterdam's Education Agenda. Advises the Executive Board about strategic decisions surrounding education policy, results over the next three to five years. Advises on the Strategic Plan and how it is incorporated into annual plans. Advises on the annual education agenda plus budget. Platform for discussion with the Rector. Advises/takes decisions on policy plans with a long-term impact, such as: - Academic success - Integrated introduction - Pre-university college - Community service - Professional development of instructors - Student recruitment strategy - Setting up programmes and projects and assigning resources relating to teaching (including educational support and student services)

VB	Executive Board member for operations, Directors of faculties and service departments Administrative Secretary to the Administrative Office frequency of meetings: once a month	Advises the Executive Board about strategic decisions surrounding operations, results over the next three to five years. Policy plans with a long-term impact. Setting up programmes and projects and assigning resources relating to operations. Platform for discussion with the Executive Board member for operations.

An independent advisory board has been set up to advise the Executive Board on quality assurance in teaching and learning: the Educational Quality Steering Group (STOK):

STRATEGIC	PARTICIPANTS	DESCRIPTION
Educational Quality Steering Group (STOK)	Lecturers and associate professors with a strong education component to their profiles, Administrative Secretary to the OKP, frequency of meetings: 10x per year	Advises the Executive Board on VU Amsterdam's general system of quality assurance. Advises on the quality of new programme applications. Quality testing and annual evaluation of university minors

The Consultative Body for Portfolio Holders for Teaching has the power to set up working groups to advise the Body, or to prepare the decision-making process or to receive a mandate for specific duties. The duties of these working groups or steering groups are clearly defined. Members may include the Portfolio Holder for Teaching or, to replace the Portfolio Holder, the Director of Education or other senior staff members who are closely involved in teaching. In general, the working groups are supported by an administrative secretary from Student & Educational Affairs/the Department of Educational Policy, Quality Assurance and Process Management. The head of an Education Office and/or process directors may be included in temporary thematic working groups such as:

STRATEGIC	PARTICIPANTS
Student guidance working group	Chair Head of Student & Educational Affairs/Study and Student Administration, secretary to policy officer for SOZ/OKP

Working group to prepare a large-scale testing facility	Chair Director of Campus Development for Corporate Real Estate and Facilities, Director of Operations for ACTA, Digital workplace IT, Team leader from the expertise centre for education IT, policy officer for educational innovation from SOZ/OKP, secretary to the policy officer from SOZ/OKP

3.3.5   TACTICAL CONSULTATION ON EDUCATION

The faculties and service departments implement the university-wide education policy in their specific environments. VU Amsterdam's management model states that the Faculty Board should include a Portfolio Holder for Teaching, a Portfolio Holder for Research and a Director of Operations. The dean of the faculty chairs the Faculty Board and has overall responsibility for the faculty's performance. As a member of the Faculty Board, the portfolio holder for teaching has primary responsibility for the faculty's educational activities and is tasked with ensuring that the faculty puts both faculty and university education policy into practice. The Faculty Board holds regular internal consultations with the Portfolio Holder(s) and the Director of Operations to coordinate the manner in which they will exercise their respective mandates.

The Portfolio Holder for Teaching is mandated by the Faculty Board in the area of teaching and education and therefore bears responsibility for the quality of the degree programmes and for coordination between the programmes. The Portfolio Holder for Teaching designs and implements quality assurance and takes initiatives geared towards improving education and setting standards of good practice. He or she is head of the faculty's educational organization and therefore acts as line manager to the Directors of Studies and the Head of the Education Office. Within the hierarchy, the Director of Operations manages the Head of the Education Office.
If required, the Faculty Board may appoint a faculty Director of Education to take on some of the duties of the Portfolio Holder for Teaching, while acting under his or her authority within the hierarchy.

The faculties and service departments advise the Consultative Body for Portfolio Holders for Teaching, the Operational Management Meeting and the Executive Board about how to implement university-wide education policy in their specific environments. Several tactical consultations have been set up to achieve this. The description of the content of the consultations held within the faculties and service departments is not exhaustive.
It may be adapted to the needs of individual units.

<u>Faculty triangle for education</u>
The Faculty Board sets the education policy at a faculty level. With a view to policymaking and preparing Faculty Board decisions, the dean supervises a discussion within the Faculty Board from the perspectives of various policy areas, represented by the Portfolio Holders and the Director of Operations. Portfolio Holders for teaching and research and Directors of Operations have a

management role in the faculty within their own mandates. They bear primary responsibility for their own mandates.

With a view to policymaking and preparing the decisions of the Faculty Board, the Consultative Body for Portfolio Holders for Teaching and the Operational Management Meeting, the three members of the triangle discuss how to adapt and implement the proposed university-wide education policy, including the feasibility of that implementation, and operational management in relation to teaching and education. The Portfolio Holder for Teaching, the Director of Operations and the Head of the Education Office are involved in these discussions. Should a faculty have one or more Directors of Education, these Directors are also closely involved with this triangle.

Faculty consultation with Programme Directors

Consultation takes place within faculties regarding the range (portfolio) of programmes offered, regarding the quality of and developments within programmes and regarding how university-wide education policy is adapted to the faculty. The Portfolio Holder for Teaching, Programme Directors, Directors of Education (if any) and the Head of the Education Office are involved in these discussions.

Management Teams of the Service Departments

The directors of the service departments determine how university-wide education policy will be implemented in their individual departments. With a view to policymaking and preparing the decisions of the Executive Board, the Consultative Body for Portfolio Holders for Teaching and the Operational Management Meeting, a discussion is held within the Management Team of the service department regarding how to adapt this policy, viewed from the department's operational perspectives.

Heads of teaching support

The effects of the university-wide strategic education policy on teaching support and recommendations about the feasibility of policy proposals are discussed in the HO (Consultative Body for Heads of Education Offices). This discussion relates to the adaptation of the policy to inter-faculty or uniform teaching and student support processes, projects and the structure of the associated organization. Preferably prior to the decision-making process, the HO makes recommendations regarding the consequences of the proposed policy decisions on operations and provides these recommendations to the Consultative Body for Portfolio Holders for Teaching and the Operations Directors at the Operational Management Meeting. The agenda of the HO is drafted by an agenda committee.

TACTICAL	PARTICIPANTS	DESCRIPTION
Heads of Teaching support	Director of Student & Educational Affairs Director (process owner) Heads of Education Offices Heads of Department Student & Educational Affairs Process Director(s) Administrative Secretary to SOZ/OKP, frequency of meetings 1x per month	Advises on the feasibility of the proposed policy on teaching and student affairs; Gives advice, discusses and coordinates on: • (the quality of) the structure of the teaching support processes and their implementation • (projects aimed at) improving domain processes • functional and technical matters when designing educational logistics systems
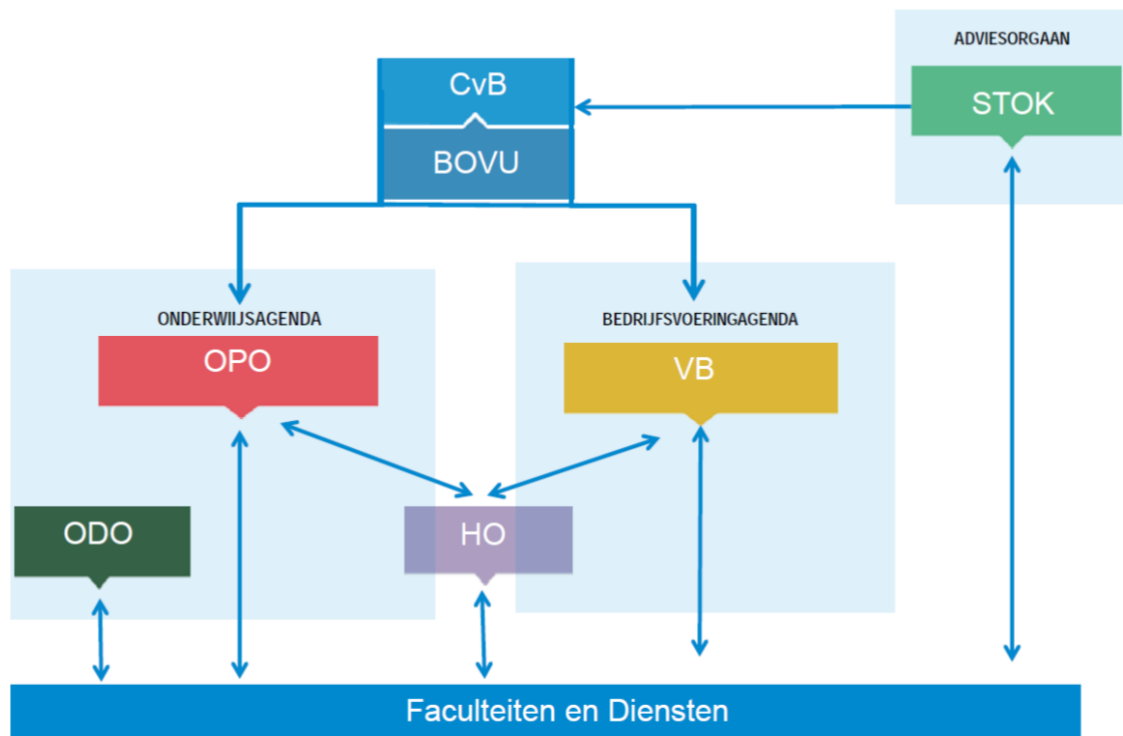
Schematic structure of education organization

3.3.6 OPERATIONAL CONSULTATION ON EDUCATION

The actual implementation of the education and educational operations is carried out by the faculties and service departments, which are increasingly working together in this area. This is where activities are carried out and where the preferences of staff and students are explored. Substantive university-wide discussions are indispensable. A distinction may also be made between substantive discussions (network consultations) and consultation focused on the management of the implementation process and optimizing processes, including inter-faculty processes (chain consultations). The latter operational consultations, aimed at coordinating or optimizing the activities of one or more clusters of processes, are not included here.

OPERATIONAL	PARTICIPANTS	DESCRIPTION
Network consultation	Experts on the subject matter Expert users Process director	Network consultations are geared towards a specific theme or area of responsibility. This is an area which involves university-wide discussions focused on professionalism and the exchange of knowledge. Frequency 2 to 3x per year. Secretaries from the Administration Office or Student & Educational Affairs
Chain consultation	Process directors (chair) Process managers Functional management	Management consultation about (clusters of) teaching support processes, such as the clusters for designing the academic structure, study guides and timetables.

NETWORK CONSULTATIONS	DESCRIPTION	MEMBERS
Chairs of the Examination Boards	Knowledge sharing on laws and regulations, accreditation system, making university-wide agreements.	chair Rector Magnificus faculty representatives Examination Boards in the presence of the legal expert from the Administration Office/Administrative and Legal Affairs Administrative Secretary to SOZ/OKP

VU NT&L	Knowledge sharing surrounding educational reforms and their implementation using ICT	VU NT&L quartermasters primary educational consultants, secondary educational consultants for the Faculty of Behavioural and Movement Sciences, process director for teaching systems
Student guidance	knowledge sharing on laws and regulations and student guidance	chair: Head of Student Counselling Service (Student & Educational Affairs/Student Counselling Service) student deans/psychologists faculty academic advisors Administrative Secretary to Student & Educational Affairs/Student Counselling Service
Sounding Board Group for Internal Quality Control	knowledge sharing on the accreditation system, laws and regulations	chair: Head of OKP (SOZ/OKP) policy officers SOZ/OKP faculty policy officers for quality assurance, Administrative Secretary to SOZ/OKP
Administrative Secretary to the Examination Boards	knowledge sharing on laws and regulations	Chair: Head of Student & Educational Affairs/Management, Study and Student Administration Faculty secretaries, Management, Study and Student Administration employees, legal expert from the Administration Office/Administrative and Legal Affairs

VU Amsterdam has a wide range of logistical and support processes in place for education, such as registration for modules and support with electronic assessment.

Processes that are closely linked, such as graduation and the awarding of degree certificates, are combined in *process clusters*. These process clusters are managed by an *expert group* consisting of employees from various different faculties and departments who have regular experience of this through their day-to-day work.

The expert group is led by a *process manager* who works with the expert groups to optimize processes, which in turn contributes to university-wide organizational improvements.

EXPERT GROUPS	MEMBERS
The Educational Logistics chain includes the following six expert groups: • Registration & Admissions • Educational planning • Educational progress monitoring • Student guidance • International Services • Graduation and awarding degree certificates	Process director for SOZ/OKP (chair) Faculty representatives, including members of expert groups, Team leader of the expertise centre for education IT, SOZ/OKP process directors and managers
The support for the practice of teaching chain includes the following three expert groups: • Testing and Assessment • Teaching and Learning • Quality Assurance	Process director for SOZ/OKP (chair) Faculty representatives, including members of expert groups, Team leader of the expertise centre for education IT, SOZ/OKP process directors and managers

The process directors are responsible for ensuring the smooth running of process management as a whole. A process director directs the process management, meaning that he or she is the representative and advocate of the user organization in interactions with other parties both within (IT, Communication & Marketing, Corporate Real Estate and Facilities) and outside VU Amsterdam.

The chain consultation is made up of representatives from **all** faculties and departments. These representatives coordinate with the people they represent, making sure that the faculties and departments are fully engaged with all developments. The contribution of the expert groups, for example in amending registration procedures, is prioritized by way of the *chain consultation* and is chaired by a process director.

CHAIN CONSULTATIONS	DESCRIPTION	MEMBERS
Support for Educational Work	Management consultation on support for the education and teaching systems	Process director for SOZ/OKP (chair) Faculty representatives, including members of expert groups, Team leader of the expertise centre for education IT, SOZ/OKP process directors and managers

Educational Logistics	Management consultation on the educational logistics process and systems	Process director for SOZ/OKP (chair) Faculty representatives, including members of expert groups, Team leader of the expertise centre for education IT, SOZ/OKP process directors and managers

3.4 CONSULTATION WITH EMPLOYEE PARTICIPATION BODIES

VU Amsterdam has a system of shared participation in decision-making. At a university level this is exercised by the Staff Council (OR) and the University Student Council (USR), as well as the Joint Assembly (GV), which consists of the members of both councils. These bodies derive their powers from the Works Councils Act and from VU Amsterdam's own regulations concerning employee participation, which are based on the WHW.

Employee participation at a faculty level is exercised in the subcommittee and the Faculty Student Council, as well as in the Joint Assembly of the two bodies. Every service department has a Subcommittee. The Staff Council lays down the powers to be exercised by the Subcommittees in its decisions. In the context of the exercise of employee participation at a faculty level, the Faculty Board is normally represented at meetings by at least the dean and the relevant portfolio holder.

The Programme Committee has rights of participation with respect to the programme's Academic and Examination Regulations. The Programme Committee's powers complement those of the faculty Joint Assembly.
The Faculty Board and Director of Studies are consulted within the participation framework.

3.5 MANAGEMENT CONTROL

Teaching and research are the primary processes at VU Amsterdam. Policy preparation for these primary processes and decisions about them are developed in connection with operational concerns.

Each level is responsible for the effective, lawful use of the largely public funds available to the university; for the proper management of its rights and possessions; and for compliance with legal requirements and legislation set out in the WHW, legislation derived from the WHW (including the control protocol) and other laws. This explicitly includes responsibility for the lawful spending of the national subsidies and for preventing, investigating and combating fraud.

The Executive Board has overall responsibility. The system of internal control includes a full planning and control cycle and internal budgeting. The Supervisory Board oversees the implementation and results of the control system through its Audit and Accommodation Committee.
Central management is expected to ensure that each unit has systems and processes in place to

verify performance quality and compliance with legislation. A central audit function investigates and assesses the performance of the central management, based on various different aspects, for the benefit of the Executive Board. The Audit Director reports directly to the chair of the Executive Board and, where necessary, directly to the chair of the Supervisory Board's Audit and Accommodation Committee.

VU Amsterdam endorses the Netherlands Code of Conduct for Scientific Practice, the Code of Conduct for the Use of Personal Details in Scientific Research and the Animal Experiments Openness Code. VU Amsterdam also endorses the Code of Conduct for 'Public Clientship', the Code of Conduct for Corporate Social Responsibility and the Agreements on Sustainability in Higher Education. The Regulation on Work for Third Parties establishes rules for reporting and publishing potential conflicts of interests in researchers and other employees. Whistle-blower regulations are also in force as part of the internal policy to combat fraud and risk.

4 DIVISION OF ROLES

The organization and the management philosophy lead to a division of roles between the people and bodies concerned, as outlined below.

4.1 UNIVERSITY

The division of roles between the Executive Board, Faculty Boards, deans and directors of the service departments can be visualized as follows:

EXECUTIVE BOARD	FACULTY BOARD	DEAN	DIRECTOR OF SERVICE DEPARTMENT
Establish Administrative Documents Strategic Plan University-wide policy frameworks Budget Financial statements Allocation model VUSAM Cost allocation models KDM and TDH Regulations at a university level	**Establish Administrative Documents: Faculty** Annual plan(s) Budget (teaching) Annual report Internal allocation model Regulations, incl. Faculty Regulations and Academic and Examination Regulations	**Maintaining external relationships** Collaboration with University of Amsterdam and other institutions Politics/government Business community and non-profit organizations Entering into agreements within Executive Board frameworks	**Establish Administrative Documents: Service Department** Annual plan(s) Budget Annual report Establishing frameworks in the context of processes and systems within the service department's remit
Management roles for deans and directors Covenants, annual plans, reports, progress meetings Deans and directors recruitment and assessment Supervision of the recruitment and selection of members of service department MTs	**Participation** Putting proposed decisions to employee participation bodies at a faculty level Consultation with faculty employee participation bodies	**Management role for members of the Faculty Board, management of departments, teaching and research** Coordination with and coaching of mandated members of the Faculty Board Recruitment and assessment of heads of department, Faculty Board members,	**Preparing the Executive Board decision-making process** Drafting policy documents for the aspect for which the service department is responsible (contribution to) budget, annual report Other documents Issuing solicited and unsolicited advice on the field in question
Quality control Participation in quality assurance cycles for education, research and operations		**Quality control** Participation in quality cycles **University-wide** Participation in strategy and policy preparation in	**External relationships** Specific partners within the remit of the service department Entering into agreements within Executive Board frameworks

Management and supervision of university consultation structure Strategic Consultation VUIBCP VB OPO VU Amsterdam Research Meeting **Associated organizations** VU Medical Center Amsterdam VU Association **External relationships** Collaboration with University of Amsterdam and other institutions Politics/government/business and industry **Confirmation of units' tasks** Approval of Faculty Regulations Approval of appointments to the Faculty Board Approval of annual plans (incl. budgets) **Participation** Putting proposed decisions to employee participation bodies at a university level Consultation with university employee participation bodies		strategic consultation, VUIBCP, etc… Participation in College of Deans Participation in ad-hoc bodies **Bilateral/multilateral consultation** With other deans about forms of collaboration with directors of service departments about strategic issues relating to support for the faculty in question	**Management role for members of the management team, department management** Recruitment and assessment of heads of department, management team members, **Quality control** Participation in quality cycles **University-wide** Participation in strategy and policy preparation in strategic consultation Participation in the VB Participation in ad-hoc bodies Process owner of support processes **Bilateral/multilateral consultation** With other directors about collaboration with deans about strategic issues relating to support for the faculty in question **Participation** Consultation with subcommittee

4.2 FACULTY

The division of roles on the Faculty Board can be visualized as follows.

DEAN	DIRECTOR OF OPERATIONS	PORTFOLIO HOLDER *FOR TEACHING (ALSO APPLIES TO PORTFOLIO HOLDER FOR RESEARCH)*
Maintaining external relationships Collaboration with University of Amsterdam and other institutions Politics/government Business community and non-profit organizations Entering into agreements within Executive Board frameworks **Management role for members of the Faculty Board, management of departments, teaching and research** Coordination with and coaching of mandated members of the Faculty Board Recruitment and assessment of heads of department, Faculty Board members, **Quality control** Participation in quality assurance cycles **University-wide** Participation in strategy and policy preparation in strategic consultation, VUIBCP, etc… Participation in College of Deans Participation in ad-hoc bodies **Bilateral/multilateral consultation** With other deans about forms of collaboration with directors of service departments about strategic issues relating to support for the faculty in question	**Preparing Administrative Documents: Dean** Annual plan(s) Budget Annual report Internal allocation model Regulations, incl. Faculty Regulations **Management** Management of faculty operations Operational management of operations processes Assessment and recruitment of subordinates in the hierarchy and co-assessment of functional subordinates Acting as the client of the service departments on behalf of the faculty **External relationships** Specific partners within the remit of the faculty, such as funding bodies **Quality control** Participation in the quality assurance cycle for operations **University-wide** Participation in the VB Participation in ad-hoc bodies **Bilateral/multilateral consultation** with directors of service departments about tactical/operational issues	**Preparing Administrative Documents: Dean** Annual plan(s): teaching component Budget for teaching component Annual Report for teaching component Proposals for new programmes Academic and Examination Regulations (AER) **Management** Preparing, implementing and ensuring follow-up on programme re-accreditations. Developing and realizing proposals for new programmes. Providing operational management to Programme Directors and the Head of the Education Office. **Quality control** Developing and implementing the faculty's quality assurance of teaching and learning Participating in university quality assurance cycle for teaching and learning **University-wide** Participation in the OPO Participation in ad-hoc bodies **Participation** Consultation with faculty employee participation bodies (together with Director of Education?)

	relating to support for the faculty in question	
	Participation	
	Consultation with faculty employee participation bodies (together with dean)	

FACULTY COMMITMENTS AND FREEDOM

The below is an outline of the tension between freedom and commitments under which faculties direct their activities.

COMMITTED	FREE

• Policy frameworks and profile themes
• Purchasing services and facilities from – or collectively obtaining services for – VU Amsterdam
• Use of uniform systems at VU Amsterdam
• Principles of Faculty Board management structure:
  - Individual leadership
  - Separation of responsibilities for personnel (departments) and teaching and research
	• Structure of departments
	• Programme selection
	• Selection of research themes
	• Structure into colleges or schools
	• Acquisition strategy for indirect, commercial and industry funding
	• Organization of teaching and research
	• Operations:
	  -Internal allocation model at a faculty level
	  -trade-offs in tension surrounding KDM income flows

5 THE MANAGEMENT MODEL FOR TEACHING

5.1 THE PORTFOLIO HOLDER FOR TEACHING AND THE DIRECTOR OF EDUCATION

Each faculty has a Portfolio Holder for Teaching. As a member of the Faculty Board, the Portfolio Holder for Teaching has primary responsibility for the faculty's educational activities and is tasked with ensuring that the faculty puts both faculty and university education policy into practice.

The Portfolio Holder for Teaching is mandated by the Faculty Board in the area of teaching and education and therefore bears responsibility for the quality of the degree programmes and for coordination between the programmes. The Portfolio Holder for Teaching implements quality assurance and takes initiatives geared towards improving education and setting standards of good practice. He or she is head of the faculty's educational organization and therefore acts as line manager to the Directors of Studies and the Head of the Education Office.

The position of Portfolio Holder for Teaching is incompatible with the position of Head of Department.
The Portfolio Holder for Teaching must be a Full Professor. Moreover, in addition to a significant affinity with teaching, the profile shall include thorough knowledge of the educational process as well as management skills and management experience. Some variation is possible within these boundaries, from a leading 'principal educator' with management qualities to an excellent manager with an affinity for teaching.

The Faculty Board may appoint a faculty Director of Education to take on some of the duties of the Portfolio Holder for Teaching, while acting under his or her authority. The Faculty Board will specify the duties, role and profile of this Director of Education, with due observance of the following:
- the Portfolio Holder for Teaching fulfils his/her own specific roles that are part of the university's planning and quality assurance cycles;
- the Director of Education does not play any role in university-wide consultations:
  - the Portfolio Holder takes part in the Consultative Body for Portfolio Holders for Teaching;
  - the Head of the Education Office participates in the HO (Consultative Body for Heads of Education Offices).

5.2 THE PROGRAMME

The law gives a central position to the programme (Article 7.3 of the WHW). A degree programme is a coherent set of educational units, focusing on fully defined final attainment levels and culminating in a final degree assessment ('examen'). Each educational unit has its own interim examination. Programmes are established within faculties.

Every degree programme or group of degree programmes is managed by a Director of Studies, appointed by the Faculty Board of the relevant faculty. The role of Director of Studies is filled by a Full Professor or, in exceptional cases, by an Associate Professor. It is possible that one individual may act as the director for more than one degree programme. The Director of Studies ensures that the education proposed is actually provided and meets the quality standards, and draws up an annual teaching schedule for this purpose. With a view to planning, Directors of Studies have the authority to recruit staff, in the first instance from the departments of their own faculty. They are also entitled to bring in personnel from outside if staff members of the desired calibre and/or expertise are not available within the faculty. The position of Director of Studies for a Bachelor's programme should preferably not be combined with that for a Master's programme; the Faculty Board may, however, decide otherwise and request the Executive Board to make an exception. The position of Director of Studies is incompatible with the position of Head of Department.

The purpose and content of the programme are laid down in the Academic and Examination Regulations, which are approved by the Faculty Board. The authority to determine that a student has achieved the objectives set out in these regulations lies with the Examination Board[6]. It is the Examination Board which exercises the right, on behalf of the university, to grant academic degrees and it is, therefore, of paramount importance that the quality of its work is beyond any doubt. The 2010 amendment of the WHW reinforced the position and independence of the Examination Board.

Where necessary to implement the Academic and Examination Regulations, the Examination Board sets additional rules on the execution of its duties and responsibilities, grants exemptions and designates examiners who are authorized to administer an examination. The Examination Board is established and appointed by the Faculty Board and is accountable to the Faculty Board. For the establishment and operation of the Examination Boards, VU Amsterdam has a Model for Examination Board Rules and Guidelines.

5.3 ADMINISTRATIVE ORGANIZATION OF EDUCATION

The faculties are primarily responsible for managing the education provided. The Faculty Boards are accountable for this to the Executive Board at twice-yearly administrative consultations.[7] In addition, the framework within which education is organized is set by policy which originates from the Executive Board, in close consultation with the College of Deans.

5.4 ADVISORY STRUCTURE

The Portfolio Holder for Teaching receives advice from a variety of sources with respect to the design, implementation and evaluation of the activities. The formal advisory bodies (the Programme Committee and the faculty Joint Assembly) are asked to make their recommendations well in advance of a decision being taken. If the final decision deviates from the recommendations made, the deviation must be supported by sound arguments.

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[6] Article 7.12 of WHW – Article 22 of VU Amsterdam Management Regulations
[7] Article 15 paragraph 3 of the VU Amsterdam Management Regulations

The Faculty Board sets up a Programme Committee or, if needed, more than one, in the faculty regulations. In any case, one Programme Committee must be authorized for each of the faculty's programmes. The programme committee is tasked with advising on the promotion and safeguarding of the quality of the programme, and has the right to make recommendations and give consent with respect to the Academic and Examination Regulations and to advise the faculty board on all educational aspects of the relevant programme. [8] The Model Regulations for Programme Committees are available throughout the university.

5.5 SCHOOLS

The Faculty Board can incorporate the faculty's Bachelor's programmes into one or more Colleges and Master's and PhD programmes into one or more Graduate Schools.

5.6 PLANNING AND ACCOUNTABILITY

The structure of the academic year is the guiding principle for the PDCA teaching cycle. The design and organization of the education is scheduled in the spring for the academic year beginning in the September of that calendar year. Consideration of any significant reforms to the education must begin no later than the preceding autumn. Education is a cyclical process: there is an annual review of what should be done differently with respect to past years and the current year. The following documents are important here:

Before 1 November, the Programme Committee drafts an annual report on the previous academic year. This report is written in accordance with the available format and includes recommendations, upon request or at its own initiative, the legally required evaluation of the Academic and Examination Regulations and a reflection on teaching evaluations relating to the degree programme. Before 1 November, the Examination Board drafts an annual report on the previous academic year. This report is drawn up in accordance with the available format and includes quality assurance in relation to examinations, final projects and final degree assessments, the procedure for appointing examiners, any changes to rules and guidelines, evaluation of examinations and final degree assessments, and an overview of appeals, complaints and requests. Before 1 November, the Director of Studies drafts a programme annual report on the previous academic year.

The primary purpose of the annual report is to set improvements in train. This means looking back and evaluating which of the intended actions and (results) agreements (check) have been achieved and outlining points for improvement and how they are to be addressed. This represents the completion of the plan-do-check-act quality cycle. In reality, the proposed measures in the annual report form the annual plan for the programme. According to an available format, this report contains a faculty educational vision, education policy and an overview of the programme,

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[8]Article 9.18 of the WHW and Article 21 of VU Amsterdam Management Regulations

information on students, instructors, teaching evaluations, external quality evaluations and facilities. These three reports are written in parallel; the annual reports of the Examination Board and the Programme Committee are attached as appendices to the programme annual report.

This annual report, including the annual reports of the Programme Committee and the Examination Board, also contains the annual plan for the coming academic year. The annual report reflects on the academic year which ended in the preceding September; the annual plan looks ahead to the academic year that will begin in the September of the next year. The whole document therefore covers three years. In consultation with the Portfolio Holder for Teaching, the programme may refine the plan further until 1 February.

The programme annual report also serves as input for the faculty annual report on teaching and learning for the previous academic year (deadline 1 January). This report, which is written on the basis of the format provided, includes an aggregation of the programme annual reports, including points for improvement and measures from the programme annual reports that apply to all degree programmes, as well as faculty-level data relating to education. This report is intended to assure a link between the programme annual reports that follow the academic calendar and the annual plans and the 4/8/12-monthly reports of the faculty, which are issued at certain points in the calendar year. The annual teaching report is prepared by the Portfolio Holder for Teaching and finalized by the Faculty Board.

The programme annual report also provides input to the faculty annual plan, which relates to the forthcoming calendar year and includes more than education alone. The faculty annual plan is discussed in November at the autumn Administrative Consultation. The implementation of the adopted annual plan is subsequently checked according to the 4/8/12-monthly reports that are drafted and discussed during the subsequent calendar year.

Sections from this faculty annual educational report can then be included in the faculty's annual report (12-month report), which covers the previous calendar year and which is wider in scope than education alone. The Faculty Board should deliver this annual report on 1 January, to be discussed at the spring progress meeting. Statistical accountability information about academic performance and completion rates is also available in MIVU.

5.7 ACCREDITATION CYCLE

Programmes are subject to an accreditation cycle and must be re-accredited every six years. With this in mind, VU Amsterdam organizes a midterm review of the programme after three years. The outcome of this review leads to adjustments intended to improve the programme; these adjustments are then implemented, in part with a view to re-accreditation.

5.8   QUALITY ASSURANCE FOR TEACHING

VU Amsterdam strives to provide high-quality educational programmes and an effective education agenda. To provide students with a high-quality degree programme, VU Amsterdam works to achieve continuous quality assurance and enhancement. The educational quality policy is described in the System of Quality Assurance of Teaching and Learning at VU Amsterdam (see Chapter 5 of the Manual for Quality Assurance of Teaching and Learning). The basic principle is the notion that educational quality is achieved through both performance and improvement. Performing means meeting performance criteria, which are derived from the university's educational vision and educational policy. Improving means continuously working on both the details and the bigger picture of quality in education at all levels within the organization, with the performance criteria again serving as the guideline.

5.8.1   PERFORMANCE

At VU Amsterdam, the approved policy on education and the quality assurance of teaching and learning have been included in the Manual for Quality Assurance of Teaching and Learning (hereafter referred to as the 'Quality Manual'). The Quality Manual sets out the frameworks within which programmes and faculties implement their policy on education. The Quality Manual serves as a guide for faculties when drafting and executing their own quality assurance of teaching and learning.

Each chapter of the Quality Manual contains a description of the topic dealt with in that chapter, followed by the quality requirements and recommendations as formulated by VU Amsterdam with reference to that topic.

5.8.2   IMPROVEMENT

Work on improvement occurs within the PDCA cycle for education. At VU Amsterdam we take a three-level approach to the quality assurance of teaching and learning: the level of the programmes, the level of the faculties and service departments and the level of the institution as a whole. The below graphic illustrates how the different levels interact. At each level, planning and prioritizing takes place according to a proposal from the executive layer (the upward planning arrow). Monitoring takes place on the initiative of the supervisory layer (the downward monitoring arrow).
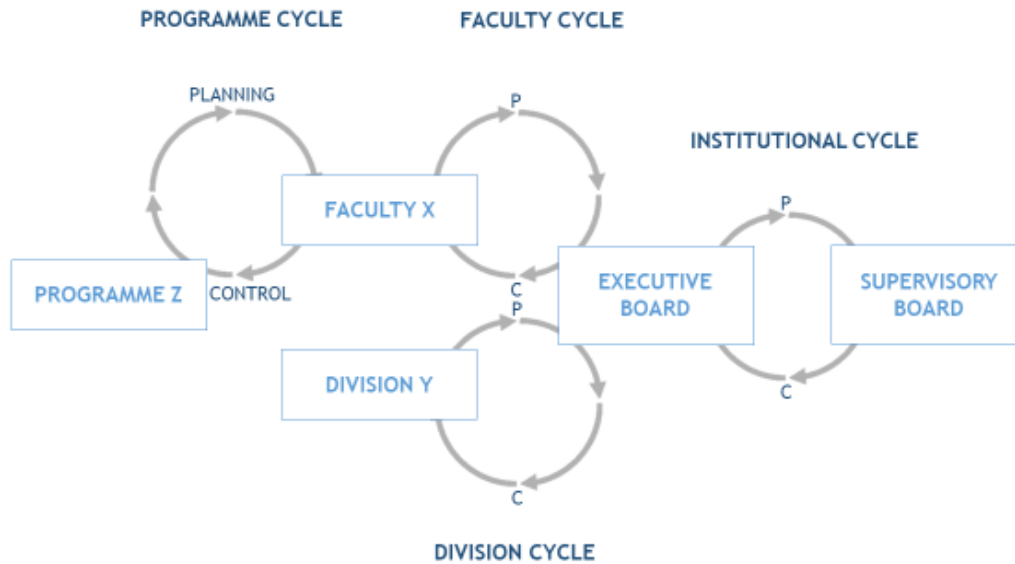
The PDCA cycle is structured on three levels:

The cycle at the level of the degree programme
The programme level is where education is provided and where results are achieved. Over the course of the *internal* annual cycle, programmes report on this education provision and the results and make plans for improvement. The Faculty Board approves the plans and supervises their implementation. As part of the *external* six-year cycle, degree programmes are accredited once every six years on the basis of a decision by the Accreditation Organisation of the Netherlands and Flanders (NVAO) following an external inspection. An internal midterm review is conducted halfway through this external cycle to determine the state of affairs since the previous inspection and to assess the quality of the graduation assignments. The cycle at the level of the degree programme is explained below.

The cycle at the level of the faculty and service department
The work of the deans and directors of service departments in relation to education focuses primarily on creating the conditions necessary for good education to take place. Over the course of the internal annual cycle, faculties and service departments report on the implementation of their educational tasks and make plans to improve these tasks. The Executive Board approves the plans and is responsible for supervision. Over and above the annual cycle, an internal assessment of educational quality control takes place once every three years. The rhythm of this *internal* three-yearly cycle is such that two internal assessments take place between the recurring, six-yearly external institutional assessments. The internal three-year cycle takes the form of an audit at the faculty or service department level.

The cycle at the university level

During the *internal* annual cycle, the Executive Board directs education policy at institutional level (as laid down in the Quality Manual) on the basis of the Strategic Plan and the associated implementation plan; it also reports on supervisory activities and makes plans to improve these activities. The Supervisory Board approves the plans and is responsible for supervision. The institution's quality assurance is assessed during the *external* six-yearly cycle at the level of the institution. The institution as a whole is re-accredited on the basis of an NVAO decision, following an inspection conducted by an external audit committee.

5.8.3 THE PEOPLE AND THE SYSTEM

A quality culture must not be a hollow, abstract concept. It is people who drive improvement: lecturers and students, support staff within faculty Education Offices and central service departments, Directors of Studies with policy responsibility, Portfolio Holders for Teaching, deans, operations directors and service department directors, members of the Executive Board and members of the Supervisory Board. The contribution of each of these individuals, in their various roles within the cycles, is indispensable for assuring and improving the quality of education at VU Amsterdam. The below table names the individuals and bodies responsible and summarizes their main tasks in the quality assurance system for teaching and learning.

Description of the function of the individuals and bodies responsible for the System of Quality Assurance of Teaching and Learning at VU Amsterdam:

INDIVIDUAL OR BODY	MAIN TASKS IN THE SYSTEM OF QUALITY ASSURANCE OF TEACHING AND LEARNING
Supervisory Board	1. Supervises the System of Quality Assurance of Teaching and Learning. 2. Supervises the Executive Board's policy priorities at the institutional level of the planning & control cycle.
Executive Board	1. Structures the system of quality assurance. 2. Adopts and maintains the vision for the quality of teaching and learning and quality assurance. 3. Adopts and maintains the institution-wide policy on education. 4. Supervises the selection and implementation of the policy priorities of the deans and directors of service departments.
Joint Assembly	**1.** Approves the system of quality assurance.
Educational Quality Steering Group (STOK)	1. Advises the Executive Board on the quality and quality assurance of education. 2. Advises on the quality of new programme applications.
Director of Services	1. Adopts and maintains the institution-wide policy on facilities within the remit of his or her particular service.

INDIVIDUAL OR BODY	MAIN TASKS IN THE SYSTEM OF QUALITY ASSURANCE OF TEACHING AND LEARNING
Faculty Board	1. Structures the faculty system of quality assurance. 2. Adopts and maintains the faculty vision for the quality of teaching and learning and quality assurance. 3. Adopts and maintains the faculty's policy on education. 4. Supervises the selection and implementation of the Directors of Studies' policy priorities.
Faculty representation	1. Approves the faculty's system of quality assurance. 2. Approves specific components of the Academic and Examination Regulations (AER) (see section 6.5.3. for the authorizations matrix).
Portfolio Holder for Teaching	1. Implements the portfolio of policy on education within the faculty. 2. Develops and implements the faculty's policy on education. 3. Develops and implements the AER. 4. Develops and implements the faculty's quality assurance of teaching and learning. 5. Prepares, implements and ensures follow-up on programme re-accreditations. 6. Develops and realizes proposals for new programmes.
Examination Board	1. Safeguards the assessment and examination policy. 2. Supervises the quality of assessments and examinations.
Programme Committee	1. Advises, on request or on its own initiative, about quality and quality assurance in relation to education. 2. Approves and/or advises on specific components of the Academic and Examination Regulations (AER) (see section 6.5.3. for the authorizations matrix).
Director of Studies	1. Implements the faculty's policy on education for the programme. 2. Develops and implements the Academic and Examination Regulations within the programme. 3. Supervises the programme's quality assurance. 4. Prepares, implements and ensures follow-up on programme re-accreditations

An extensive description of the quality assurance system can be found in Chapter 5 of the Quality Manual.

5.9 FACULTY REGULATIONS AND FACULTY PROCEDURES

Faculties must have faculty regulations in place. At a minimum these regulations must set out the duties and responsibilities of the following:
- Faculty Board (Portfolio Holder for Teaching);
- If applicable: Director of Education;
- Director of Studies;
- Programme Committee;
- Examination Board;
- Formal and informal consultation and advisory bodies (instructor and student consultations, curriculum and evaluation committees, etc.).

The policy faculties follow is expressed in procedures relating to:
- Study advice (see Chapter 9);
- Boards of Examiners (see the Chapter on Assessment policy);
- Quality assurance (see Chapter 5 Quality assurance):
  - o Programme Committees;
  - o Frequency of course and curriculum evaluations (see Chapter 3 Teaching evaluation);
  - o Quality assurance of examinations and assessment
  - o Timetabling, creation of the study guide, etc.

6 ADMINISTRATIVE ORGANIZATION OF EDUCATION

The following central service departments have responsibility for duties relating to the organization of education:

Student & Educational Affairs (SOZ):

- Registers students and draws up degree certificates;
- Collects tuition fees;
- Provides student data to the Ministry for Education, Culture and Science, Education Executive Agency (DUO) (formerly the Information Management Group) and Statistics Netherlands, Executive Board and Faculty Boards;
- Monitors advance registration data;
- Informs Executive Board of developments in student intake and completion data, reports performance grant data and key figures, manages data library;
- Presents and drafts proof of registration and documents derived from that proof of registration;
- Advises the Executive Board on the Application and Registration Regulations and other procedures.

Finance (FIN):

- Submits funding data;
- Advises the Executive Board on setting tuition fees (in collaboration with the Education and Quality Assurance department (SOZ/OKP);
- Checks registrations and receipt of tuition fees;
- Checks the submission of data on the study progress review;
- Checks funding data.

Communication & Marketing (C&M)

- Registers school pupils who take part in information activities in the customer relations management system *Selligent*;
- Registers alumni in the customer relations management system *Selligent*;

Additionally, the Executive Board is responsible for:

- Setting the Application and Registration Regulations;
- Setting institution-wide tuition fees;
- Setting guidelines for awarding degree certificates;
- Setting guidelines for visiting students;
- Setting a uniform calendar;
- Providing CROHO with information on the range of programmes offered;
- Setting other procedures;
- Recording changes to the range of programmes offered (in consultation with faculties).

6.1   EXPLANATION OF ADMINISTRATIVE DUTIES

6.1.1   RECORDING STUDENT REGISTRATIONS

All students must register or re-register every year with the central student desk (CSA) of VU Amsterdam. Registration is carried out in accordance with the relevant provisions in the Higher Education and Academic Research Act (WHW) and VU Amsterdam's *Application and Registration Regulations*. The Executive Board establishes these Regulations each year in the January before the start of the academic year. The Application and Registration Regulations are sent to the faculties, and they are available for students to consult them on the VU Amsterdam website and in VUnet. All students register and re-register in Studielink. Personal data, address details and details of current and previous education which are stored at the student desk and which are relevant to faculties are placed at the disposal of the faculties through the Student Information System SAP/SLM and the online archiving system Docman.

6.1.2   DEREGISTERING STUDENTS

Students can deregister at any point, without providing a reason and with the deregistration taking effect from the first day of the following month. In that event, the students are refunded the tuition fees for the remaining months of the academic year, excluding July and August.

The university will deregister students who have not paid their tuition fees and who persist in non-payment following a reminder from the university. These individuals remain liable to pay VU Amsterdam the tuition fees for the months during which they have received education.

6.1.3   REGISTERING FOR A PROGRAMME'S TESTS

The basic principle is that students can only take part in educational activities and examinations if they have signed up in advance for that teaching component and/or examination.
The Registration deadlines for educational activities and examinations explain how students can register for exams on the programmes. The Faculty Board is responsible for ensuring that only students who are authorized to take the test actually take it.

6.1.4   REGISTERING FOR COURSE COMPONENTS

Students register in VUnet during the registration periods established in advance in VUnet (see Registering for educational activities and examinations).

6.1.5   INTERIM EXAMINATION INFORMATION SYSTEM

Many faculties offer students the option to register for course components and request study results in VUnet.

6.1.6   REGISTERING AS A SECONDARY SUBJECT STUDENT

The Higher Education and Research Act (*Wet op Hoger Onderwijs en Wetenschappelijk Onderzoek*, WHW) does not recognize the category of secondary subject student. VU Amsterdam's Application and Registration Regulations state that students who are registered elsewhere and who wish to take a course on this programme at VU Amsterdam must be registered, but are not required to pay tuition fees to VU Amsterdam. Students must hold proof of having paid tuition fees, and they must be able to produce a statement from the Examination Board confirming that they have permission to take the component in question. The central student desk registers this group of students as secondary subject students.

6.2   PROVIDING INFORMATION TO THIRD PARTIES

6.2.1   PROVIDING INFORMATION TO CROHO

The Central Register of Courses in Higher Education (CROHO) lists all accredited higher education programmes. These programmes are provided by both subsidized and non-subsidized institutes of higher education. The Education Executive Agency (DUO; formerly the Information Management Group) is responsible for establishing, managing and publishing the CROHO.

The accreditation is granted for six years at a time and enters into force on the day on which the previous accreditation period lapses.

6.2.2   PROVIDING INFORMATION TO BRON HO

The WHW and the Basic Register of Higher Education (BRON HO) require the university to provide the BRON HO with information about students' registration, deregistration and receipt of degree certificates. The student desk submits this information to the BRON HO. The manner and time of submission are set out in the Schedule of Requirements for Electronic Data Exchange between institutes of higher education and the Education Executive Agency.

VU Amsterdam's Finance department monitors the submission of the data according to the monitoring protocol set out by the Ministry of Education, Culture and Science.
In addition, the university is required to provide Statistics Netherlands with details of student numbers each year, at a prescribed time and in a prescribed format. The student desk and education statistics department are responsible for submitting the information.

6.2.3   PROVIDING INFORMATION TO THE EDUCATION EXECUTIVE AGENCY

VU Amsterdam has procedures in place for the submission of this data and, where necessary, for the way in which students should comply and should be informed.

Every year, as required by the Ministry of Education, Culture and Science, the Finance department

monitors this data according to the monitoring protocol set out by the ministry. The Audit Department of the Ministry of Education, Culture and Science also monitors the data.

6.3 NEW PROGRAMMES AND ALTERATIONS TO THE RANGE OF PROGRAMMES

6.3.1 MACRO-EFFICIENCY

The Minister determines whether or not a new programme will be subsidized. The policy is restrictive: new subsidized programmes are only permitted if they satisfy the requirements of the 'macro-efficiency test'. A specially appointed committee (the Committee for Efficiency in Higher Education, CDHO) investigates whether the new programme contributes to an effective division of responsibilities between the institutions. To come to a decision, the committee uses criteria referred to in the Policy Rules for Efficiency in Higher Education (see www.cdho.nl).

6.3.2 ASSESSMENT OF NEW PROGRAMMES

Following a positive macro-efficiency result, or straight away in the case of an unsubsidized new programme, and following internal consultation with the Educational Quality Steering Group, the institution submits an accreditation application to the Accreditation Organisation of the Netherlands and Flanders (NVAO). In addition to inspecting the content of the programme in question, NVAO is also charged with assessing the transparency of the entire range of programmes offered. If the name of a proposed new programme is already listed in the CROHO, NVAO will check whether the aims and the content of the programme are sufficiently similar to existing programmes registered under that name in the CROHO to justify giving the programme that name. NVAO will reject applications for proposed new programmes that are very similar to a programme that has already been denied accreditation. A positive assessment is valid for six years. NVAO's working procedure and criteria are set out in assessment frameworks (www.nvao.net/en).

6.3.3 PROTOCOLS FOR NEW PROGRAMMES OR ALTERATIONS TO THE RANGE OF PROGRAMMES

VU Amsterdam's internal procedure for new programmes is divided into three main phases:
1. The policy phase, during which advance registration and internal considerations take place;
   During this phase, the Faculty Board informs the Executive Board of the proposed new programme and supplies the associated information. The Executive Board takes this advance registration, together with recommendations, to the VU Amsterdam Inter-Board Consultative Platform. Based on the results of the discussion, the Executive Board determines the feasibility and desirability of the initiative.
2. The macro-efficiency phase, in which the Minister decides whether the programme will be subsidized;
   If phase 1 yields a positive decision, the faculty drafts a timescale, whilst simultaneously preparing the application files for Macro-efficiency and Assessment of New Programmes.
3. The quality phase, during which NVAO assesses the plans' suitability for accreditation;
   Following internal consultation with the Educational Quality Steering Group, the Executive

Board sends NVAO the application for an Assessment of a New Programme. Following a positive accreditation decision, the Executive Board submits the programme to the Education Executive Agency to be added to the national register, CROHO.

See Protocol for a new programme at VU Amsterdam

There are three reasons why a programme may have to be terminated: when the accreditation lapses; as a result of a decision by the Ministry of Education, Culture and Science; or by the Executive Board at the request of the Faculty Board. In the third situation, the request must be submitted no later than December.

See Protocol for terminating a programme

6.3.4   VU REGISTER

A VU Register has been set up to bolster university-wide and faculty educational policy. Some features of the VU Register are as follows:

- This register is maintained by the university itself and is used in parallel with the existing national register of programmes, the CROHO, which is managed by the government. CROHO registration takes priority and forms the basis for the VU Register.
- Changes to the programmes are recorded at a university level. The faculties are responsible for reporting new graduation specializations, name changes or terminations to the central administration (in the SOZ/OKP) no later than six months before the change is to take effect.
- The register serves as the basis for activities relating to quality assurance, recruitment and information provision, and it will be made available internally to the relevant service departments and to all faculties.
- The Communication & Marketing service department bases its recruitment activities on the VU Register. It remains the case that the university-wide recruitment tools (information days, programme brochures and the homepage) are only intended to be used for programmes registered with CROHO. The VU Register is an internal policy instrument.

6.4   SCHEDULING, TIMETABLING AND ORGANIZATION

6.4.1   SETTING THE TIMETABLE

The study timetables are produced annually. The uniform academic calendar, established by the Executive Board, forms the basis for the timetables.

Students and instructors must be informed of the timetable in good time. Timetables and other information related to studying must be made available to students free of charge.

6.4.2   SCHEDULE FOR TEACHING AND EXAMINATION ROOMS

The majority of the teaching and learning spaces are managed by Corporate Real Estate and Facilities. Faculties also have their own specific spaces that are used for teaching (laboratories, language facilities and computer rooms). The central teaching and learning spaces are assigned in

VU Amsterdam's central timetabling system, which allocates each faculty a certain number of rooms for timetabling purposes. Large lecture theatres are allocated following consultation. Any rooms which are not being used will be made available in the central pool of rooms.

All faculties can reserve shared examination rooms, such as the TenT examination hall, for their interim examinations. The Executive Board has set out rules for the use of these shared examination rooms in the *Management Regulations for Administering Examinations in Shared Examination Rooms*.

6.5 PROVISION OF INFORMATION AND ADVICE

6.5.1 STUDENT CHARTER

The WHW states that all students must receive a copy of the Student Charter when they register for the first time. Students at VU Amsterdam receive their copy through VUnet. The Student Charter is revised every year. The Charter consists of two sections: the institution-wide section and the programme-specific section. The latter is provided in the study guide.

6.5.2 STUDY GUIDES

Each year, all students are given access to a study guide, which is published online (http://www.vu.nl/nl/studiegids/index.asp) and on VUnet. At a minimum, the study guide contains a description of the teaching programme, the courses taught in each academic year and the course descriptions for each course. Optionally, this can be supplemented with a description of the faculty and of aspects such as IT facilities, academic advisors and internationalization. The course descriptions in the guide will always state the official name and course code, the aim of the course, the content, the number of credits, the teaching method and the nature of the assessment. Entry requirements may also be added, along with details of the lecturers, programme coordinators, target group, etc.

The study guide format is prescribed by the Communication & Marketing service department. The faculty is responsible for the content.

6.5.3 ACADEMIC AND EXAMINATION REGULATIONS AND STUDY PROGRAMME

The WHW states that every programme must have Academic and Examination Regulations in place (see VUnet for VU Amsterdam's regulations). The Academic and Examination Regulations are assessed and, where necessary, updated once a year.
The Programme Committee's role is to promote and safeguard the quality of the degree
programme. With reference to the Academic and Examination Regulations, this means that the
Committee:

a. is entitled to approve the Academic and Examination Regulations, as referred to in Article 7.13, with the exception of those areas mentioned in the second paragraph under a, f, h-u and x, and with the exception of the requirements referred to in Article 7.28, fourth and fifth paragraphs, and Article 7.3 0b

b. conducts an annual evaluation of the way in which the Academic and Examination Regulations are implemented

c. is entitled to present advice in respect of the Academic and Examination Regulations referred to in Article 7.13, with the exception of those areas in relation to which the committee is entitled to grant approval on the basis of (a).

The Programme Committee grants its formal approval and advice to the Faculty Board and sends a copy of its recommendations to the Director of Studies and the Director of Education (where applicable) and to the Faculty Joint Assembly (FGV). The Faculty Joint Assembly has the right to be consulted on other parts of the Academic and Examination Regulations. The part on which the Programme Committee has right of approval but the Faculty Joint Assembly does not generally relates to the content of the programme. Following the Programme Committee's and the Faculty Joint Assembly's recommendations and approval, the Academic and Examination Regulations are adopted by the Faculty Board.

Overview of advisory and approval rights of Programme Committees and Faculty Joint Assembly

Academic and Examination Regulations, Article 7.13 paragraph 2 of the Higher Education and Research Act	FGV		OLC	
	I	**A**	**I**	**A**
a. content of the programme and associated examinations				■
a1. the manner in which teaching and education in the relevant programme are evaluated			■	
b. the content of the specializations offered as part of the programme			■	
c. the programme's final attainment levels with regard to the knowledge, understanding and skills that must have been acquired			■	
d. where applicable, the design of practical exercises			■	
e. the study load of the programme and of each of its constituent educational units			■	
f. the detailed rules referred to in Article 7.8b, sixth paragraph, and Article 7.9, fifth paragraph (recommendation on continuation of studies)				■
g. the Master's programmes to which Article 7.4a, eighth paragraph, applies (elevated study load)			■	
h. the number and sequence of examinations and the times at which these can be taken	■			■
i. the full-time, part-time or work-study structure of the programme	■			■

j. where necessary, the order, and the periods in which and the number of times per academic year that the opportunity to sit examinations and final degree assessments is given	X			X
k. where necessary, the period of validity for pass grades awarded for examinations, notwithstanding the authority of the Examination Board to extend this period of validity	X			X
l. whether examinations are administered in oral, written or another form, notwithstanding the authority of the Examination Board to decide otherwise	X			X
m. the way in which students with a disability or chronic health condition are given a reasonable opportunity to take the examinations	X			X
n. the public nature of oral examinations, subject to the right of the Examination Board to determine otherwise in special cases	X			X
o. the period within which the results of an examination must be announced, together with details of whether this period can be altered and if so in what way	X			X
p. the way in which and the period within which students who have taken an examination are given the opportunity to inspect their marked work	X			X
q. the way in which and the period within which information can be provided about the questions asked and exercises given in the framework of a written examination and about the standards used for assessment	X			X
r. the grounds on which the Examination Board could grant exemption from the taking of one or more examinations to students who have previously passed examinations in higher education or have acquired knowledge or skills outside higher education	X			X
s. where necessary, the stipulation that students must pass certain examinations as a condition for admission to other examinations	X			X
t. where necessary, the obligation to take part in certain practical exercises with a view to admission to the examination in question, subject to the authority of the Examination Board to grant exemption from this obligation, with or without the imposition of alternative requirements	X			X
u. the monitoring of academic progress and individual student support and guidance;	X			X
v. where applicable, the manner in which students are selected for a special track within a programme as referred to in Article 7.9b (excellence track within a programme)			X	
x. the actual design of the education provided.	X			X
All other matters that are regulated in the Academic and Examination Regulations but which are not mentioned as such in Art. 7.13 of the WHW under points a to x.				X

6.5.4 EDUCATIONAL MATERIALS

Many faculties produce readers and syllabi for the degree components. Before the first lecture, students must be informed about which educational materials they need, for instance by including the literature in the study guide. Copyright is generally required for the use of articles (from journals, newspapers, periodicals), extracts from books, graphics/tables/diagrams and photographs/illustrations. VU Amsterdam has a purchase agreement with Stichting Pro that states that short excerpts may be used freely, without having to obtain separate permission.
The general guideline is that the following items can be freely included (Stichting Pro Regulations 2009):

- Articles of fewer than 8,000 words, provided that they make up no more than ⅓ of the edition of the journal containing the article (word counts per page can differ greatly between articles);
- book excerpts of fewer than 10,000 words, providing that they make up no more than ⅓ of the original work;
- graphics/tables/diagrams: no more than 25 items from the original publication;
- photographs/illustrations: no more than 25 items from the original publication (each item counts as 200 words);

If the excerpt to be included exceeds the above limits, Stichting Pro must be informed of this before the reader is produced. *Please note*: This applies to both hard-copy and electronic readers in locations such as Blackboard.

If only electronic versions of syllabi are concerned, a link to the work in question may suffice. In that case, no payment needs to be made to Stichting PRO. The faculty may well be liable to pay copyright fees if any text is included!

6.5.5 COMPLAINTS PROCEDURES

VU Amsterdam has a single address where students can file any complaints, objections and appeals they may have. Each faculty also has its own central address where students can raise any issues. In most cases, this is the 'Disputes Desk' at the Education Office.

The VU Ombudsman offers an accessible and safe setting to discuss a complaint before taking formal steps. Student Ombudsman VU Amsterdam: Ms E.J. Poesiat.

VU Amsterdam also has an Examination Appeals Board for students to contact to appeal decisions

relating to
- passing the final examination;
- admission to examinations;
- a university admissions test (colloquium doctum) and eliminating shortcomings;
- admission to Master's in Teaching programmes;
- a negative recommendation on continuation of studies;
- admission to a Master's programme.

and to appeal decisions by Boards of Examiners and examiners, such as
- An examination result (N.B. this relates exclusively to the way in which the result was determined, not to the result itself);
- the grading of theses or practicals (under the same conditions as above);
- decisions regarding approval or rejection of the selected subjects;
- the refusal of an exemption.

It is also possible to appeal a written refusal to take a decision or a failure to take a decision within a reasonable time-frame.

For details of the procedure, please visit: http://www.vu.nl/nl/studenten/geschillenloket/index.asp

Students can also contact the *Executive Board* to appeal an Executive Board decision regarding
- registration (registration or deregistration);
- payment of tuition fees;
- the allocation of administrative grants;
- measures denying access to land and buildings;
- decentralized selection for programmes with limited enrolment.

It is also possible to object to a written refusal to take a decision or a failure to take a decision within a reasonable time-frame.
For details of the procedure, please visit: http://www.vu.nl/nl/studenten/geschillenloket/index.asp

6.6 OTHER DUTIES

6.6.1 AWARDING DEGREE CERTIFICATES AND CHECKING REGISTRATIONS

In accordance with the Higher Education and Research Act (WHW), the Executive Board has established a procedure for awarding degree certificates.

The student desk draws up the degree certificate and checks it against the student's registration details. The faculty secretariats are responsible for the diploma supplement associated with the degree certificate; the information provided on this supplement includes the student's study results.

Taking into account the procedure for awarding degree certificates, the [Rules and Guidelines for the Examinations Board](#) set out how students can request degree certificates. Students must be informed of the procedure.

6.6.2   HOW TO ACT IN THE EVENT OF A STUDENT'S DEATH

The student desk must always be informed when a student dies. In practice, an employee from Central Student Administration will usually notify the student desk following receipt of a notification from the Municipal Personal Records Database (GBA). This colleague passes on the information as soon as possible to the Head of Central Student Administration. The Head of Central Student Administration informs the Director of Education or the Head of the Education Office for the faculty in which the student was studying.
The student desk processes the death in the administrative system and carries out the necessary administrative tasks.

The Student & Educational Affairs service department has drawn up a handbook for how to act in the event of the death of a student; see [VUnet](#). The handbook describes the following matters:

- who contacts the student's loved ones on behalf of the faculty;
- who attends the funeral;
- who informs instructors;
- who informs the deceased's fellow students;
- in which cases a notification should be published;
- who is responsible for coordinating the various actions;
- who checks whether any kind of aftercare is required.