To: Directors of Studies, Programme Committee, Examination Board

From: Student & Educational Affairs/Education, contact: Jikke Bekker/José van Dam

dd: 5 July 2024

Re: Revised format for programme annual reports, including annual report of the Examination

Board and Programme Committee

Please find attached the definitive format for **the programme annual report** and the **annual report of the Examination Board** and **anual report Programme Committee** for the year 2023-2024.

**Explanatory notes for the authors (DoS, PC, EB)**

* The primary purpose of the annual report is to stimulate improvement. This means looking back and evaluating which of the intended actions and (results) agreements have been achieved (check) and outlining points for improvement and how they are to be addressed. This represents the completion of the plan-do-check-act quality cycle (act). In reality, the proposed measures in the annual report make up the annual plan for the programme.
* The report looks back upon the academic year that ended in September and is based on the most recent data available at the time of writing. The annual plan follows the programme annual report and looks forward to the academic year that has already begun.
* The reports of the programme, the Programme Committee and the Examination Board are (largely) written in parallel and good communication between the different parties is therefore indispensable.
* The report is intended for internal use. It is intended to provide useful guidance for the Director of Studies. In addition, it is intended as an accountability document and as input for discussions with the Faculty Board, which in turn uses the information to (re)direct the faculty annual plan. The report should therefore not be written for external purposes/parties as a description of developments over the past year. This should also mean that the length of the report is limited.
* The annual report is drafted by the Director of Studies responsible for the programme. Input can be provided by teaching staff and other staff. The annual report of the Programme Committee is drafted by the Programme Committee, and the annual report of the Examination Board is drafted by the Examination Board.

**Advice**

* When writing the annual reports, it can help to compile a running draft of current business as soon as they come to the fore. This spreads the workload somewhat, as the basic outline of the report will already have been drafted over the course of the academic year. It is also easier to write about matters while they are still fresh in the memory.
* When it comes to the self-evaluation report (SER), the programme annual reports are an important source of information (in addition to the previous assessment and the mid-term review). The standards have now been included in the format as follows:
	+ standard 1: Ch2 (vision, final attainment levels)
	+ standard 2: Ch2 (curriculum, policy), Ch3 (connection to competences of incoming students), Ch4 (potential obstacles to progress), Ch5 (skilled teaching staff), Programme Committee annual report
	+ standard 3: (assessment) Ch6, Examination Board annual report
	+ standard 4: Ch3 (relevant characteristics of outgoing students), Ch4 (alumni)

**Programme Annual Report of <name of programme> on <academic year>**

**Annual Programme Plan of <name of programme> for <academic year>**

<May also be a cluster of programmes>

Faculty of <name faculty>

ISATcode (croho): <…>

Number of credits:

Duration of programme: <...>

Author:

Version:

Finalized on: <date> by <...>

Document management

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| --- | --- | --- | --- |
| Version | Date | Discussed with | Type of amendment |
| 0.1 |  |  |  |
| 0.2 |  |  |  |
| 0.3 |  |  |  |
| 0.4 |  |  |  |
| …. |  |  |  |
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## Summary / message to the Faculty Board

*To be completed after the rest of the report to avoid duplication.*

* 1. Which points does the Director of Studies wish to discuss with the portfolio holder for education? *Please provide a reference to the relevant section.*
	2. What does the Director of Studies regard as the most important developments and achievements in the programme over the course of the past year? *Please provide a reference to the relevant section.*
	3. Is it possible to identify any (structural) problems that could undermine the quality of the programme? If so, which one(s)? *Please provide a reference to the relevant section.*

## Vision and curriculum (Standards 1 and 2)

* 1. Vision

Give a short (max ½ A4) outline of the programme’s vision of the (quality of) the programme and how this corresponds with the vision and profile of the faculty. Also indicate who has been involved in establishing this vision and whether it is widely supported within the programme. *This point can be taken from the programme annual report from the previous year or from a critical self-reflection if nothing has changed.*

* 1. Policy
		1. Were objectives formulated for 2023-2024 that relate to changes in policy and/or the curriculum? For example: changes in final attainment levels, changes to the curriculum, internationalization, anchoring research in education, cooperation with other institutions? If so, which? *To be taken from previous programme annual report / plan.*
		2. Indicate the realisation of these objectives.
		3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## Incoming students, progress, outgoing students (Standards 2 and 4)

* 1. Were objectives set in 2023-2024 regarding incoming students, progress, and outgoing students? If so, which? *To be taken from previous programme annual report / plan.*
	2. Also indicate whether these goals have been achieved. Use the quantitative data from the programme factsheet, the data regarding the recommendation on continuation of studies and the relevant attributes of outgoing students (grade distribution between courses, grade distribution for final assignments, relations between grades and specializations, where do graduates end up). Plus data on the connection of the degree programme to the competences of incoming students (information, matching, excellence, student guidance).
	3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
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## Evaluations (standards 2, 3 and 4)

* 1. Student evaluations
		1. Were objectives set for 2023-2024 regarding student evaluations? If so, which? *To be taken from previous programme annual report / plan.*
		2. Also indicate whether these goals have been achieved. Use the quantitative data from the course evaluations, curriculum evaluations, the National Student Survey (NSE) and alternative forms of student evaluation used by the programme, e.g. panel discussions, evaluation through annual representation or online tools.
		3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.
	2. Peer evaluations
		1. Were objectives set for 2023-2024 regarding peer evaluations? If so, which? *To be taken from previous programme annual report / plan.*
		2. Also indicate whether these goals have been achieved. Consider results from observation during lectures or a structured peer review sessions between instructors.
		3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
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* 1. Alumni
		1. Were objectives set for 2023-2024 regarding the performance of graduates in professional practice or a follow-up programme? If so, which? *To be taken from previous programme annual report / plan.*
		2. Also indicate whether these goals have been achieved. Use quantitative data from the NAE, the Alumni Monitor and qualitative input of the Workfield Advisory Board.
		3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

* 1. Cooperation with the Programme Committee. Was cooperation with the PC satisfactory this year? Are there reasons to make changes to the consultation procedures? Did the PC provide recommendations for the DoS? Were these followed up? If so, how? Are there any points from the PC’s annual report that the programme will take action on? *(see annual report of the PC)*.

## Teaching staff (Standard 2)

* 1. Were objectives set for 2023-2024 regarding teaching staff? If so, which? *To be taken from previous programme annual report / plan.*
	2. Also indicate whether these goals have been achieved. Use quantitative data regarding professionalization among teaching staff (UTQ, STQ, Educational Leadership), information regarding training for teaching staff, annual performance appraisal interviews with teaching staff and the role of teaching in them, work load among teaching staff.
	3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## Assessment (Standard 3)

* 1. Were objectives set regarding assessment by the programme (not by the Examination Board) for 2023-2024? For example: changes in assessment vision, assessment policy/assessment plan, manner of working with assessment files/course files, coordination among/training for teaching staff, procedure regarding finalization and assessment forms. If so, which? *To be taken from previous programme annual report / plan.*
	2. Also indicate whether these goals have been achieved. Use data in the VUData report on examination results.
	3. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

* 1. Cooperation with Examination Board. Was cooperation with the EB satisfactory this year? Is there reason to make changes to the consultation procedures? Did the EB provide recommendations for the DoS? Were these followed up? If so, how? Are there any points from the annual report of the EB that the programme will take action on? *(see annual report of the EB)*.
	2. Cooperation of examiners and teachers. Was the cooperation/coordination with and between examiners and teachers satisfactory? Is there any reason to make any changes to the consultation structure/calibration sessions?

## Quality Assessment of programme (various standards)

* 1. Assessment and accreditation
		1. What is the current situation regarding the measures formulated following the previous assessment?
		2. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

* 1. Mid-term reviews
		1. What is the current situation regarding the measures formulated following the last mid-term review?
		2. Is there reason to formulate new goals for 2024-2025? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## Educational facilities (Standard 2)

* 1. To what extent did the (ICT) facilities meet the needs and wishes of the programme?
	2. Are there points of attention in other facilities and/or support from the organization? Is there reason to take matters to the faculty level?
	3. Cooperation with the educational office. Did the cooperation with the education office go to satisfaction this year?

## Annual Plan 2024-2025

* 1. Indicate all 2024-2025 objectives below (copy and paste the individual tables from each section).

## Risks (SWOT)

What potential risks are there for the programme? A risk is defined as the possible occurrence of an unwanted and unplanned event in the future, the consequences of which represent a full or partial threat to achieving the objectives. At this point it should be emphasized that taking risks should not simply be seen as something negative that is to be avoided wherever possible. After all, taking risks is part and parcel of making and implementing policy. However, it is necessary to think about possible consequences beforehand, so that a considered decision can be taken. The reason for identifying risks is to avoid, prevent or reduce risks, so that ideally the programme will not be adversely affected by unexpected consequences in achieving its goals and objectives. In this regard, a distinction is made between internal risks (within the sphere of influence of the programme) and external risks (outside the direct sphere of influence of the programme). *For further information on and examples of potential risks, see the ‘living document’ entitled* [*Risk Management in Education*](https://vunet.login.vu.nl/_layouts/SharePoint.Tridion.WebParts/redirect.aspx?cid=tcm:164-755063-16) *(Appendix to Ch5 of the Manual for Quality Assurance of Teaching and Learning).*

|  |  |
| --- | --- |
| **Risks**  | Concise description of the risk  |
| **Risk category** | Internal or external risk (within or beyond the control of the programme) |
| **Risk priority** | Low-Middle-High |
| **Development**  | Is it a new risk, or an existing one? If existing: has it increased / remained unchanged / decreased / disappeared?  |
| **Measures**  | Brief description of the measures taken by the programme to reduce the probability of the occurrence of the undesirable event  |
| **Own assessment**  | The measures taken are sufficient / insufficient The remaining risk is acceptable / not yet acceptable  |
| **Person responsible** | Name the person(s) ultimately responsible. When more persons are responsible: please indicate for which measure(s) they’re responsible  |

## Appendices

1. Freeze data quality assurance (pdf from DED)
2. Table of examination results (from VUdata)
3. Details regarding recommendation on BSA

#####  Explanatory notes relating to the appendices

* The data freeze dashboard quality assurance will be presented on 7 October 2024 in pdf format in the Digital Educational Dossier (DED) (see <https://digitaalonderwijsdossier.login.vu.nl/>). These pdf’s are added to the programme annual report as an appendix. The data may be reflected upon in various places within the format:
	+ Section 3.2 on incoming students, progress and outgoing students at faculty and programme level, according to different definitions (full cohort, KPI and assessment). The various definitions are explained in the factsheets (last page).
	+ Section 4.1.2 about the National Student Survey (NB it is currently under consideration whether the NSE data can be included in the data-freeze from the dashboard (desirable). Should this not be achieved in time, reports can be extracted from the SAC NSE dashboard from VUdata itself.
* For section 6.2, the Examination Results reports report is available (see VUdata).
* With effect from 1 September, VUdata contains several reports that give an impression of the numbers:
	+ Data freeze dashboard quality assurance (these will be converted to PDF and presented in DED from 7 October).
	+ Programme annual reports - Examination results
	+ Programme annual report - exchange students
	+ NSE reports 2024

Each of these reports includes a manual with precise definitions and explanations for the report (in the case of factsheets, the explanation is in the report).

* The data on the recommendation on continuation of studies must be generated by the faculty itself.

**Format for Annual Report of the Examination Board**

*Functions of Annual Report of the Examination Board according to this format:*

*- report on the activities of the Examination Board (for its own purposes and for the Faculty Board)*

*- input for improving the quality of education*

*- information for mid-term review and assessment of a programme*

The annual report is drafted for each programme; this may take the form of a partial report.

**Annual Report of the Examination Board <Programme> <faculty> <year>**

[1. Examination Board: composition, scope and functioning 2](#_Toc484080755)

[2. Assessment policy and quality assurance 2](#_Toc484080756)

[3. Important agenda items and changes of position 3](#_Toc484080757)

[4. Recommendations on Teaching and Examination Regulations 3](#_Toc484080758)

[5. Academic misconduct 3](#_Toc484080759)

[6. Review of formulated points for attention, problems and how they are to be tackled 3](#_Toc484080760)

[7. Overview of appeals 4](#_Toc484080761)

[8. Overview of complaints and requests 4](#_Toc484080762)

[9. Annual plan of the Examination Board 4](#_Toc484080763)

## 1. Examination Board: composition, scope and functioning

**1.1.** **Composition of board** Who are the members, for which programme(s), which internal and external experts, terms of office, have they completed training for Examination Boards; was the Examination Board heard by FB when appointing a new member? (= legal obligation).

**1.2.** **Subcommittees** - where applicable -

Have subcommittees been set up? Do the members of the Examination Board also serve on other committees, for example on the Admissions Committee or BSA Committee?

**1.3.** **Meetings** topics include: was a schedule of meetings drawn up and published in advance or ad hoc; attendance list for meetings, what is the response to the presence of advisory members/members of management?

Is there reason to change the composition or scope for 2023-2024 or to formulate points for improvement? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## 2. Assessment policy and quality assurance

**2.1 Quality assurance for examinations and final assignments**

*See also Ch6 from the programme annual report.*

***2.1a Vision and objectives***

Describe how the quality of examinations is assured through the assessment policy and quality assurance. Please focus on advance quality assurance, whether teaching staff members submit preliminary drafts of exams to a colleague for quality assessment and whether and how the Examination Board oversees this (checks), and the quality assurance of the assessment of final assignments (e.g. assessment forms and the use of a second assessor for theses, reports on research placements).

Also focus on retrospective quality assurance, which assessments are looked at and what the criteria are. Additionally, consider both substantive criteria and quantitative targets​/indicators relating to assessment, such as assessment data, pass rates, grade distribution.

*This point can be taken from the programme annual report from the previous year if nothing has changed.*

***2.1b Results***

Indicate whether the objectives under 2.1.a have been achieved. Describe the realization of advance quality assurance and retrospective quality assurance; are examinations, final assignments and examinations assessed according to the guidelines provided? And what is the primary conclusion? Provide a clear list of which tests were reviewed in the past year. Illustrate the reliability of the multiple-choice tests in the form of a table.

***2.1c Measures***

Is there reason to formulate new goals for 2023-2024? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

***2.1d Cooperation with programme management / Faculty Board***

Was cooperation with the Director of Studies/Faculty Board satisfactory this year? Are there reasons to make changes to the consultation procedures? Did the EB provide recommendations for the DoS? Were these followed up? If so, how?

**2.2 Designation of and information for examiners**

***2.2.a Procedure for designating and informing examiners (not every member of teaching staff is automatically an examiner)***

Describe the procedure used for designating examiners. *This point can be taken from the programme annual report from the previous year if nothing has changed.*

***2.2.b Announcing results and information for examiners***

Describe the procedure followed in the past year. When and who were designated as examiners, give an overview in an appendix.

***2.2.c Measures***

Is there reason to change the designation of and information for examiners for 2023-2024 or to formulate points for improvement? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

**2.3 Changes in the rules and guidelines**

Which changes to the rules and guidelines have been made in the past year (including assessment criteria)? Substantiate where possible. Are any foreseen for next year? (include substantiation).

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## 3. Important agenda items and changes of position

As evidenced by new guidelines, including substantiation, for example. *Only include this section if relevant for the past year.*

## 4. Recommendations on Teaching and Examination Regulations

Under this point, briefly summarize the recommendations provided on the Teaching and Examination Regulations, and indicate whether the recommendation was followed or not.

## 5. Academic misconduct

Indicate which measures have been taken to prevent academic misconduct and how the Examination Board monitors compliance with these measures. *This point can be taken from the programme annual report from the previous year if nothing has changed.*

## 6. Review of formulated points for attention, problems and how they are to be tackled

Describe the current situation in relation to the objectives, action and points for improvement from the previous year's annual report.

Have other problems been identified during the course of the year and what action has been taken?

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
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## 7. Overview of appeals

Provide a summary of Appendix 1 (overview of appeals), if possible linked to objectives relating to the number / type / handling times for appeals. Provide a reflection on these and identify objectives, action or points for improvement in the table.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
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## 8. Overview of complaints and requests

Provide a summary of Appendix 2 (overview of complaints and requests), if possible linked to objectives relating to the number / type / handling times for complaints. Provide a reflection on these and identify objectives, action or points for improvement in the table.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

## 9. Examination Board Annual Plan

Show all 2022-2023 objectives below (copy and paste the individual tables from each section). Are there any additional new plans for 2023-2024? For example: which observations does the Examination Board want to share with the Director of Studies for the coming year?

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
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***Appendix 1 Summary of appeals (show numbers in table form)***

Below is a summary of the appeals that the Examination Board is involved in through the Examination Appeals Board

a. subject of appeal:

- admission (university admissions test (colloquium doctum), gaps in prior education, admission to the Master’s programme)

- binding recommendation on continuation of studies

- exemption

- academic misconduct

- applications for individually-tailored programme

- other disputes regarding decisions of examiners or Examination Board

b. outcome

c. numbers

d. handling times

***Appendix 2 Summary of complaints and requests (show numbers in table form)***

(categories, decisions, numbers (aggregated))

a. Subjects such as

- quality of tests

- implementation

- etc

b. outcome (which cases have been closed by the chair? Have any cases been dealt with officially?)

c. numbers

d. handling times

***Appendix 3 Overview of examiners***

**Format for Annual Report of the Programme Committee**

*Functions of Annual Report of the Programme Committee according to this format:*

*- report on the activities of the Programme Committee (for its own purposes and for the Director of Studies)*

*- input for improving the quality of education*

*- information for mid-term review and assessment of a programme*

**Annual Report of the Programme Committee <Programme> <faculty> <year>**

[1. Programme Committee: composition, scope and functioning 2](#_Toc484080765)

[2. Recommendations 3](#_Toc484080766)

[3. Evaluation of the functioning of the Programme Committee and annual plan for coming year 5](#_Toc484080767)

**1.** **Programme Committee: composition, scope and functioning**

**1.1.** **Composition of the committee**

(Number of teaching staff members, number of student members, chairperson, secretary, permanent observers, invited experts, for which (group of) programme(s), term of office; in accordance with regulations?

|  |  |  |  |
| --- | --- | --- | --- |
| Members | Name | Term of office | Programme |
| Chair | … |  |  |
| Staff members | ……… |  |  |
| Student members | ……… |  |  |
| Secretary | … |  |  |
| Permanent observers | …… |  |  |
| Invited experts | …… |  |  |

**1.2. Subcommittees - where applicable –**

Have subcommittees been set up? Also describe the composition and a brief reflection on their functioning.

**1.3. Schedule of meetings and agenda items**

Indicate whether the meeting schedule was drafted in advance and announced to the FB. Is this published on the faculty website?; attendance list for meetings, what is the response to the presence of advisory members/members of management?

|  |  |  |
| --- | --- | --- |
| Date of meeting | with or without representative of management (Director of Studies / FB) | Points on agenda (summary) |
|  |  | --- |
|  |  |  |
|  |  |  |

**1.4 Recruitment of members and communication**

1.4.1 How were the committee members recruited?

1.4.2. How is contact maintained with students?

1.4.3 How is contact maintained with teaching staff, scientists and managers, and with the field of education in society?

Reflection: Is there reason to change the composition, subcommittees, meetings and recruitment for 2022-2023 or to formulate points for improvement? If so, please indicate these below.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

**2. Recommendations**

The legal duties of the Programme Committee are described in the Higher Education and Research Act:

**Article 9.18. Programme Committees**

1. A Programme Committee is convened for each degree programme or group of programmes. The committee’s duty is to advise on promoting and safeguarding the quality of the degree programme. The Programme Committee is also:

a. entitled to approve the Teaching 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 the Articles 7.28, fourth and fifth paragraphs, and 7.30b, second paragraph;

b. responsible for conducting an annual evaluation of the way in which the Teaching and Examination Regulations are implemented;

c. entitled to present advice in respect of the Teaching 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); and

d. responsible for making recommendations to the programme management, as referred to Article 9.17, first paragraph, and to the dean, either on its own initiative or on request, on all matters relating to teaching in the degree programme in question. The committee forwards the advice and proposals referred to under d to the Faculty Council for information purposes.

2. Article 9.35, preamble and sections b, c and d, shall apply to the advice referred to in the first paragraph mutatis mutandis.

3. If the committee makes a proposal as referred to in paragraph 1, subsection d, to the programme management or the dean, the management or the dean shall respond within two months of receiving the proposal.

4. Article 9.31, paragraphs 3 to 8, shall apply to the Programme Committee mutatis mutandis. After consultations between the programme management or the dean and the Faculty Council, a method for determining the composition of the Programme Committee that is other than election may be set out in the faculty regulations. Each year, it shall be decided whether it is desirable to adopt a different form of appointment.

5. The Programme Committee is authorized to invite the programme management or the dean at least twice a year to discuss the proposed policy on the basis of the agenda it has drawn up.

6. If a faculty includes only one programme, the faculty regulations may provide that the powers and duties of the Programme Committee are exercised by the Faculty Council, referred to in Article 9.37.

Provide an overview of the opinions issued by the education Programme Committee and the results of these.

**2.1 Opinion regarding the Teaching and Examination Regulations (TER) for the coming year**

|  |  |
| --- | --- |
| Date of opinion |  |
| Summary of opinion |  |
| Response of Director of Studies/FB |  |
| Focus points for the coming year |  |

**2.2 Assessment of method of implementation of the TER in relation to current TER**

How did the implementation of the teaching programme go? For example: check whether all the final attainment levels are achieved in the programme, the coherence between courses, the academic skills of the students, the distribution of the study load across semesters and years, the structures and provisions in the programme of study for gifted students or those who have fallen behind, the announcement of exam results, the provision of information to students about the curriculum, whether student guidance is provided, whether the admission requirements are applied.

<this can be one recommendation or several recommendations throughout the year. Copy additional blocks if necessary>

|  |  |
| --- | --- |
| Date of recommendation |  |
| Summary of recommendation |  |
| Response of Director of Studies/FB |  |
| Focus points for the coming year |  |

**2.3 Assessment of the student evaluations**

See also Ch4 from the programme annual report.

Results: provide a summary of the **main** results for each course and the intended solution. Put this in a table with the response from the FB (recommendation followed?) and possibly focus points for coming year.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course | Main results | Solution(s) | Response of Director of Studies/FB  | Focus points for the coming year |
|  |  |  |  |  |
|  |  |  |  |  |

Reflection: Reflect on the evaluation process and possible points for improvement for next year.

|  |  |  |
| --- | --- | --- |
| Objective / Action / Point for Improvement | To be achieved by when | By whom |
|  |  |  |
|  |  |  |

**2.4 Additional recommendations**

The Director of Studies or Faculty Board asked the Programme Committee to issue a recommendation on the following subjects. Below you will find an overview of the recommendations issued, the results of this and any focus points for the coming year.

<this can be one recommendation or several recommendations throughout the year. Copy additional blocks if necessary>

**<Name of recommendation>**

|  |  |
| --- | --- |
| Date of recommendation |  |
| Summary of recommendation |  |
| Response of Director of Studies/FB |  |
| Focus points for the coming year |  |

In addition, the Programme Committee issued the following recommendations to the Director of Studies or the Faculty Board on its own initiative.

<this can be one recommendation or several recommendations throughout the year. Copy additional blocks if necessary>

**<Name of recommendation>**

|  |  |
| --- | --- |
| Date of recommendation |  |
| Summary of recommendation |  |
| Response of Director of Studies/FB |  |
| Focus points for the coming year |  |

**3. Evaluation of the functioning of the Programme Committee and annual plan for the coming year**

***3.1 Review of points for attention formulated, problems and how they are to be tackled***

3.1.1 Describe the current situation in relation to the objectives, action and points for improvement from the previous year's annual report. Have other problems been identified during the course of the year and what action has been taken?

3.1.2 Reflect briefly on the implementation of the annual plan, the working method and the results achieved by the Programme Committee.

3.1.3 Cooperation with Director of Studies: was the cooperation with the Director of Studies satisfactory this year? Are there reasons to make changes to the consultation procedures?

***3.2 Annual Plan 2023-2024***

Show all 2023-2024 objectives below (copy and paste the individual tables from each section). Are there any additional new plans for 2023-2024?

For example: which observations does the Programme Committee want to share with the Director of Studies in the coming year? What are the top three priorities for the coming year?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Objective / Action / Point for Improvement | To be achieved by when | By whom |
| Section 1: Programme Committee: composition, scope and functioning |  |  |  |
| Section 2: recommendations |  |  |  |
| Section 3: annual plan for the coming year |  |  |  |