UG Teaching Quality

Policy memorandum on Educational Quality Management: September 2019-2022

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1. About this policy memorandum

UPDATING EDUCATIONAL QUALITY MANAGEMENT

The present *Memorandum on UG Education Quality Assurance 2019-2022* is the update of the document *UG Quality Assurance Protocol for Teaching 2017-2020*. It has been adjusted on the basis of:
- an evaluation round in which the faculties gave their opinion on the UG Quality Assurance Protocol for Teaching 2017-2020, as announced in that protocol. The evaluation among facultes showed that the 2017-2020 protocol was formulated too uniformly, did not do sufficient justice to the differences per faculty and was therefore insufficiently supportive of the quality culture;
- the experience and results of external evaluations, both at the degree programme level and at the institution level during the years 2017, 2018 and 2019;
- Quality Agreements between the Ministry of Education, Culture and Science and the UG 2019-2024;
- the key elements of the UG Strategic Plan 2021-2026;
- the results of the Institutional Assessment & Quality Assurance 2019;
- in particular, teaching quality as a strategic goal or instrument.

The update gives shape to various innovations. The most important of these are:
- more room for faculties and degree programmes to make their own choices within their own quality assurance and the UG-wide frameworks;
- abolition of the obligation to use Quamatrix as a document system;
- a vision on quality culture and the role of the UG as a learning organization to stimulate quality in teaching;
- midterm reviews for institutions and programmes;
- limiting the scope of reporting in the years between the visitation and midterm reviews.

STRUCTURE OF THIS MEMORANDUM

The memorandum first outlines the relevant parts of the UG Strategic Plan and the vision on teaching, to which the vision on teaching quality and quality culture are related.

The general principles of the UG quality assurance are discussed. The PDCA cycle that forms the core of the system is explained in more detail. The assurance part of the UG quality assurance, in which structural reporting and cyclical discussion by the main actors play an important role, is explained.

The memorandum ends with an outline of the advice and support for the improvement policy.

The appendices provide concrete details of components of quality assurance. The UG has added a number of agreements and procedures to the existing legislation and regulations on the teaching quality, partly at an institutional level and partly at a faculty level. These are included in Appendix 3 to this memorandum. The agreements and procedures are related to, among other things, visitations, tracks in degree programmes, midterm reviews and Education Monitors.

2. Introduction

UG STRATEGIC PLAN

One of the starting points in every UG Strategic Plan is to strengthen and improve teaching. The UG has described its concept of good teaching and teaching quality in a current vision, which is also the starting point of faculty visions on teaching.

VISION ON TEACHING

The UG stands for sound academic teaching programmes, which we provide in and by an inspiring, academic community, in which academic teaching and research are interlinked. The accumulation of knowledge and skills, is in the first place, the result of good interaction between staff members and students. This interaction helps students to become active and responsible participants in their own learning process.

The UG wants to create strong links between students and staff, between teaching and research and between teaching and relevant social issues in a national and international context. We believe that talent flourishes in a close-knit academic community that shares, creates, exchanges and integrates knowledge: a community that inspires members to develop their academic knowledge, interests and talents optimally.

The UG places high demands on the quality of its teaching, as is demonstrated by its vision.

VISION ON EDUCATIONAL QUALITY ASSURANCE

The characteristics of the UG quality assurance:
-    teaching quality is an ongoing strategic goal and instrument;
-    there are two aspects to quality in teaching: maintaining existing quality and achieving quality improvement;
-    information in the form of pre-defined indicators on the teaching quality, established in consultation with the main parties within the UG;
-    the cycle of governance in the field of teaching quality;
-    UG procedures, including starting, modifying or discontinuing degree programmes or tracks, and the preparation for, and handling of, visitations (see: appendices to this memorandum);
-    the awareness that the daily practice of quality assurance consists of continuous attention to information and to the processes that create quality. This is done on the basis of a substantive ambition of the teaching staff in an open atmosphere of safety and trust in which they take joint responsibility and ownership, share knowledge and enter into discussions about the teaching quality.

Qualitative, quantitative and evaluative information on teaching forms the basis of quality assurance.[1] The systematic collection, integration and discussion of this with various bodies provides the Board of the University with signals about the teaching quality that help it go through the PDCA cycle *(Plan-Do-Check-Act)*. The system appeals to actors at all levels, which makes it possible to formulate appropriate

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[1] See: Appendix 1 Inventory of evaluations, data and reports.

actions in line with practice. The monitoring takes place at the level of staff, students, course units, degree programmes, faculties and the institution.

With this quality assurance system, the UG aims for a healthy balance between striving to maintain existing quality and working to improve the quality of the institution on the one hand, and the responsibility that the University, as a public organization, has to assume to society on the other. In order to achieve and maintain quality in teaching, the UG applies a quality assurance policy that is applied within a quality culture.

QUALITY CULTURE

The UG is an organization in which responsible professionals, shared ownership and mutual trust form the basis for a quality culture. Quality assurance is in line with the decentralized management model of the UG[2], in which the Board of the University determines the frameworks. Within this governance model, faculties can shape policy in their own way within UG-wide frameworks. These frameworks are developed with internal and external stakeholders; the exact details of the frameworks are the responsibility of the faculties.

In the coming years, the Board of the University intends to further facilitate faculties and degree programmes in guaranteeing the teaching quality. The starting point is that strengthening the professionalism and personal responsibility of staff supports quality culture. The recent move to lump sum funding is an example of this: trust rather than control.

Thanks to room in the frameworks, Faculty Boards – as competent professionals with sufficient autonomy – are able to take decisions that best suit their degree programmes, disciplines, personnel and organization. This contributes to a widely supported vision, sufficient variation per discipline and the further development of a common quality culture. Accountability takes place by Faculty Boards providing insight into their results in the cyclical administrative meeting with the Board of the University.

Within quality culture, quality assurance is a combination of a formal and an informal system that facilitates discussion and signals regarding the teaching quality. Because there is also informal contact, signals are more likely to be shared when compared to a purely formal system.

LEARNING ORGANIZATION

In addition to formal systems, informal attention is also paid to quality assurance. There are several examples of informal consultation for the benefit of the teaching quality, such as:
-       The monthly informal lunch of the Committee of Deans. Without an agenda, current affairs are shared between deans, which is considered extremely useful.
-       Informal consultation between the Rector Magnificus and invited student members during a breakfast session. The teaching quality is also discussed in these consultations.
-       The 'armchair meeting' of the University Council. In this meeting, experts are invited to discuss aspects of quality assurance within the institution.
-       Peer discussions for members of Boards of Examiners and Programme Committees.
-       Activities of the Teaching Academy Groningen, which will be expanded in the coming period with the aim of giving lecturers the opportunity to exchange good practices.

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[2] See Appendix 4.

QUALITY AGREEMENTS 2019-2024

The national agreements as laid down in the Academic Education Sector Agreement 2018 have been translated within the UG into plans to further improve the teaching quality and study success.[3] The student loan system funds make this quality impulse possible; students can still indirectly benefit from the abolition of the student loan system. The Quality Agreements relate to the period 2019-2024. The Board of the University, in consultation with the University Council, decided in 2018 to use the first batch of student loan system funds in two ways:

- For improvement and innovation of teaching at the UG. To this end, all faculties have set up teaching improvement projects.
- For the benefit of the staff-student ratio at the UG. The ambitions should not lead to a higher workload since competent lecturers who have sufficient time for students and teaching are a basic condition for good teaching.

3. UG Quality Assurance: components

Cyclical educational quality assurance consists of agreements, information and signals, images and analyses and, finally, follow-up. This puts the various actors in control.

The actors have agreed the following in advance:
- That they cyclically look at certain signals, sometimes in the form of core data and sometimes through complex process indicators (signals);
- how they analyse and interpret the signals (analysis);
- that they respond to the signals, depending on the nature or constellation of the signal(s), in order to maintain, support and, if possible, improve the teaching quality (follow-up).

SIGNALS

Degree programmes, faculties and the Board of the University collect different types of information that say something about the teaching quality, such as:
- Business Intelligence/Management data, such as inflow, throughput and outflow data, participation in excellence pathways, lecturer quality, data on teaching efforts and course unit results.
- evaluations such as standard course unit evaluations, NSE, NAE, ISB, curriculum evaluations, external training and institutional visitations;
- signals from students, lecturers and professional groups through Programme Committees, student advisors, confidential advisers, R&O interviews and contacts with the professional field;
- evaluations of teaching adaptations and innovations in the form of process monitoring;
- signals from Advisory Boards.

Faculties have the opportunity to make their own choices about how and to what extent they generate this information on the basis of their own teaching philosophy and organizational structure.

ANALYSIS

On the basis of this information, it is possible to determine the state of affairs for various aspects of teaching. The institution, faculty and/or degree programme can then take action, such as:

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[3] See: UG Institutional Plan on Quality Agreements, spring 2019

- a discussion about teaching and the teaching quality with those directly involved, such as staff, students and management;
- follow-up analysis, if the signals do not provide sufficient pointers for concrete improvement measures, including the design and purpose of the follow-up investigation;
- improvement measures with a plan of action, intended effects and the evaluation period;
- policy adjustment, when the signals concern themes that transcend the degree programme or faculty, including analysis of the signals, proposal for adjustment and evaluation period;
- adaptation of the strategy or vision: adaptation of the vision on teaching or vision on teaching quality, and related objectives.

FOLLOW-UP
The cyclical approach is laid down in reports and a systematic follow-up can be carried out on the basis of the results of evaluations, reviews and administrative agreements:
- staff: reports of R&O interviews with lecturers, staff surveys,
- course unit and assessment: course unit and assessment evaluations,
- degree programme: programme evaluations, visitations, annual reports of Boards of Examiners and Programme Committees and Advisory Boards, Education Monitor;
- faculty: audit reports, annual education interviews, administrative agreements, Faculty Education Monitors, project evaluations (innovations and changes in teaching);
- institution: i.a. horizontal meta-analysis of the signals from Faculty Education Monitors and vertical trails from Faculty Education Monitors and/or broad evaluations and results of the Institutional Assessment and Quality Assurance.

4. PDCA cycle
The model of the UG quality assurance education entails the *Plan-Do-Check-Act cycle* and consists of the following elements:

STRATEGIC GOALS (PLAN)
The indicators in the Strategic Plan have fixed definitions, and for each indicator, the desired result and the result that gives rise to action are indicated. The indicators are related to the strategic goals formulated in the vision on teaching of the University and faculties. Faculty strategic plans will be aligned with the UG Strategic Plan 2020-2025. This ensures a high degree of convergence and continuity of the vision on teaching within the institution as a whole.

POLICY PLANS
As part of a well-functioning quality assurance system, a faculty has policy plans for their teaching quality and related main subjects. This also includes the objectives that are in line with the University's vision and policy on teaching. These concern the following topics:
- teaching and degree programmes: elaboration of the faculty's vision on teaching;
- assessment and Boards of Examiners;
- course unit and curriculum evaluation;
- lecturer quality;
- teaching concept;
- study guidance;
- support services;
- housing (University).

The policy plans will be updated at least every six years. The assessment plan of a faculty or degree programme is always updated on the basis of the teaching programme.

POLICY AND TEACHING (DO)

Teaching policy plans provide the framework for daily teaching practice:
- In term of organization: for example, number of contact hours, set-up procedures for examinations, and use of course unit evaluations;
- In terms of content: for example, the interweaving of research in teaching, connection with other course units in the learning pathway, internationalization and connection with the professional field.

EVALUATIONS (CHECK)

For a closed quality cycle, it is necessary to identify the effects of implementation practice and improvement measures. Teaching at the degree programme and faculty level is mapped out via the Education Monitors, in which the most important developments and points for attention are reflected on an annual basis through a *snapshot*. Education Monitors are fed by structural periodic evaluations. In addition, in-depth evaluations and internal reviews are carried out when indicators give cause to do so, at every level of the institution. An elaboration can be found in Appendix 1.

At the institutional level, the *External Reports of the Administrative Meetings* describe the state of affairs, including a reflection on the main points for attention and outcomes of the Administrative Meetings. An elaboration of this system can be found in chapter 5 of this memorandum.

ACTION PLANS (ACT)

On the basis of evaluation results, current developments, Education Monitors and the *External Reports of the Administrative Meetings,* points for improvement are identified and action plans are drawn up after discussion in the relevant bodies such as the Programme Committee, the Board of Examiners and/or the Advisory Board. These action plans have four possible functions:
- to develop policy when it is lacking for a specific topic;
- to adjust the policy when the existing policy on a subject is not (or no longer) satisfactory;
- to adjust objectives when the policy objectives are missing or are no longer met;
- to share current best practices.

5. Quality assurance in practice

MONITORING

Monitoring and reflection on the teaching quality takes place at the degree programme, faculty and institutional levels.

Degree programmes and faculties report on:
1) results on indicators;
2) examination of those results;
3) improvement plans including a timetable based on this;
4) evaluation of the effects of the improvement plans.

DEGREE PROGRAMME INCLUDING STAFF AND COURSE UNIT

Each year, faculties draw up a monitor for degree programmes individually or in a cluster or jointly for all degree programmes of a faculty in combination with the monitor at the faculty level, in which the most important findings, developments, and plans of degree programmes are discussed. To this end, faculties reflect on the quality of their degree programmes, including:
- important results of the broad evaluations;
- in-depth evaluations;
- ongoing improvement plans and the effects of completed action plans.

Faculties also identify new or recurring themes and points for attention in their monitor(s) for their degree programmes and discuss evaluations and improvement plans.

FACULTY

Each year, the faculty draws up an Education Monitor, whether or not on the basis of separate Degree Programme Education Monitors, in which it discusses the most important findings, developments and plans at the faculty level. The faculty reflects on:
- the important results of the broad evaluations;
- in-depth evaluations;
- ongoing improvement plans and the effects of completed action plans.

The faculty indicates when there are changes in the faculty's teaching strategy and also identifies new or recurring themes and points for attention, including evaluations and improvement plans.

INSTITUTION

Anchoring strategy

In order to anchor the strategy, the Board of the University discusses the strategic themes during two Away-sessions each spring. The formal discussions between the Board of the University and the Faculty Boards take place in the autumn Administrative Meeting, during which the faculty strategy for research, education, social impact and the associated processes such as HR and the relationship with the UG Strategic Plan are discussed. The evaluation cycle of the strategic agenda is described in the appendix to the Strategic Plan. Input for the Administrative Meeting is the faculty budget, (comprehensive) reports on the implementation of the strategy and the 'policy and budget' document.

Anchoring quality of education

The quality of education is discussed in the spring. On the basis of the education monitor, annual education talks are held between the Director of Education SER and the Faculty Board members responsible for education, accompanied by a number of staff from the faculty and the SER Quality Assurance unit. Input for this is the faculty education monitor.

The actions discussed in the annual education meeting are jointly reported by the Faculty Board and SER to the Board of the University. Developments that pose a risk may give rise to further consultation between the Rector and the Faculty Board or be the subject of further discussion in the autumn Administrative Meeting.

The report on the quality agreements is an appendix to the education monitor and can thus be part of the annual education meeting. The analysis of this report is done by the working group on quality agreements. The steering group advises the Board of the University; the Board of the University submits the report to the University Council for approval and adopts it. The working group produces aggregate reports for the UG's annual report.

The annual planning letter cycle safeguards changes in programmes (tracks, selection, name changes, applications for new programmes). The planning letter is sent to the Faculty Boards at the beginning of December; the requests must be submitted before mid-February to enable timely decision-making and processing in the administrative systems. If plans for changes are related to the strategy of the faculty, they can be discussed in the autumn Administrative Meeting prior to the request for proposals.

INFORMATION

An important element of quality assurance is that the quality cycle is supported by documentation. These documents are stored in one of the University's storage systems and are therefore more widely accessible. These concern the vision on teaching, policy plans, evaluation results, action/improvement plans, annual reports and reports from related committees such as Programme Committees and Board of Examiners, and documents from the teaching process: study guides, various protocols, Teaching and Examination Regulations (OER). It is important that quality assurance is transparent and that policy and developments are traceable for those involved.

Access to the documentation must be workable for different users and must correspond to the questions that they have or have to answer as a result of their role in quality assurance. External and internal reviewers, e.g. for the Institutional Assessment and Quality Assurance, visitation & accreditation and midterm reviews will be interested in a different selection of documents than lecturers, students, Programme Committees and Board of Examiners or policy advisors and directors.

EVALUATIONS

The institution conducts periodic evaluations at every level. Longer-term developments are also taken into account. The main results and developments from these broad evaluations are summarized in the educational charts and serve as input for reflection at all levels of the institution. More in-depth evaluations are also carried out when the image of the indicators gives reason to do so. The cycle of quality assurance is explicitly addressed in the internal review. The internal review can be used as a further control instrument by the Board of the University or as a peer review by the Faculty Board.[4]

ACTORS: RESPONSIBILITIES

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[4] An elaboration of the various evaluations can be found in Appendix 1.

The quality cycle is guaranteed by an organizational and decision-making structure in which tasks, powers and responsibilities are defined and in which the participation of students and staff is standard. Table 1 shows the tasks and roles.

CENTRAL FACILITATION

When conducting improvement policy in response to signals from quality assurance, the Board of the University makes a number of facilities available to faculties and degree programmes.

ADVICE ON QUALITY ASSURANCE

Faculties may request advice from the Strategy Department of Education & Research regarding educational strategy and quality assurance. The General Administrative and Legal Affairs department (ABJZ) is a possible point of contact for (implementation) questions concerning Board of Examiners, Teaching and Examination Regulations (OER) and other points of educational legislation and regulations. Both departments are part of the Office of the University.

SUPPORT

In addition to internal faculty support for teaching, faculties and degree programmes can call on the UG Expertise Centre for Educational Support and Innovation. The support focuses on the following issues:
- Assessment support: processing and analysis of assessments, advice and training for assessment development, support of ICT applications in the context of assessments;
- Professional development of lecturers: University Teaching Qualification (UTQ) and Senior Teaching Qualification (STQ), registration and customized course units;
- Advice and customized training for teaching innovation and curriculum design,
- Subject and curriculum evaluations: technical support, design tools, training.

Table 1: Overview of stakeholders and their responsibilities in quality assurance in teaching

The table is based on four types of responsibilities: supervision, implementation, staff participation and advice. Different stakeholders sometimes have different responsibilities depending on the situation. The table is based on the main responsibility.

Level	Responsibility	Quality assurance	Core Documents	Results
Institution				
	Supervision			
Supervisory Board	The Supervisory Board ensures that the Board of the University complies with laws and regulations. The Supervisory Board is charged with the approval of specific decisions of the Supervisory Board and also gives advice.	Establishing a quality assurance system.	*External Reports of the Administrative Meetings,* educational charts.	Appointments with the Board of the University.
Supervisory Board Committee on Teaching Quality	The Supervisory Board Committee on Teaching Quality supervises the quality of UG teaching and quality assurance and advises the Supervisory Board on whether the Board of the University complies with legislation and regulations for teaching and teaching quality.	Committee within the Supervisory Board with a special focus on teaching quality.	Comprehensive evaluations, recorded, among others, via educational charts, *External Reports of the Administrative Meetings.*	Appointments with the Board of the University.
	Execution			
Board of the University	The Board of the University has the final responsibility for monitoring, managing and facilitating quality assurance at all faculties and degree programmes. The Board of the University takes measures and makes agreements with faculties when indicators give cause to do so.	Setting up a quality assurance system, risk management, by means of internal audits and in-depth evaluations, *External Reports of the Administrative Meetings* and provisional adoption.	Faculty Education Monitors, broad evaluations, recorded, among other things, by means of educational charts, in-depth evaluations.	*External Reports of the Administrative Meetings.*
	Employee participation			
University Council	The University Council has an advisory role in quality assurance and a formal role in the provisional establishment of the quality assurance system. It also lays down models for the regulations drawn up by the faculties.	*External Reports of the Administrative Meetings*: advising. Models of regulations: establishing. Quality Assurance system: approval. Broad evaluations: advising.	*External Reports of the Administrative Meetings,* broad evaluations, recorded, among others, via educational charts. Optional: own evaluations.	Recommended: Annual report of the University Council.
	Advice			
UCO	The University Committee for Education advises the Board of the University, both solicited and unsolicited, on teaching matters and quality assurance.	*Advising on quality assurance, Faculty Education Monitors, visitations and accreditations. Broad and/or in-depth evaluations*		Report of meetings.

Level	Responsibility	Quality Assurance	Core Documents	Results
Faculty and degree programmes				
	Supervision			
Board of Examiners (EC)	The Board of Examiners supervises the realization of the learning outcomes of degree programmes by means of assessment and assessment plans of the degree programmes or faculty policy. For a detailed description, see: Board of Examiners Handbook.	Assessment procedures and criteria, and scrutiny clause. (Drafting, Higher Education and Research Act (WHW) Art. 7.12b), connection with assessment of learning outcomes. Monitor the quality of the assessment and supervise the implementation of the assessment plan.	Course unit results, evaluation of assessment, assessment plan.	Annual report of the Board of Examiners.
	Execution			
Faculty Board (FB)	The FB is responsible for the Faculty Education Monitor, improvement plans, implementation of quality assurance, training monitors.	Establish the Faculty Education Monitor and Degree Programme Education Monitors, establish faculty quality assurance systems, establish an assessment plan.	Degree Programme Education Monitors, in-depth evaluations, annual reports of EC, OC, RvA, broad evaluations, recorded, among other things, by means of educational charts).	Faculty Education Monitor and Degree Programme Education Monitors.
Programme Director/Coordinator	The Director/Coordinator degree programme works on behalf of the FB and is responsible for the annual work plan for education and quality assurance and its implementation.	Drawing up a Degree Programme Education Monitor, drawing up an assessment plan.	Broad evaluations, recorded via educational charts, in-depth evaluations, annual reports of OC, EC, RvA, etc.	Degree Programme Education Monitor.
Admissions Board	On behalf of the FB, the Admissions Board selects students on the basis of criteria derived from statutory provisions and, in the case of fixed quota degree programmes, on the basis of the vision, content and learning outcomes of the programme in question.	Checking the quality of non-Dutch intake and intake in fixed quota programmes.	Higher Education and Research Act (WHW), Regulations for Application and Admission to Higher Education (RATHO), fixed quota admission criteria, Service Level Agreements.	Annual report of the Admissions Board.
	Staff participation			
Faculty Council	The Faculty Council has an important role to play sharing its thoughts, giving feedback and identifying bottlenecks. The Faculty Council also contributes to the assessment of the development of policy in faculties and degree programmes. The Faculty Council may provide unsolicited advice.	Faculty Education Monitor: (possible) advice.	Broad evaluations, recorded among other things via educational charts, reports of the Administrative Meetings. Optional: in-depth evaluations and own evaluations.	Annual report of the Faculty Council.

Level	Responsibility	Quality Assurance	Core Documents	Results
Programme Committee (OC)	The Programme Committee helps to think about and identify bottlenecks at the degree programme level. The Committee provides the Faculty Board with solicited and unsolicited advice on the degree programme, has the right to consent to a number of programme-specific OER provisions, and advises on the other parts of the OER and the manner in which they are implemented.	Agreeing to parts of the OER, advising on other parts, monitoring the implementation of the OER, advising on teaching evaluations.	Course unit evaluations, course unit success rates, curriculum evaluation, OER. Optional: in-depth evaluations.	Advising the Faculty Board, annual report of the Programme Committee.
	Advice			
Advisory Board (RvA)	An Advisory Board advises the degree programme on learning outcomes, the content of the degree programme in relation to its connection with the professional field and the career opportunities of graduates.	Advising on learning outcomes with regard to the professional field and the placement protocol	Broad evaluations recorded e.g. via educational charts. Descriptions of learning outcomes. Optional: in-depth evaluations.	Annual report of the Advisory Board.

1 Attachments

APPENDIX 1: INVENTORY OF USED EVALUATIONS, DATES AND REPORTS

Medium	Level	Frequency	Dates available
Evaluations			
National Student Survey	Degree programme Faculty Institution	Annually	Institution level: June Faculty/degree programme level: September
National Alumni Survey	Degree programme Faculty Institution	Every other year	June/July
Staff Survey	Degree programme Faculty Institution	Every other year	Implementation: November '19 Results: Spring '20
Assessment evaluation by the Board of Examiners	Subject (sample)	Annually	Alternating
Check on theses level	Subject (sample)	Annually	Alternating
Course unit evaluations	Subject	Annually	Alternating
Course unit evaluation (*extended*)	Subject	*At signal*	Alternating
Midterm review setting	Setting	Every three years	Spring '22
Midterm review degree programme	Degree programme	Every three years	Varying, depending on the degree programme visitation
Curriculum evaluation (*extended*)	degree programme	*At signal*	Alternating
Dates			
Educational chart	Degree programme Faculty Institution	Annually Annually Annually	Continuously available in BI portal.
QI Factsheet	Faculty Institution	Annually Annually	Autumn Administrative Meeting
Management Information	Degree programme Faculty Institution	Annually Annually Annually Annually	Continuously available in BI portal
Reports			
Education Monitor	Faculty *Optional:* Degree programme	Annually	Faculty: February Degree programme: varies per faculty

Table 2: Evaluations, data and reports

EVALUATIONS

National Student Survey (NSE): The NSE is conducted annually by an external agency on behalf of the Ministry of Education, Culture and Science, and almost all academic institutions in the Netherlands take part in this. For each theme, a number of statements are included whereby students can indicate the degree of their satisfaction. Every year, students receive a request to participate by email. The NSE data are also used for the Elsevier survey and the Dutch Higher Education Guide (*Keuzegids*). In the case of dissatisfaction with aspects, a degree programme/faculty will investigate this further and/or start improvement policy.
Use: have access to student assessments, also in a national perspective, and work on the basis of signals to improve the teaching quality (curriculum level), study guidance, facilities, housing and quality assurance.

National Alumni Survey (NAE): The NAE is conducted every two years within the framework of the VSNU, among alumni who have graduated about 18 months ago. The questions relate in particular to their labour market position and how what they learned during their studies has proved to be of value. In the case of (repeated) dissatisfaction with aspects, a degree programme/faculty draws up an improvement policy.
Use: have access to alumni assessments and work on the basis of signals to improve the connection to the labour market and the final attainment level of the degree programmes.

Staff Survey:
Every two years, the UG has the Staff Survey carried out by an external agency. This is a staff satisfaction survey. Lecturer satisfaction is also included as an explicit part, as is satisfaction with the teaching quality. The results form the starting point for an improvement policy in terms of staff and teaching policy, including professional development.
Use: have access to the opinion of staff and work on the basis of signals to improve the staff policy and the teaching quality.

Assessment evaluation: The Board of Examiners sees to it that the assessment of all course units meets the quality requirements of the programme's assessment plan. The Board of Examiners examines the assessment material and associated forms (e.g. signature of the second assessor, response models, etc.) and checks whether the learning objectives of the course unit are being assessed. The Board of Examiners deals with this every year and examines a reasonable number of assessments.
Use: have access to relevant information about assessments and enable the Board of Examiners to fulfil its statutory task with regard to guaranteeing the quality of assessments.

Check on the level of theses: The Board of Examiners sees to it that the theses and their levels meet the quality requirements of the programme's Assessment Plan. The Board of Examiners examines the theses and associated forms (e.g. signature of the second assessor, response models, etc.) and checks whether the learning outcomes and final attainment levels of the theses are actually assessed and met. The Board of Examiners deals with this every year and examines a reasonable number of theses each year.
Use: have access to relevant information about theses and enable the Board of Examiners to fulfil its statutory task with regard to guaranteeing the quality of the assessment and in particular the thesis.

Course unit evaluations: Students are an important source of information for teaching quality. At the end of the course unit, students are questioned about quality indicators. The results provide lecturers with a handle for improvement measures. In addition, they provide the Programme Committee with information for the quality control of education.
Use: have student assessments regarding course units and work on the basis of signals to improve the teaching quality.

Course unit evaluations (extended): This type of course unit evaluation is carried out when one or more results of the broad course unit evaluations give reason to do so. The execution depends on the signals given. Students, lecturers and experts may be involved through panel discussions and/or surveys.
Use: obtain more and more specific information in response to a signal or signals and identify further leads for improvement and/or policy measures.

Midterm review for the institution: carried out three years after the Institutional Assessment and Quality Assurance. A mid-term review can take various forms, depending on the state of affairs within the institution, the organization and the policy. This mid-term review is further explained in appendix 3, on pages 18-19, paragraph VI.

Midterm review for a degree programme: Between two reviews, a midterm review takes place at the level of a degree programme or a cluster of degree programmes. The main purpose of the review is to improve teaching: this is the time to consult all parties involved. A mid-term review can take different forms, however, it always pays attention to the following points:
Retrospect: a) Action points following a previous review, b) Striking points following broad evaluations and more in-depth evaluations, c) Results of innovations in the review period.
Future: (a) Possible continuation or completion of actions following the previous review, (b) Actions following wide-ranging and in-depth evaluations, (c) Proposed innovation plans.
Composition of the Panel: The panel should consist of at least three members, including at least one student and one or two colleagues from another (cluster of) degree programmes in the faculty concerned or another faculty. This may include a programme director, a chairperson of a Programme Committee, a programme coordinator or a member of a (University-wide) Advisory Board. It is possible to invite external peers with substantive or management knowledge.
Participants: It is desirable to have at least the following participants from within the degree programme: lecturers, students, chairpersons of the Board of Examiners and the Programme Committee, management of the programme.
Use: A mid-term review is used by the Faculty Board to gain further insight into the quality of the degree programmes. The actions based on the reporting of reviews are discussed in the Administrative Meeting.

Curriculum evaluations (extended): This form of curriculum evaluation is carried out when one or more results of the wide-ranging evaluations give reason to do so. The execution depends on the signals. Students, lecturers and experts may be involved through panel discussions and/or surveys.
Use: obtain more and more specific information in response to signal(s) and identify further leads for improvement and/or policy measures.

DATA
Educational chart: For each degree programme, faculty, and institution, an annual education map is drawn up, containing the results of the broad evaluations and other management information in a multi-annual perspective.

Use: The educational chart serves as a fact sheet & snapshot of the teaching quality and supports the Board of the University and Faculty Boards in being in control.

QI fact sheet: The QI fact sheet uses quality indicators from a long-term perspective to show how faculties and the institution as a whole have developed and whether the ambitions for the future (see: new UG Strategic Plan) can be realized. The QI fact sheet serves as a yearly source for the Administrative Meeting in autumn and may be a reason for innovation and improvement plans. The QI fact sheet includes:

1 Institution-wide quality indicators. These reflect the ambitions of faculties and the institution as a whole. Each faculty sets a target figure/level for each indicator before the end of the Strategic Plan period, in order to collectively achieve the set target/level for that indicator.
2 Individual faculty quality indicators. Each faculty draws up its own ambitions for the Strategic Plan period, including quality indicators and target figure/level before the end of the Strategic Plan period.

The following institution-wide quality indicators have been agreed in order to monitor the ambitions for 2025:
- Share of funded students out of enrolled students
- Number of first-year students (EOI) BA
- Share of international first-year students (EOI) BA
- Number of Bachelor's degree programmes
- Number of first-year students (EOI) MA
- Share of international first-year students (EOI) MA
- Number of Master's degree programmes
- Percentage of students enrolling in a Master's degree programme compared to the number of BA diplomas
- Percentage of intake of excellence pathway students 1st year t-1
- Percentage of dropout and switch students 1st year institution t-1, and Bachelor in 4 years t-4
- UTQ registration

Use: faculties and the institution have included ambitions with indicators and targets/levels for things that they want to achieve in 2025 in their strategic plans. The QI fact sheet provides a picture of the state of affairs. The QI fact sheet is a control tool and can lead to innovation and improvement plans at every level of the institution.

Management information/Business Intelligence: Course units and faculties keep a structural eye on a number of indicators. This includes, among other things:
- Influx figures: e.g. foreign influx and total influx[5]
- Student match profile
- Dropout and switch: including first-year and higher years – possibly further broken down
- Excellence figures
- Exchange key figures: outgoing and incoming
- Course unit success rates, Bachelor's and Master's success rates
- Teaching commitment: # FTEs subdivided by job level
- Lecturer/student ratio and contact hours in propaedeutic phase as included in OER

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[5] A degree programme/faculty may decide that other characteristics (e.g. university of applied sciences-p intake , pre-Master's intake, etc.) for specific degree programmes or the faculty as a whole are also relevant.

- UTQ and STQ figures

Use: have a relevant numerical picture of teaching and, on the basis of signals, work on the improvement of various aspects of the teaching quality and related aspects.

Unambiguous and verifiable indicators and targets are necessary for the interpretation of the key figures. Each Faculty Board records these in the faculty's strategic plan. Deviations from targets and trends may result in signals to a Faculty Board. For example: ever-increasing or decreasing influx requires adjustments for housing, staff policy and/or teaching organization at some point.

REPORTS

Education Monitor: each faculty produces an annual Education Monitor on the status of teaching and all degree programmes within the entire faculty. For this purpose, a guideline is available that lists the subjects on which reports are expected.[6]

Use: The Education Monitor provides input for the annual education meeting in the spring. On behalf of the Board of the University, the Director of Education of the Strategy, Education and Research department talks to each faculty about the quality of teaching, based on an analysis of the education monitor. To this end, the Faculty Board member responsible for education, the director of education and/or the faculty education policy officer are invited, as well as the student-assessor or a member of the faculty council. The aim of the meeting is to jointly formulate points for attention and action. These are reported back to the Board of the University and only signals relating to risks are put on the agenda for the Administrative Meeting.

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[6] See appendix 2: Structure of the Education Monitor.

APPENDIX 2: STRUCTURE OF THE EDUCATION MONITOR

Faculty Education Monitor
The Faculty Education Monitor serves as input for the annual education meeting between the Board of the University and the Faculty Board. The faculty's Education Monitor has a number of fixed subjects, although the scope may vary from year to year, depending on the place of the degree programmes in the accreditation cycle. The Faculty Education Monitor provides a picture of the state of teaching, also in relation to the faculty's vision on teaching as formulated in the faculty's strategic plan. The monitor contains management information on the teaching quality and covers the entire PDCA cycle.
A faculty decides for itself on the basis of which information a Faculty Education Monitor will be drawn up. One option is to have separate Degree Programme Education Monitors drawn up for each degree programme or cluster of degree programmes.

Degree Programme Education Monitor
The Degree Programme Education Monitor is based on information about vision, goals, policy, actions and processes and evaluation & reflection. In a Degree Programme Education Monitor, degree programmes report on the agreed main points with regard to the teaching quality. They reflect on the state of affairs and describe changes. In the Degree Programme Education Monitor, a degree programme (or cluster of degree programmes) reports to the Faculty Board on the most important results in the PDCA cycle.

Planning of the Faculty Education Monitor
The content of the Faculty Education Monitor depends on the place of the degree programme in the accreditation cycle. In one year, more midterm reviews will be reported on than the other year. The reporting from possible 'mini-monitors' will also differ per degree programme, depending on signals.

Year	Product	Action
1	Faculty Education Monitor	Discussion in annual education meeting
2	Faculty Education Monitor	Discussion in annual education meeting
3	Faculty Education Monitor	Discussion in annual education meeting
4	Faculty Education Monitor	Discussion in annual education meeting
5	Faculty Education Monitor	Discussion in annual education meeting
6	Faculty Education Monitor	Discussion in annual education meeting

Planning of the Degree Programme Education Monitor
Degree programmes are reviewed externally once every six years, and an internal mid-term review takes place once every six years. It is recommended to relate the cycle of the Degree Programme Education Monitor to this. Faculties decide for themselves how they will collect information per programme (or per set of programmes), as input for the faculty monitor. This can be done through a Degree Programme Education Monitor or through another approach determined by the faculty. The cycle of self-evaluation, mini-monitor and extended monitor described here is therefore a recommendation from which faculties may deviate.

Year	Product	Action
1	Self-assessment report	Visitation
2	Mini-monitor	Input for the faculty monitor
3	Mini-monitor	Input for the faculty monitor

4	Extended monitor	Midterm review and discussion of follow-up actions in annual education meeting
5	Mini-monitor	Input for the faculty monitor
6	Mini-monitor	Input for the faculty monitor

Chapter layout of the Faculty Education Monitor (guideline)
For the annual faculty education monitor, a guideline is available, which includes the topics on which reports are expected:
1. Brief description of the realisation of the education monitor.
2. State of affairs of the previous monitor in outline.
3. Reflections on particularities from the educational chart including key figures of degree programmes and intended actions.
4. Reflections on the status of follow-up degree programme visitations, reporting on concerns, intended actions.
5. If applicable: report on mid-term reviews of degree programmes and follow-up actions.
6. Signals from students, staff, participation, examination and programme committees and Advisory Boards and intended actions.
7. State of affairs regarding quality agreements and intended actions.
8. Reflection on the consequences of COVID-19 for the quality of education.[7]

Chapter layout of the Mini-monitor (mandatory components, optional format)
A format template is available for the 'mini' Degree Programme Education Monitor, which includes the following components:
1   Education map with key figures, and reflection on particularities.
2   State of affairs of follow-up to degree programme visitation.
3   Signals from students, staff, participation, and Advisory Boards that give rise to action.
4   State of affairs of quality agreements.[8]
5   State of affairs of innovations in relation to the UG Strategic Plan.[9]

Chapter layout of the extended Degree Programme Education Monitor (mandatory components, optional format)
The extended Degree Programme Education Monitor starts with intake (intake profile, numbers, matching and selection, dropout) and ends with outflow (learning outcomes, diplomas, assessing, connection to the professional field). This classification is in line with the degree programme assessments in the current accreditation system. This monitor can serve as input for the midterm review. The chapters have the following topics that correspond to the topics discussed during a review:
1   Management summary:
    Summary of the main outcomes and actions.
2   Vision and intended learning outcomes. It is desirable to comment on:

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[7] Reporting on the impact of COVID-19 has been added for the 2019-2020 and 2020-2021 monitors. The topic 'reflection on the strategic plan' has been omitted, as since 2020 this has been more strongly anchored in the autumn Administrative Meeting.
[8] Faculties decide for themselves whether to report on the innovations in relation to the Strategic Plan for each degree programme or only on an aggregated basis in the Faculty Education Monitor.
[9] Faculties decide for themselves whether to report on the innovations in relation to the Strategic Plan for each degree programme or only on an aggregated basis in the Faculty Education Monitor.

    a.   Vision and intended learning outcomes (level, alignment of international requirements in the related discipline).

    b.   Connection to the labour market (social embedding, role of Advisory Boards, results of the alumni monitor, intended transfer to the Master's degree programme/PhD programme/labour market).

3   Programme and organization. It is desirable to comment on:

    a.   Curriculum (vision on learning and teaching, relationship with intended learning outcomes, interdependence between teaching & research, feasibility, lecturer and student satisfaction, curriculum evaluations).

    b.   Curriculum organization (programme & assessment, planning, staff deployment and quality, student support, facilities such as IT and housing, curriculum evaluations).

    c.   Course unit quality (feasibility, student satisfaction).

    d.   Differentiation (excellence, Minor room, placement, study abroad).

4   Learning outcomes achieved, including assessment. It is desirable to comment on:

    a.   Assessment policy.

    b.   Board of Examiners.

    c.   Content & level of theses.

5   Evaluation Quality Assurance process, including the state of affairs of the follow-up to previous external degree programme visitation

    a.   Quality assurance system (quality assurance plan, organization and PDCA cycle with improvement measures, internal and external reviews).

    b.   Evaluation planning.

6   Intake, through-flow and outflow (educational chart figures). It is desirable to comment on:

    a.   Key figures and intake (intake numbers, origin, trends, benchmark).

    b.   Dropout and switch (self-selection, suitability of student for degree programme).

    c.   Diplomas and outflow (number of diplomas, transfer to Master's degree programme/PhD programme/labour market).

    d.   Student characteristics and connection (pre-university education to university education, international, bridging programmes).

    e.   Information, matching and selection.

7   State of affairs of the Quality Agreements.

8   Status of affairs of innovations in relation to the UG Strategic Plan.

FACULTY PLANNING

Every year in December, the Board of the University invites faculties to submit faculty plans for degree programmes that should take effect in September of the calendar year succeeding the upcoming year or in the following years via the 'Planning Letter' or 'Valentine's Letter'. These are adaptations or innovations which – in view of the sometimes long preparation time, decision-making, deadlines and communication with students – require timely attention and effort and which must be incorporated into the administrative systems as of September of a calendar year. For changes concerning current students, the transition period cohort + 1 applies. The planning letter includes the following subjects, which are explained in this appendix:

- New degree programmes: A faculty plans to develop a new bachelor's or master's degree programme.
- Double or joint degree: a faculty intends to change existing joint programmes and/or set up new ones.
- Termination of degree programmes: A faculty intends to end a degree programme.
- Tracks: A faculty intends to add new tracks to degree programmes or to end tracks.
- Change of name of degree programme/track: A faculty wishes to change the name of a degree programme or track.
- Change of language of instruction: There are degree programmes or tracks of which the faculty wishes to change the language of instruction, either partly or entirely.
- Selection and placement/ Numerus Fixus bachelor's programmes: A faculty wishes to set selection for a bachelor's programme (numerus fixus). A numerus fixus can be requested for a period of one year. For continuation, therefore, a new application must be submitted every year.
- Selective master's programmes: a faculty wishes to limit the accessibility of a master's programme by means of selection, possibly with a limitation of the number of students. Faculties may also request changes to existing selective master's programmes or the termination of selectivity.
- HBO propaedeutic year: A faculty wishes to make changes regarding the possibility to enter a degree programme with a HBO propaedeutic year.
- Matching (bachelor's degree programmes): a faculty wishes to change the choice for compulsory matching to voluntary matching or vice versa for an (entire) programme.
- February starting date master's programme: A faculty wishes to abolish or reintroduce the compulsory February starting date for a regular master's programme.
- Other: e.g. planning-neutral conversion, inter- and extra-faculty forms of co-operation.

The above adaptations or renewals are subject to procedures which are described below.

REVIEW AND ACCREDITATION: THE NETHERLANDS

The Board of the University is ultimately responsible for reviews and accreditation. The faculty is responsible for implementation.

1 Existing degree programmes

The review and accreditation procedure consists of the following steps:

1   The NVAO determines the cluster and review period for an existing degree programme. This depends on the submission date, as stated in the CROHO (Central Register of Studies of Higher Education).

2   In consultation with the Strategy Department of Education & Research of the Office of the University, a schedule for the review process is drawn up on the basis of the cluster layout.

3   There is an initial meeting between the Strategy Department of Education & Research, the faculty policy staff member and the degree programme. During this meeting, the degree programme is informed about the process and it is agreed when the self-evaluation is to be submitted for assessment to the University Committee for Education.

4   The degree programme management draws up a self-evaluation:

    a   The degree programme discusses the four assessment standards[10] in the self-evaluation. Part of the self-evaluation is a student chapter and/or advice from the Programme Committee. The degree programme ensures that an independent and representative student chapter is created.

    b   The Faculty Board assesses the self-evaluation.

    c   The UCO advises the Board of the University on the self-evaluation and discusses the advice with the Faculty Board and the degree programme management.

5   The UCO advice can take three forms:

    a   Reject self-evaluation: the faculty rewrites the self-evaluation and resubmits it to the UCO.

    b   Approve self-evaluation subject to adaptations: the faculty adapts the self-evaluation and submits it to the secretary of the UCO.

    c   Approve self-evaluation: the self-evaluation is ready for the visitation panel.

6   The faculty sends the self-evaluation to the visitation panel, to div@rug.nl and to accreditaties@rug.nl for archiving.

7   The faculty agrees on a visitation programme with the visitation panel.

8   The faculty organizes a mock visitation.

9   A visitation panel pays a site visit to the degree programme in two parts:

    a   An assessment in the context of accreditation and improvement. To this end, the visitation panel meets with various bodies of the degree programme.

    b   A development interview between the degree programme and the visitation panel, in which possible improvements are discussed.

10   The Strategy Department of Education & research attends the informal feedback from the visitation panel and informs the Board of the University. If the feedback is cause for concern, the Faculty Board will inform the Board of the University immediately.

11   The faculty responds within two weeks to factual inaccuracies in the draft version of the visitation report (hearing procedure), in coordination with the Board of the University via the Strategy Department of Education & research.

12   The Board of the University sends the final visitation report to the NVAO with a request for extension of accreditation.

13   Based on the final report, the faculty will include improvement measures in an improvement plan.

14   Within a reasonable period of time after the NVAO accreditation decision, the institution will publish the conclusions of the development interview with the visitation panel on the UG website.

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[10] Assessment protocol: www.nvao.net

15   The faculty reports annually on the progress of the improvement plan in the Education Monitor.

2 New degree programmes

If a faculty wants to start a new programme, two external processes must be completed:
1) the Macro-efficiency[11] application through the Committee for Sustainable Higher Education (CDHO) and 2) the accreditation application with NVAO. This results in the following steps:

1   During an initial talk, policy officers of the Office of the University inform the faculty about the procedures regarding the application for a new programme. This includes both the procedure for the Macro-efficiency application as well as the application procedure for the New Programme Assessment (TNO).

2   If a faculty intends to develop a new programme, the dean must report this to the College of Deans. If other deans are of the opinion that the intended new programme overlaps with a programme or track of their own faculty, the two faculties must coordinate their plans in such a way as to avoid duplications in the education offered.

3   The Faculty Board discusses the plans for starting the development of the new degree programme[12] with the Board of the University during the Administrative Meeting. Before the drafting of a macro-efficiency file can be started, the faculty must request a go-no go decision by the Board of the University. The faculty collects the following information for this purpose:

    a)   Do these plans match the UG strategy?

    b)   Is there a demand from the labour market and can it be substantiated with figures (see labour market prognosis for relevant types of programmes via the AIS database of the Research Centre for Education and the Labour Market (ROA)).

    c)   Which degree programmes within the UG are related to the proposed new degree programme? Which faculty boards have been consulted and what is their view of the plans? Are there possibilities for cooperation?

    d)   Which degree programmes in the Netherlands are related to the proposed new degree programme?

    e)   How does the faculty ensure sufficient (academic and support) staff in order to sustain the intended programme?

If the application is promising, the Board of the University will approve the faculty's plans to develop the proposed programme.

Step 3-6 have been agreed upon within the framework of the VSNU:

4   The plans are discussed between the (deputy) programme directors of the related degree programmes.

5   Deans and vice deans will be informed by the (deputy) programme directors when consultation has taken place at degree programme level.

6   In the case of disagreement, deans and vice deans will consult the Rector Magnificus.

7   In the case of agreement, the Rector Magnificus will report new initiatives to the VSNU *Steering Committee on Research & Valorization* at an early stage, or by email, to ensure

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[11] This does not apply to Executive Master's programmes.

[12] This also applies to an existing track in a degree programme that has already been reviewed, which the faculty wishes to become independent.

that rectors of other universities can check whether related degree programmes have been overlooked.

8   In accordance with the guidelines, the faculty draws up an application file for the Macro-efficiency assessment by the CDHO. This includes the information gathered for the go/no-go decision. Attention is also paid to the question whether the language of instruction meets the needs of the labour market and how the intake figures of related degree programmes have been developing in recent years (for intake figures of the related programmes, the faculty can contact the Strategy Department of Education and Research). After completion, the faculty submits the macro-efficiency file to the Board of the University (via the Strategy Department for Education and Research) in order to request advice from the expert group. The expert group advises the programme on how to enhance the application and advises the Board of the University whether the file can be approved, in accordance with the procedure for assessment of self-evaluations by the UCO. Faculties are advised to already start drafting a file for the Toets Nieuwe Opleiding (TNO) while drafting the macro-efficiency file.

9   The Board of the University submits the Macro-efficiency application file to the CDHO, after the expert group has given positive advice. The CDHO advises the Minister of Education, Culture and Science. Other institutions in the Netherlands may submit an *opinion* if they disagree with the plans, the name of the degree programme, etcetera. It has been agreed between the universities that they will not submit any views, provided that sufficient national consultation on the content has taken place. However, universities of applied sciences may also submit opinions. This could slow down the process.

10   Submitting an opinion may lead to further questions from the CDHO or a negative CDHO recommendation to the Minister.

11   As soon as possible after a positive decision by the Minister on the Macro-efficiency, the UCO advises the Board of the University on the TNO file in accordance with the Protocol for New Programme Assessment (TNO) [13].

12   The continuation of the process is identical to that of the existing programmes, with the exception that there is no development interview.

Time/duration:
CDHO procedure: Writing and internal decision-making regarding the application file will take at least six months, depending on the content of the curriculum. Processing an application for a new degree programme takes at least six weeks (sixteen for a branch office) after receipt of the written application. In practice, the CDHO advice could be ready four weeks after submission of the application; the Minister's decision comes after eight weeks: a total of two months.
If an objection is made by way of an *opinion*, it is necessary to lodge an objection within six weeks of the date of the Minister's decision. It then takes another nine months before a final decision can be expected from the Minister: this will take more than ten months in total.

NVAO procedure: the period from writing a file to sending it to the NVAO is at least 10 months. The NVAO visits the institution about three months after submitting the file and will deliver a final report within two months after the visit.

After a positive Macro-efficiency decision, the institution has 10 months in which to complete the quality assessment by NVAO in a positive manner, otherwise the decision will lapse.

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[13] Protocol TNO: www.nvao.net.

New degree programmes at other universities: The ABJZ screens the national CDHO applications and informs faculties about them, if relevant. In exceptional cases, it may be decided, in consultation with the Rector Magnificus, to submit an *opinion* by the Board of the University, via the ABJZ, in the absence of prior consultation at national level. The Rector Magnificus contacts the rector of the other university. For the purposes of the opinion, the ABJZ/Strategy Department of Education & Research will request the file from the other university.

3 Recovery in case of (impending) insufficient review

When a degree programme is assessed as insufficient, the following steps are taken:

1. The Faculty Board will inform the Board of the University as soon as possible if a degree programme receives or threatens to receive an insufficient assessment.
2. Possible information moments:
   a. Signal during preparation for the visitation and/or mock visitation;
   b. Signal from the UCO following self-evaluation;
   c. Site visit of the visitation panel;
   d. Verbal report of the visitation panel after the site visit;
   e. Draft visitation report and hearing period.
3. If a faculty reports a – possibly – insufficient assessment to the Board of the University, the Board of the University invites the Faculty Board to a meeting for further explanation of the next steps.
4. If a degree programme possibly receives an insufficient assessment, the Board of the University, may, at any time during the process, set up a Collegial Supervisory Board consisting of board members of other faculties to supervise and monitor the improvement process.
5. If insufficient assessment is a fact, the Board of the University has the following options:
   a. If there is no chance of recovery in view of the visitation assessment, the Board of the University, decides, in consultation with the Faculty Board, to stop the degree programme, i.e. to allow the accreditation period to expire: *see termination of a degree programme*.
   b. If recovery is possible in view of the visitation report and the visitation panel has confidence in it, the NVAO may be asked to carry out a one or two-year recovery process.
   c. The faculty draws up a recovery plan and submits it to the Board of the University.
   d. The Board of the University submits the recovery plan, while the NVAO requests additional advice from the visitation panel.
   e. When the NVAO grants a recovery period, the Board of the University discusses the claims with the Faculty Board in the autumn and spring Administrative Meeting.
   f. The Faculty Board organizes a mock visitation in preparation for the revisitation, in which an observer is present on behalf of the Board of the University.
   g. The Faculty Board submits the documentation for the revisitation to the Board of the University.
   h. The Faculty Board sends the documentation to the visitation panel.
1. Positive revisitation: the Board of the University submits a request for an extension of accreditation to the NVAO.

2   Negative revisitation: the degree programme ends by operation of law after expiry of the current accreditation period.

4 Visitation and accreditation of the Research Master's degree programmes[14]
The assessment of new and existing Research Master's degree programmes follows the same framework as that of a regular taught Master's degree programme. In addition, the following points will be assessed:
1   The way in which the research-oriented nature of the degree programme has been shaped in the intended learning outcomes, whereby both the outflow and the functioning of graduates in an academic and social context are taken into account.
2   The degree programme is offered in a context of research that is demonstrably, also from an international perspective, assessed as above-average or excellent and is related to the content of the programme in which PhD students and other early-stage researchers are also taught. The results of research visitations via *SEP (Standard Evaluation Protocol for Research)* are used as a reference, supplemented, if necessary, by information on the performance of the most involved senior researchers and professors.
3   In terms of the content and structure of the degree programme, the programme gives visible form to the research-oriented nature of the degree programme and its embedding in the research context. The assessment will cover at least the following aspects:
    a   Admission conditions and the way in which the degree programme selects students.
    b   The coherence of the programme in both years and the interweaving of professional content and research skills throughout the programme,
    c   The proportion of programme components specific to the research Master's degree programme.
    d   Whether, and if so which, additional requirements are imposed on Research Master's degree students for course units that are also taught in regular Master's degree programmes.
    e   The involvement of senior researchers and professors in the teaching and supervision of graduation projects (theses).
    f   The possibilities for students to include specific individual components in the programme in order to deepen or broaden their research or research capacities, while maintaining nominal study progress.
    g   The focus in the programme on the current scientific methodology in the domain and the ethics of conducting scientific research.
4   The degree programme concludes with a substantial test of research competence, of value in the relevant scientific discipline. The assessment will address at least the following aspects:
    a   Scope of the thesis, in relation to the design of the programme.
    b   Relationship between the choice of subjects for theses and the research context.
    c   Degree in which the thesis is deemed to be public.
    d   Extent to which the entire research cycle in the graduation project is completed.

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[14] For additional requirements, see: https://www.nvao.net/files/attachments/.1254/Nadere_uitwerking_ aanvullende_criteria_onderzoeksmasters_30_mei_2016_nieuwe_huisstijl.pdf.

Panel composition: In the case of a Research Master's degree programme, the following supplement the requirements that apply to the panel members of a regular taught Master's degree programme.

The composition of the panel reflects the specific research-oriented nature of the degree programme. A panel has at least four members, one of whom is a student. The student member may also be a PhD student who is well acquainted with the teaching programme of early-career researchers. The following competencies are available to the other panel members:

1   They are independent and scientifically authoritative researchers.
2   They have an overview of the field of study and can independently give an opinion on the quality of the research context on the basis of the sources mentioned in the framework.
3   They are able to assess with a critical distance whether the degree programme lives up to its distinctive character and whether the final level achieved is appropriate.
4   They have knowledge of and experience in research-oriented degree programmes, whereby at least one of the panel members is distinguished by experience and insight, which may also have been gained outside the specific subject area of the degree programme under assessment.

REVIEW AND ACCREDITATION: INTERNATIONAL

The Board of the University is also ultimately responsible for international visitation and accreditation. The faculty is responsible for implementation.

1 Joint Programmes: Joint Degree, Double Degree and Erasmus Mundus/+ programmes [15]

A Joint Programme is a degree programme that is offered together with several (national and international) universities by means of a consortium. The basis of such a degree programme is a (consortium) agreement with one or more other universities. The International Strategy & Relations department advises the Board of the University on the desirability of the degree programme and the status of the partners.

A Joint Programme can lead to a Joint Degree (JD) or a Double Degree (DD). The difference between a Joint Degree and a Double Degree is as follows:

1. Diploma: in the case of DD, the UG issues its own diploma for the entire programme of the students, so does the partner university; subjects taken elsewhere are then included in the UG's own curriculum. In the case of JD, the diploma is issued by or on behalf of the UG by and with partners, on behalf of the consortium.
2. Accreditation: prior to accreditation, it must be determined for a JD whether it is a Joint Degree for the entire UG degree programme or a track within the degree programme. The Board of the University then concludes, in consultation with the faculty, which protocol should be used for visitation and accreditation. After that, the process is identical to that of existing degree programmes. DD is based on an accreditation of the Dutch degree programme or track according to the Dutch accreditation system (NVAO). In the accreditation process, this runs parallel to the CROHO programme. JD is based on accreditation of the Joint Programme, i.e. the accreditation data and results are partly dependent on those of the partners. If the accreditation at one of the partner institutions expires, the accreditation of the UG programme also expires. Point of attention in the case of Joint Degrees is the position of the Admissions Board and Board

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[15] Detailed information on Joint and Double Degrees can be found in the Joint and Double Degrees Manual.

of Examiners of the consortia. According to Dutch law they will be operational on behalf of these committees of the regular degree programmes under which the programmes fall in terms of content.

3. A Joint Degree can obtain the status of an Erasmus Mundus or an EU Programme.
4. The consequence of a Joint Degree is that the accreditation and certification of the programme must be jointly agreed with the partner(s) and depends on them. The Joint degree must also comply with Dutch legislation, which has proved difficult to implement in practice. With a DD, we have accreditation and certification in our own hands and therefore run no risks in implementation.

2 New Joint Degree: If a degree programme wants to proceed to a Joint Degree programme together with one or more Dutch or foreign partners, there are two scenarios:

1. The change in the degree programme is so extensive that it becomes a new degree programme. In this case, the route for new degree programmes applies, based on the assessment protocol for Joint Degrees.[16]
2. The change in the degree programme is relatively small, with less than 40% of learning outcomes being adjusted. In this case, institutions can design the joint programme as a track, which in the Netherlands falls under an existing (already accredited) degree programme. In this case, the following procedure applies:
   a. The Faculty Board submits the proposal to the Board of Examiners of the degree programme.
   b. The Board of Examiners assesses whether the programme meets the learning outcomes, in which case there must be at least 60% overlap in terms of content.
   c. The Faculty Board assesses the proposal including the approval of the Board of Examiners.
   d. The Faculty Board sends the proposal, with the approval of the Board of Examiners, to the Board of the University at least one year before the desired starting date.
   e. The Board of the University decides on the location of the track and, in the event of a positive decision, submits a request for conversion to the NVAO.

3 New Double or Multiple Degree: If a faculty wishes to have such a programme, the International Strategy & Relations (ISR) department will first be consulted on behalf of the Faculty Board regarding the quality of the partners. All agreements with partner institutions must be laid down in contracts prior to the start of the programme in consultation with ABJZ. They are subject to separate regulations.[17] The following steps are necessary:

1. If it concerns a track of an existing degree programme, the Faculty Board submits the proposal to the Board of Examiners of the degree programme for approval. If it concerns a new track, a request must be made via the planning letter procedure.
2. The Board of Examiners assesses whether the programme meets the learning outcomes, in which case there must be at least 60% overlap in terms of content.
3. The Faculty Board assesses the proposal with the approval of the Board of Examiners.
4. The Faculty Board sends the proposal with the approval of the Board of Examiners to the Board of the University at least one year before the desired starting date.
5. The Board of the University informs the Faculty Board of its decision.

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[16] See: www.nvao.net.
[17] Examples of this and of the contracts can be found on My University > Facilities and facilities > Legal advice > International cooperation agreements.

6   Subsequently, the faculty, in consultation with the ISR and ABJZ departments, draws up the contracts and the Board of the University signs them so that the implementation for the University and students is guaranteed.
7   Visitation and accreditation: the faculty includes the DD/MD in the execution of the regular degree programme visitation, starting with the self-evaluation.

4 Existing Joint Degree or Double Degree, change:
If a degree programme wishes to change an existing JD or DD, the procedure is as follows:
1   The request is discussed with internal stakeholders.
2   The Faculty Board decides on a proposal including a substantiation of the choice of partner.
3   The International Strategy & Relations department will be asked to give an opinion on cooperation in the light of the strategy of the University.
4   The MOU is amended in accordance with the checklist. An agreement (MOU) is drawn up with the partner(s), in consultation with ABJZ.
5   The draft cooperation agreement (MOU) is sent to internationalabjz@rug.nl for signature by the Board of the University.
6   Decision-making by the Board of the University.

For evaluation and renewal after five years:
1   Every year, important signals are reported in the Education Monitor.
2   An evaluation by the faculty concerned will take place after three years. On this basis, the Board of the University decides whether or not to continue the degree programme.

5 Ending a degree programme
There are several reasons for ending a degree programme:
1   If a visitation or revisitation is insufficient, the accreditation will expire because it has become impossible to extend the accreditation.
2   If a degree programme: a) no longer fits in with the vision of the UG and/or the faculty or b) formally ceases as an independent degree programme and is included as a track in another degree programme.
In all cases, the 'nominal plus one year' rule applies to students: students who have started a degree programme must be given the opportunity to graduate in the degree programme in which they started during the nominal length of the degree programme plus one year, unless students agree not to do so. In that case, a degree programme may be ended earlier.

TRACKS[18]
1 Starting and changing a track
2   The degree programme draws up a proposal for a new track and submits it to the programme committee for advice.
3   The proposal will be submitted for approval to the Board of Examiners of the accredited degree programme in which the track will be included.
4   The Board of Examiners assesses whether the track is valid in terms of graduation from the degree programme, based on the proposed learning outcomes, progression/curriculum and quality assurance.
5   The Faculty Board assesses the proposal with the approval of the Board of Examiners.

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[18] Detailed information on track policy can be found in the Guideline for Master's tracks.

6   The Faculty Board sends the proposal to the Board of the University via the planning letter procedure. The proposal should be accompanied by:

a   An *Assessment Form New Master's Track* signed by the Board of Examiners[19] with a prognosis for the track for the assessment points.

b   A motivation from the Faculty Board to request the track.

c   An *Administration Form for Degree Programme Information*[20] with the information needed to register the track in the administrative systems.

7   After approval by the Board of the University, SER and ABJZ inform the Faculty Board of the decision of the Board of the University and, in the event of a rejection, the reasons for the rejection. ABJZ forwards the information from the *Administration Form for Degree Programme Information* to SIA for inclusion in the administrative systems.[21]

2 End of a track

1   The Faculty Board makes a request for ending a track via the yearly planning letter procedure. The time limit for ending a track is C+1. (Academic year plus one) The intention must be provided with two *Administration Forms for Degree Programme Information*[22].

2   SER and ABJZ forward the information to SIA for inclusion in the administrative systems.

3   The faculty will ensure good communication about the termination of the track in good time.

3 Evaluation of a track

In order to further ensure the quality of tracks, an assessment system has been developed to allow faculties to periodically assess the viability of their tracks.

1   The tracks of each degree programme must be assessed at least once every three years.

2   The Faculty Board carries out the assessment or mandates a committee to carry out this assessment and is hereby advised by the Board of Examiners.

3   The assessment takes place as part of the accreditation of the Master's degree programme to which the tracks belong and/or as a midterm assessment.

4   As part of the preparations for accreditation, the assessment takes place one year prior to accreditation. The Faculty Board determines when a midterm assessment takes place to ensure it is in line with the quality assurance of the faculty.

5   During the assessment, each track will be assessed separately according to the *Master's Track Assessment Form*.[23]

6   The assessment takes place as part of the Degree Programme Education Monitor. The results are summarized in the Faculty Education Monitor.

7   Based on the results of the assessment(s), the Faculty Board will decide on the continuation, modification or termination of the assessed track(s) no later than one year after the assessment.

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[19] See Guideline for Master's tracks.

[20] See Guideline for Master's tracks.

[21] The name of a new track, changes in the name of a track or the termination of a track must in any case be known to the ABJZ annually before 1 September so that this information can be sent to the administrative systems in time in connection with the opening of Studielink on 1 October for the following academic year.

[22] See Guideline for Master's tracks.

[23] See Guideline for Master's tracks.

To apply for a name change of a degree programme, a request file with an expert opinion must be submitted to the NVAO. In order to limit the additional administrative burden, it is recommended that the visitation panel be asked for a substantive recommendation at the time of the visitation and that the change of name be requested when submitting an accreditation extension.

1 Change of name of the degree programme
A degree programme may request a name change with the NVAO during a visitation or via the internal planning letter procedure. The NVAO assesses whether, in addition to the name, the content of the degree programme has changed substantially. In the latter case, the institution must apply for a new degree programme (TNO), preceded by an application to the Committee for Sustainable Higher Education (CDHO). The procedure is as follows:

1. The Faculty Board submits the proposed amendment to the Board of the University with reasons. After obtaining the opinion of the Board of the University, the latter will take a decision.
2. When drawing up a proposal, the following must be taken into account.
   a. In its request, the institution/degree programme states the reasons why it has opted for a new name and whether this new name is appropriate to the content.
   b. If the new name is the result of a change in the degree programme, it must be stated why there is no question of a new degree programme.
   c. If the content of the degree programme is not or only marginally adjusted and the proposed name is in line with what is customary in the sector or review group, the NVAO will not engage any external expert(s) and will take a decision on the basis of the request portfolio and desk research.
   d. In the event of a change in the degree programme, the NVAO will call in external expert(s).
3. The change of name may not lead to the degree programme being placed in another part of the Central Register of Higher Education Degree programmes (CROHO) (WHW, Article 7.3, paragraph 5, in conjunction with Article 5a.2, paragraph 2a). If this is the case, then this is also a *request for reorganization*. The Committee for Sustainable Higher Education (CDHO) also advises the Minister on the *request for reorganization*.

Deadline: The NVAO will process the application for a name change within three months, depending on the involvement of expert(s). Upon receipt of the draft decision from NVAO, the institution may lodge an objection.

2 Registration of international name
The Faculty Board may ask the Board of the University to enter or change an international name in CROHO via the planning letter procedure. The change of an international name can only be determined per CROHO code, and must be the same as that of any sister programme. International names are also submitted via ABJZ to the International Strategy & Relations (ISR) department for advice to the Board of the University on the international connotations of the specific name. ABJZ registers the international name in CROHO and, from there, ABJZ sends it to the other administrative systems.

3 Changes to track names

Changes to track names will take place in Studielink after application by the Faculty Board via the planning letter procedure and approval by the Board of the University. For this purpose, the Faculty Board must submit two *Administration Forms for Degree Programme Information*[24]. When changing a track name, the position of students already enrolled in the track must be taken into account. Tracks are not registered separately in CROHO, but they are recorded in Studielink.

MIDTERM REVIEW, FORMERLY: MINI AUDIT[25]
As of 2016, the internal mini audit will no longer be part of the central PDCA cycle. The audit was used to monitor the implementation of policies. This is now a function of the Education Monitor. A (mid-term) review can optionally be used by the Board of the University or Faculty Board when signals are triggered at a faculty or institution level.
The procedure for an internal review at the institutional level is as follows:
1   The Board of the University requests advice from the UCO and/or the Strategy Department of Education & research on the issues raised in the Education Monitor;
2   UCO or the Strategy Department of Education & Research advises on a sample: themes, faculties;
3   A committee carries out the review;
4   A report is sent to the Board of the University after the hearing;
5   The Board of the University and the Faculty Board discuss results and recommendations in the Administrative Meeting and make agreements, where necessary.

The procedure for a review at the faculty level is as follows:
1   The Faculty Board requests advice from the UCO and/or the Strategy Department of Education & research on the issues raised in the Education Monitor;
2   UCO and/or the Strategy Department of Education & research advises on a sample: themes, programmes;
3   A committee carries out the review;
4   A report is presented to the Faculty Board after the hearing;
5   The review will be reported on in the next Education Monitor;
6   Whenever there is reason, the Faculty Board and the Board of the University discuss the review in the Administrative Meeting.

CHANGE OF LANGUAGE OF INSTRUCTION
If a faculty wants to change the language of instruction of a degree programme or a track, the Faculty Board may submit a request to the Board of the University via the planning letter procedure. The Board of the University will take a decision on this subject in accordance with the following points:
In the VSNU context, agreements have been made with the Ministry of Education, Culture and Science about language changes. The Faculty Board indicates in the request how these agreements have been made:
1   With regard to the language of instruction, universities commit themselves to a careful decision-making process for each degree programme. The choice of language is made in accordance with the legally required language code of conduct. A change in the

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[24] See Guideline for Master's tracks.
[25] Because of the association of *audit* with finance, it is currently preferable to use the term *review* or *midterm review*.

instruction language will be laid down in the OER so that staff members will also have a say in the matter.

2   Part of careful decision-making on the instruction language is monitoring and collegial coordination at a national level aimed at maintaining a sufficient supply of Dutch-language Bachelor's degree programmes: universities give shape to this alignment by putting changes on the agenda of the consultative participation body.

3   Universities ensure that English-speaking (Master's) teaching is accessible to Dutch students. To this end, they will pay sufficient attention to the development of academic English.

4   Universities ensure that Dutch students are able to bring and maintain their command of academic Dutch, even if they are taking an English-language Bachelor's degree programme.

5   Universities ensure that academic and support staff have a sufficient command of English. Universities of applied sciences and universities require teaching staff to have obtained at least at C1 level.

6   Universities are committed to increasing the chances of international students staying in the Netherlands by offering Dutch language course units for international students.

If a degree programme is not offered in Dutch, it will be assessed at the time of the review whether there are sufficient grounds for doing so. The accreditation framework states that the degree programme should motivate the choice of the language and that the lecturers are able to teach in that language.

SELECTION AND PLACEMENT/ NUMERUS FIXUS BACHELOR'S DEGREE PROGRAMMES

A faculty wishes to restrict access to a Bachelor's degree programme by means of selection. The request must contain the following information: the number of places, the selection criteria (at least two), the selection procedure, the reasons why the Faculty Board considers the available teaching capacity insufficient to allow unrestricted enrolment of students (e.g. lack of qualified lecturers/labs), and the rationale behind this (why are more funds not made available).

Pursuant to article 9.33a paragraph 2, d WHW, the student section of the University Council has the right to advise on the selection procedure and criteria.

SELECTIVE MASTER'S PROGRAMMES

A faculty wishes to limit the accessibility of a master's programme by means of selection, possibly with a limitation of the number of students. In doing so, it takes into account the sectoral accessibility of Master's programmes and complies with the Protocol on Selective Master's Safety Net (see appendix 5).

The request must include the following information: the number of places (if applicable), the selection criteria (at least two) and the instruments used to test these, the selection procedure, the reasons why, in the opinion of the Faculty Board, the available teaching capacity is insufficient to allow unrestricted enrolment of students (e.g. lack of qualified lecturers/labs), and the rationale behind this (why are more funds not made available).

Pursuant to article 9.33a paragraph 2, d WHW in conjunction with article 7.30b paragraph 2 WHW, the student section of the University Council has the right to advise on the selection procedure. This applies to new selective master's programmes and amendments.

ADMISSION WITH HBO PROPAEDEUTIC YEAR

A faculty wants to adjust the modalities for entering one or more of their programmes with a HBO propaedeutic year.

MATCHING BACHELOR'S PROGRAMMES

For each bachelor's programme, a faculty may opt for either voluntary or compulsory matching. The choice always applies to the bachelor's programme as a whole. A change always has to be processed in the RIC (Regulations for Registration and Tuition Fees).

Voluntary and compulsory matching are both intended to establish whether the programme suits the applicant. If a programme opts for voluntary matching, applicants may make use of this possibility, but it is not compulsory. If participation in the matching process is compulsory, applicants may be rejected if they have not participated in the matching process in time. An applicant may not be rejected on the basis of the result of a matching interview (compulsory or voluntary), as the result has an advisory function.

FEBRUARY STARTING DATE MASTER'S PROGRAMMES

Under certain conditions, faculties may deviate from the mandatory February starting date for regular master's programmes. (The obligation to offer a second intake moment does not apply to research master's programmes and selective master's programmes). In view of the legal provisions pertaining to the prevention of study delay due to circumstances concerning educational organisation (legislation on the 'Bachelor-before-Master' rule adopted in 2011), an exception to the compulsory February starting date for Master's programmes is permitted if the request is sufficiently substantiated and an alternative study route is offered to prevent study delay in the transition from Bachelor's to Master's programmes (this applies only to UG students in the same discipline). Reasons for abolishing the February starting date cannot, therefore, consist solely of administrative or financial considerations.

An intake moment always relates to an entire programme and may not differ per track.

APPENDIX 4: UG GOVERNANCE MODEL

The UG governance model is the basis for the interpretation, implementation and monitoring of teaching. The University is based on responsible professionals, shared ownership and trust. This has been translated into a structure in which the frameworks are drawn up at a central level. Within these frameworks, faculties, academics and support staff have ample autonomy for further implementation.

Faculties can give their own identity to centrally formulated goals and policies, in line with the requirements and principles of their own disciplines. The funding model for strategic projects was adjusted accordingly with effect from the strategic plan in 2015. This is done in the form of a lump sum funding per faculty, instead of a separate budget per strategic goal. The Board of the University regularly meets with the Faculty Boards to discuss the progress and results of the teaching policy.

Management line
In the model, the Board of the University provides guidance to the organization by formulating strategic objectives (Strategic Plan) and drawing up policy plans. The Board of the University then monitors the implementation and results in the faculties and services. The Board of the University has to account to the Supervisory Board for these matters.

The long-term strategy is defined in a horizontal dialogue with all stakeholders, both external and internal, every five years. The Board of the University monitors the implementation of the Strategic Plan. The implementation takes place on the basis of the Faculty strategy plans that are based on the UG plan and adopted by the Board of the University. Progress is central to the Administrative Meetings.

The semi-annual administrative meetings between the Board of the University and Faculty Boards, deans and departmental boards are a result of the UG's management model. Based on the results of the first Institutional Assessment, these consultations have been explicitly linked to the *Plan-Do-Check-Act* cycle since 2013.

During the autumn Administrative Meetings, objectives and ambitions (Plan) and innovation and improvement plans (Do) of faculties will be central, laid down in indicators to measure progress. A clear link with the financial cycle will also be established through the discussion of budgetary sub-plans in the autumn Administrative Meetings. During the spring Administrative Meetings, signals from the faculty's quality assurance process (Check) and the improvement policy (Act) are central. The results, reflections and actions of faculties are then discussed in detail.

The Board of the University and the Faculty Boards are assisted by various advisory bodies. At institutional, faculty and degree programme level, formal and informal coordination takes place with and between advisory bodies. In this way, the academic community is involved in the definition and implementation of strategy and policies.

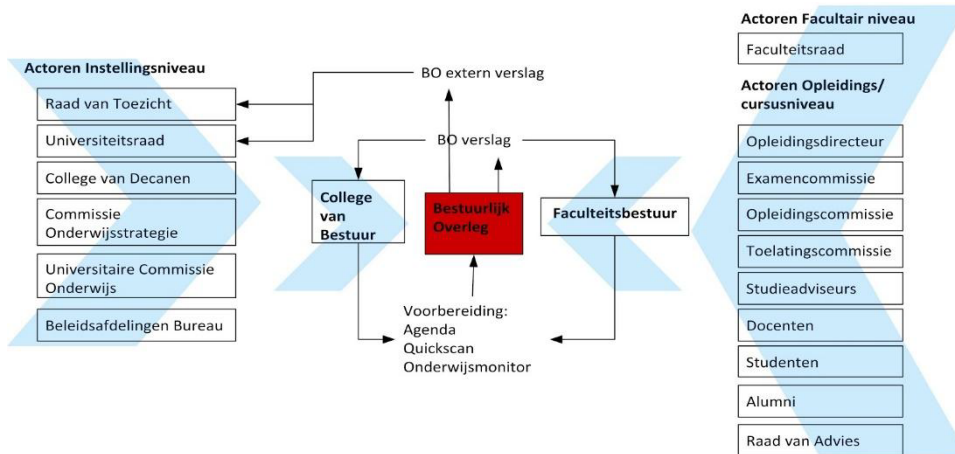The following diagram shows how signals from all actors ultimately end up in Administrative Meetings:

Figure Administrative Meeting

Actoren instellingsniveau: Actors at the institutional level
Raad van Toezicht: Supervisory Board
Universiteitsraad: University Council
College van Decanen: Committee of Deans
Commissie Onderwijsstrategie: Committee for Teaching Strategy
Universitaire Commissie Onderwijs: University Committee for Education
Beleidsafdelingen Bureau: Office of the University policy departments

BO extern verslag: External Report of the Administrative Meeting
BO verslag: Report of the Administrative Meeting
College van Bestuur: Board of the University
Bestuurlijk Overleg: Administrative Meeting
Faculteitsbestuur: Faculty Board
Voorbereiding: Agenda, Quickscan, Onderwijsmonitor: Preparation: Agenda, Quick scan, Education Monitor

Actoren Facultair niveau: Actors at the faculty level
Faculteitsraad: Faculty Council

Actoren opleidings-/ cursusniveau: Actors at the degree programme/course unit level

Opleidingsdirecteur: Programme director
Examencommissie: Board of Examiners
Opleidingscommissie: Programme Committee
Toelatingscommissie: Admissions Board
Studieadviseurs: Study advisors
Docenten: Lecturers
Studenten: Students
Alumni: Alumni
Raad van Advies: Advisory Board

APPENDIX 5: PROTOCOL ON SELECTIVE MASTER'S SAFETY NET

If a faculty board decides to make a Master's degree programme selective, the following procedure applies:

1. The faculty board should inform the Board of the University in writing of its intention to make a Master's degree programme selective.
2. If a faculty board decides to make a Master's degree programme selective, the guiding principle is that for every UG Bachelor's student, a Master's degree programme should be available that is in line with the CROHO profile of the respective completed Bachelor's programme.
3. Should a student be denied registration to a Master's degree programme due to the selection process, then sufficient appropriate alternatives should be available within the UG. If this is not the case, then the faculty is obliged, together with the student in question, to search for an alternative Master's degree programme outside the University, with a CROHO profile in line with that of the student's Bachelor's degree. The student will be supported in this by their study advisor.
4. If this search also proves unsuccessful, then the UG is responsible for finding an appropriate solution within the UG, together with the student. The chances of this occurring are very slim, but this possibility is a future eventuality. This will only occur if:
   a. The student has been awarded a UG Bachelor's degree
   b. The student has demonstrably been denied registration to appropriate Master's degree programmes at the UG, which have the same CROHO profile as the Bachelor's degree awarded to the student, due to the selection process or due to the fact that the student's previous education does not sufficiently align with a non-selective Master's degree programme
   c. The student has demonstrably been denied registration to two Master's degree programmes outside the UG, which have the same CROHO profile as the student's Bachelor's degree.
5. The faculty board will annually report, in the Education Monitor, the degree programmes that are selective, the Bachelor's degrees that do not provide direct admission to a Master's degree programme, and whether any problems have arisen.
6. If reason should arise, problems concerning selective Master's degree programmes will be discussed in the Administrative Meeting.