



Educational Quality Policy Framework



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1. Foreword

In 2023, a working group comprising of various experts on education and quality of education from across the organisation (faculties, departments, policy officers, lawyers, education management and (the student component of the) representative advisory bodies) began revising the 2018 Quality Assurance Framework.

The University of Amsterdam's (UvA) quality assurance system for education was first described in the 1999 Quality Assurance Framework. The document was updated in 2012 and 2018. A comprehensive evaluation of quality assurance within the UvA took place in 2019, resulting in an advisory report on quality assurance at the UvA (2019). Based on this advisory report, a number of focus and action points were formulated to strengthen quality assurance, and these have been addressed and implemented in recent years. A next step in the implementation of these recommendations is the revision of the 2018 Quality Assurance Framework, the focus of which will be:

1. Identifying opportunities that lead to **a reduction in the implementation burden** of quality assurance;
2. Aligning quality assurance systems and processes even better with each other, partly through further development of technical solutions;

3. Better alignment with the UvA **Vision on Teaching and Learning in the quality assurance cycles** at the various levels, partly by developing a UvA vision on quality of education based on the Vision on Teaching and Learning and the current Strategic Plan;
4. Alignment with key **current developments** in the field of quality assurance. For example, a greater focus on quality culture, the emergence of development-oriented assessment and, in the future, the possible introduction of Institutional Accreditation.

From quality assurance to policy on quality of education

This framework describes the UvA frameworks for educational quality policy and quality assurance at the different levels within the UvA. The title 'Quality Assurance Framework' no longer corresponds to the content. Consequently, this framework is now called the Educational Quality Policy Framework, in line with the name used in the UvA's Governance Model.

Target group

Everyone within the UvA, from students and lecturers to support staff, is involved in the quality of the education provided. This framework has been written for them.



2. Introduction

The delivery of high-quality education is one of the UvA's primary tasks and ambitions. The education provided at the UvA is essentially of good quality. We know this because we monitor education through an elaborate consultation structure and annual report/annual plan cycles, supported and facilitated, among others, by UvA Q¹ and UvAdata. In addition, the vast majority of degree programmes successfully complete the accreditation and reaccreditation process, and the UvA has twice successfully passed the Institutional Quality Assurance Audit (ITK).

This is not a reason to rest on our laurels, but rather an opportunity for the UvA to move away from control towards trust. This is in line with the desire to strengthen the culture of quality within the UvA.

At every level within the organisation - from student to Executive Board - responsibility for the quality improvement process is felt and shared. This is important for the further development of a widely shared culture of educational quality within the UvA. Besides the intrinsic motivation to strive for a high level of quality, as an institution offering

funded education, we also have a legal obligation to account to society for that quality of education. This accountability takes place through periodic external independent assessment of the quality of existing degree programmes according to a number of predefined standards (degree programme accreditation) and a periodic, external independent assessment of an institution's internal quality assurance (ITK).

In this framework, we describe the system of quality assurance within the UvA that contributes to the delivery and assurance of high-quality, innovative education. Our starting point here is the UvA's Vision on Teaching and Learning, but clearly we also embed the legal frameworks and how, together, they have a place within the quality assurance cycles at various levels within the organisation. If the framework is to have UvA-wide support, the involvement and consent of the representative advisory bodies, as important partners in guaranteeing the quality of education, is essential.

¹ UvA Q - more than 75% of students say they are satisfied or very satisfied with the instructiveness of the relevant unit of study, with an average score of 4.0 on a scale of 5 over the past 4 academic years, measured over more than 3,000 surveyed units of study.





In line with the Vision on Teaching and Learning, we also emphasise more in this framework the role that students play in the context of educational quality, at the different levels of the organisation in general but also at the level of the degree programme specifically. If a widely shared culture of quality is to be developed further, students and lecturers must be able to engage with and inspire each other.

The cyclical process around educational quality demands a lot from the organisation. Therefore, in this framework, we also focus on a workable balance between trust and (legal) accountability. We are mindful here of the inherent burden imposed by quality assurance cycles and try to work towards a structural reduction of this burden (in the long term) by optimising processes between levels. Based on this framework, a faculty-level² educational quality assurance handbook will be developed, in which the framework will be developed in more detail and in line with the governance concept, the faculty objectives and the format and content of the degree programmes in the faculty, at the level of faculty, College/School, degree programme and unit of study.

² As set out in the Governance Model. It may be desirable within a faculty to develop the handbook at a lower level.

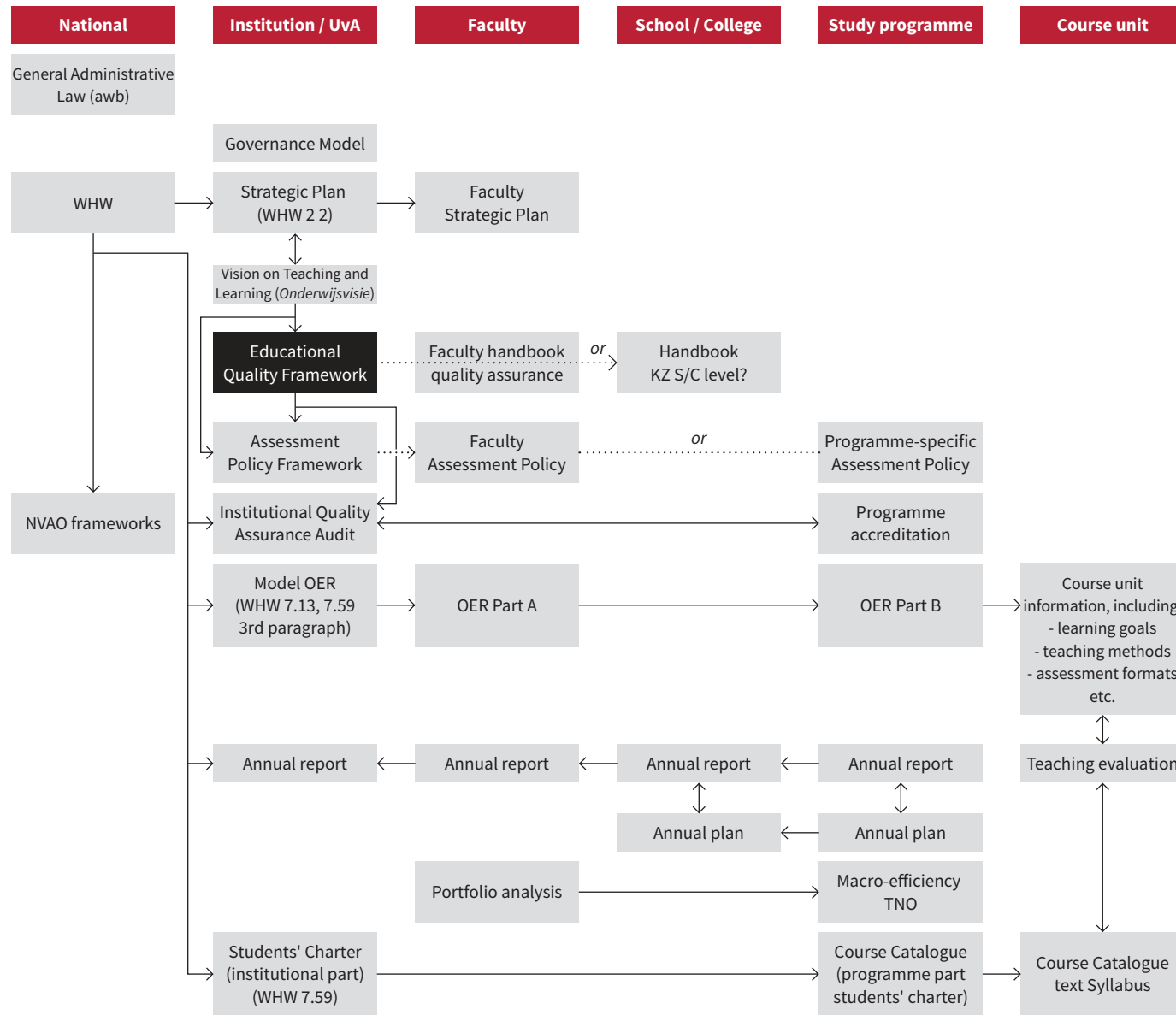
3. Positioning of the framework within the legal context

The Educational Quality Policy Framework does not stand alone: it is part of a larger body of laws and regulations, guidelines and policy frameworks and other frameworks in the field of educational quality. It is based on the Dutch Higher Education and Research Act (WHW)³. Figure 1 shows the key documents and their interrelationships at the different levels.

³ wetten.nl - Regulations - Higher Education and Research Act - BWBR0005682 (overheid.nl)



Figure 1: Schematic overview of positioning of Educational Quality Policy Framework



This figure also shows that internal quality assurance cycles are not separate from external quality reporting. Together with the Assessment Policy Framework, this framework puts the assurance of educational quality into practice in line with the NVAO standards for degree programme accreditation. Thus, the Educational Quality Policy framework is related to assurance of the quality of standard 1 (Intended learning outcomes) and standard 2 (Teaching-learning environment). The Assessment Policy Framework is related to the assurance of standard 3 (Student assessment) and standard 4 (Achieved learning outcomes).

4. Quality of education and quality culture at the UvA

The NVAO standards describe the basic quality of education. The UvA itself, as formulated in the UvA Vision on Teaching and Learning⁴ (*Onderwijsvisie*) also has a vision of what education should look like at the UvA and also cyclically updates this vision based on new insights. Consequently, this vision is also inextricably linked with what the UvA sees as good educational quality.

Educational quality at the UvA

Educational quality is education that fulfils the criteria for the basic quality of education, according to the statutory requirements described in the standards in the NVAO framework and that also fulfils the ambitions set out in the adopted and shared UvA Vision on Teaching and Learning and, in addition, the ambitions of the Strategic Plan. In doing so, it gives substance to themes identified as priorities by society and the organisation.

Having a quality culture which is appropriate to the organisation is a prerequisite for strengthening the quality assurance cycle and thereby increasing and guaranteeing educational quality. Like the NVAO, the UvA regards the further development of a culture of quality in higher education as the foundation for high-quality education. A culture of quality is defined by the NVAO as “an organisational culture in which all stakeholders, both internal and external, strive for continuous quality improvement through a critical approach.” (NVAO, 2013). With this framework, the UvA is (in part) shaping the UvA quality culture by portraying and describing the main cycles at the different levels in context and thereby giving the conversation around educational quality at and between the different levels a place within the quality assurance cycles.



⁴ [Vision on Teaching and Learning - University of Amsterdam \(uva.nl\)](https://www.uva.nl/en/education/teaching-and-learning)



UvA quality culture

The UvA quality culture is a culture in which the organisation has and shares a clear vision and is focused at all levels on improvements and learning, and being open to learning, from experience and feedback. Within the UvA, this means that the quality of education is at all levels periodically (according to the level) reviewed and that everyone is willing to share information and to engage in critical reflection in order to be a learning organisation. The point of department is that the quality of education starts with the basics (lecturers and units of study) and continues throughout the organisation, with everyone being given and taking responsibility for their own contribution to the quality assurance cycle. The involvement of the UvA's students and academic and support staff is crucial in this regard, as is the critical eye and constructive feedback of advisory bodies, representative advisory bodies, and peers.

4.1 Vision on Teaching and Learning

With the UvA Vision on Teaching and Learning and the Strategic Plan, the UvA answers the question as to what kind of university the UvA wants to be today and how this will be achieved. Here, the UvA follows developments in society and the educational community, while also seeking to shape these developments.

At the heart of the Vision on Teaching and Learning are four ambitions:

1. The UvA will focus on the development of motivated and ambitious students, by offering high-quality, innovative education;
2. The UvA is a broad, research-intensive university that

helps its students to acquire the skills and knowledge which they will need to flourish in an increasingly complex world;

3. The UvA strives to be an open and diverse community in which all students feel at home and have access to the same opportunities.
4. The UvA assigns responsibility for its education to lecturers where possible, focusing intensively on support, knowledge sharing and the professionalism of its lecturers.

In addition, the UvA's Strategic Plan identifies a number of key areas. In the quality assurance cycles, all levels reflect - in a manner appropriate to the level and organisational unit concerned - on how they are working towards achieving the ambitions of the Vision on Teaching and Learning and the Strategic Plan. For the UvA as a broad university, with a wide variety of degree programmes and a sometimes different but appropriate organisational set-up to go with it, it is true that to achieve the ambitions of the Vision on Teaching and Learning and the Strategic Plan, a one-size-fits-all approach is not appropriate.

Besides the Vision on Teaching and Learning and the Strategic Plan, there are a number of focus areas that the UvA regards as important for the quality of education. These focus areas, which are also part of the UvA's quality assurance system, are as follows:

Input from alumni and the professional field

It is very useful for degree programmes to take into account the input of alumni on how they perceive the alignment of degree programmes with the labour market when (further) developing the degree programme in line with social

developments. There is also an important role to play for the advisory councils from the professional field, which can provide degree programmes with input on developments, and future developments, within the field, so the degree programme can be adapted accordingly. Advisory councils from the professional field can help degree programmes future-proof their exit qualifications so that students are prepared for the labour market in a changing world.

Electives for students

The UvA encourages students to look beyond the boundaries of their own degree programme. To this end, the UvA offers students an adequate number of electives. Alignment with students' prior knowledge in a unit of study partly determines how the quality of the education is perceived by students. This calls for effective coordination over the quality assurance of, among other things, electives and minors, especially where these are frequently taken by students from many different degree programmes.

Lecturer professionalisation

The high-quality, innovative education the UvA strives for also places heavy demands on lecturers. With the establishment of the central and faculty Teaching and Learning Centres (TLCs), the UvA encourages lecturer professionalisation and knowledge sharing between lecturers and teaching teams. Blended learning⁵ and the use of digital tools such as Teams also contribute to the development of the UvA education community. Finally, with the lecturer policy for lecturers (UFO profiles D-4 to D-1), better career prospects have been developed for this

relatively large group of lecturers. Ultimately, the quality of a degree programme stands or falls with the quality of the teaching team. Constant attention to and monitoring of lecturers' perceived workload is also essential in this regard.

Ownership by course coordinators/examiners

Lecturers in general and course coordinators/examiners in particular are responsible for the quality of the units of study that they offer. To this end, it is important that course coordinators/examiners in particular feel sufficient ownership over the process surrounding the quality assurance cycle of their unit of study. The quality assurance cycle provides input for quality assurance and further quality improvement, as well as inspiration for further educational innovation. For this, the confidence of and support from programme management is important. By facilitating a good quality assurance cycle in which all stakeholders can confidently play their roles, management can also facilitate a culture of quality within the degree programme.

Cohesion of degree programmes

Lecturers are not only responsible for the quality of their own unit of study, but also for the extent to which that unit of study fits within the degree programme as a whole (in line with the intended learning outcomes). An intended learning outcome approach is the point of departure for the design of degree programmes and units of study. The cohesion of a degree programme and constructive alignment are the focus of the programme's management and all lecturers involved in the programme. This is also in line with the principles of the UvA Assessment Policy. Attention must be paid to the



⁵ [Educational innovation and blended learning - University of Amsterdam \(uva.nl\)](https://www.uva.nl/en/education/innovation/blended-learning)



alignment of intended learning outcomes, learning pathways, learning objectives, teaching methods and forms of assessment.

Diversity

Diversity, equality and inclusion are high on the UvA's agenda⁶. Diversity is crucial to the academic debate and personal development of our students, and thus key to academic quality. The UvA is committed to inclusivity and equality of opportunity. We want to offer students equal opportunities, regardless of their background. Communicating these principles in degree programme information is key in this regard, and we will also have to evaluate the admission policies of degree programmes from this perspective. It is important to periodically review and benchmark a degree programme's admission requirements in order to determine whether they are sufficiently inclusive and unbiased. Following on from this, a periodic focus on pre-master's programmes is also necessary. Degree programmes with capacity restrictions (selective degree programmes) at both Bachelor's and Master's level also have a responsibility to ensure that their selection procedure is carefully considered. These procedures must be periodically reviewed. The quality of the selection tools used must also meet certain quality criteria. For selection tests, the same standards apply as for regular education tests as described in the Assessment Policy Framework⁷.

⁶ [Diversity Policy Document - University of Amsterdam \(uva.nl\)](#)

⁷ [Assessment Policy Framework - University of Amsterdam \(uva.nl\)](#)

Studying with a disability

A broadly accessible university with a diverse community must clearly also be easily accessible to students with a disability. The UvA is keen to pay particular attention to this. Equal opportunities for this group requires a practical approach. Due to the nature of the issues, accessibility for students with a disability must be included in faculty quality assurance cycles.

Academic student counselling

For current students, the Vision on Teaching and Learning focuses extensively on various forms of academic student counselling: from mentor-tutor programmes and study advisers to student counsellors. The extent and nature of academic student counselling varies between degree programmes. Academic student counselling is also a key focus at central level. The UvA strives to be an open and diverse community in which all students feel at home and have access to the same opportunities. This requires that attention be paid to the growing problem of the wellbeing and mental health of students, among other things by being mindful of the feasibility of degree programmes.

Student engagement

Education at the UvA requires students to be actively engaged with their learning. To this end, in most units of study the UvA offers active forms of learning and modules or degree programmes that encourage self-management. We aim to engage students in their learning not only by offering active forms of learning, but also by developing educational

quality further, based on student feedback. The UvA expects students to play an active role in the quality assurance of their learning in general and the degree programme in particular by providing constructive feedback, for example by participating in panel discussions and focus groups and completing questionnaires on the quality of their education (UvA Q, NSE, etc.).

Representative advisory bodies

Clearly positioned, active and visible central, faculty and degree programme-specific representative advisory bodies help engage students and lecturers in the quality of education. The input of representative advisory bodies is important when taking administrative decisions, obtaining the support of all parties and fostering a good education and research culture. A crucial role is also played here by programme committees, the representative advisory bodies in which students and lecturers, in an equal setting, work together to guarantee the quality of education and, as one body, discuss the quality of the degree programme as a whole with the programme director. A strongly positioned and engaged representative advisory body is an important element in a good quality culture.

The ambitions, objectives and focus areas all have a place within at least one quality assurance cycle at the different levels. The levels at which the topics could have a place in the cycles is described in Chapter 6. What form this takes in practice is described in the faculty handbooks on Educational Quality Assurance.



5. The UvA's educational quality policy

Processes that affect the quality of education take place at all levels within the UvA. At all these different levels, in line with the UvA's Governance Model, administrative responsibility has been assigned, supported by advisory bodies and the active involvement of representative advisory bodies, whose joint aim is to monitor and, where necessary, promote quality, including educational quality.

In this framework, in addition to the Governance Model, we describe the tasks and responsibilities of all stakeholders within the educational quality policy. We also consider the role and responsibility of students: "As experts with first-hand experience and direct stakeholders, students must be recognised as co-owners of educational quality. Together with lecturers and education leaders, they form the educational community within which a culture of quality can flourish."⁸

⁸ Accreditation Act [vkf0j4ydl8zp.pdf \(eerstekamer.nl\)](#), page 5



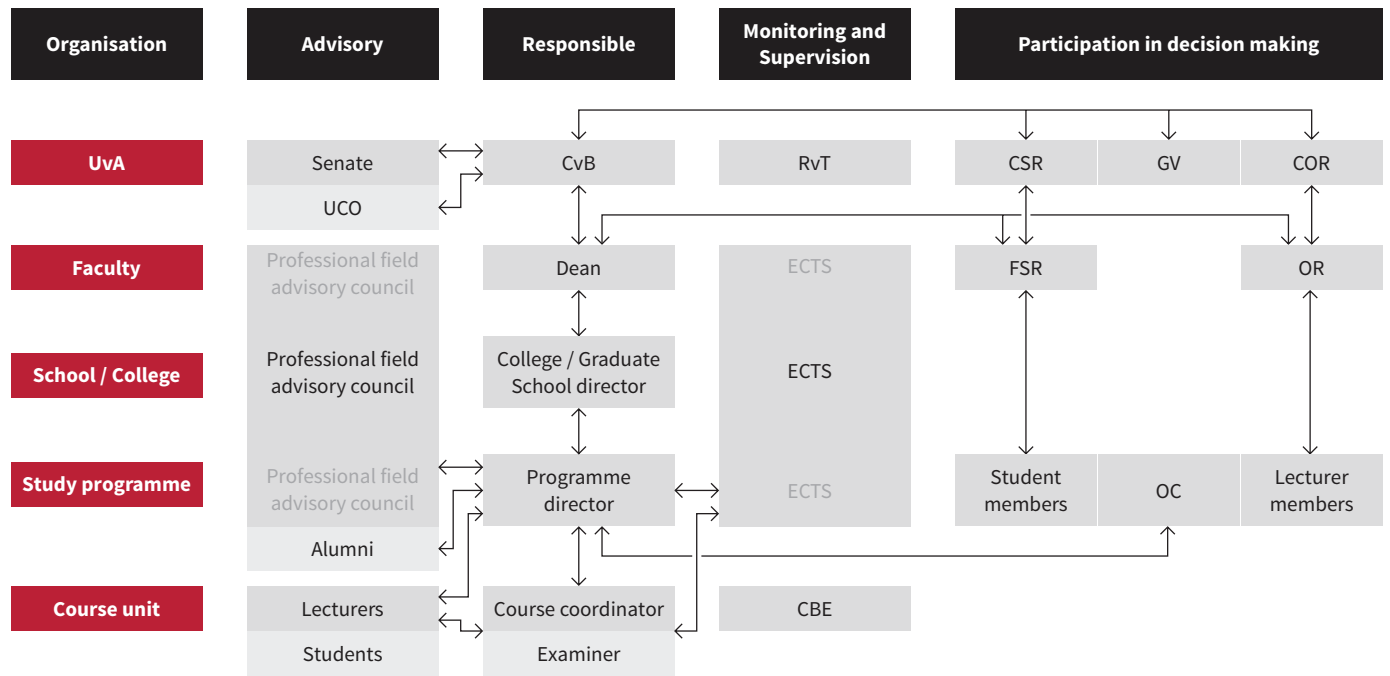
The organisational chart (Figure 2) shows which stakeholders and interested parties at each level of the organisation engage in dialogue with each other over educational quality. The assurance of educational quality through quality assurance processes takes place not only within the different levels, but more particularly between the levels.

5.1 Ensuring educational quality - Quality assurance

Educational quality is not static, so ensuring quality assurance is a continuous process that aims to create a learning organisation. By setting up a system of quality assurance or integrated quality assurance, the UvA is working towards the long-term development and improvement of educational quality and the realisation of the UvA's Vision on Teaching and Learning.

In the first instance, improvements target the primary process (the degree programmes). However, these programmes do not stand alone; their quality is in part determined by related factors (strategic policy, staffing policy, the way teaching is organised and the deployment of resources). Improvements therefore also need to be made in the organisation as a whole. If it is to be able to do this in a systematic, substantiated and coherent way, the institution needs a quality system through which it continuously monitors, safeguards and improves the quality of its education (existing degree programmes as well as new degree programmes that are developed) at and between all levels.

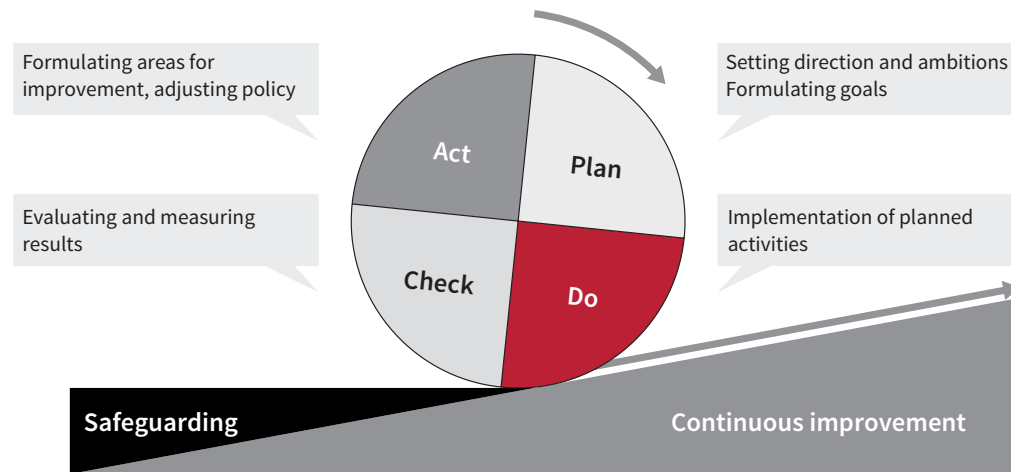
Figure 2: UvA organisational chart relating to quality of education



This is a simplified, schematic representation of the organisation of educational quality within the UvA. Laws and regulations are naturally leading. No rights may be derived from this can be derived from this figure.



Figure 3: Schematic representation of the PDCA cycle



This process of continuous improvement is reflected in Deming’s improvement cycle, which is known as the Plan-Do-Check-Act or PDCA cycle. A systematic PDCA approach leads to quality control, quality assurance and quality improvement, as shown in Figure 3.

Within the UvA, one or more short-term and longer-term PDCA cycles have been set up at all levels of the organisation. These different cycles do not stand alone, but together form a spiral whereby each level contributes to the educational quality of the institution as a whole. The interrelationship between the cycles over time is shown in the section below.

5.2 Quality assurance cycles over time

Quality assurance at the UvA consists of short-term cycles, annual cycles and multi-year cycles.

The short-term cycles mainly relate to the cycles of the units of study. These cycles can occur once a year, but also several times if a unit of study is offered more frequently per academic year. The results of these short-term cycles have a place in the annual cycles and thus the annual calendar of the degree programme. For further details, see chapter 6, section 6.2.1 Annual cycle - degree programme.

Figure 4: Annual calendar - Educational quality

	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr
Institution													
CvB											Annual report		
Central Student Council													
Central Works Council													
Faculty			PBO					PBO					
Dean									Annual report		OER		
Faculty Student Council													
Works Council													
School / College													
College / Graduate School director									Annual report Annual plan		OER		
Study programme													
Programme director						Risk Analysis	Annual report	Annual plan		OER			Course Catalogue
Programme Committee						Annual report							
Examinations Board						Annual report							

- Speech balloon** = consultation
- Programme:** between programme director, EC and OC on annual reports forums to prepare for JV/JP programme
- School/College:** between College / Graduate School director and programme directors on JV/JP in preparation for JV/JP school / colleges (on education outlines, and details)
- Faculty:** between dean and College / Graduate School directors on JV/JP in preparation for JV/JP faculty (on education outlines, and details)

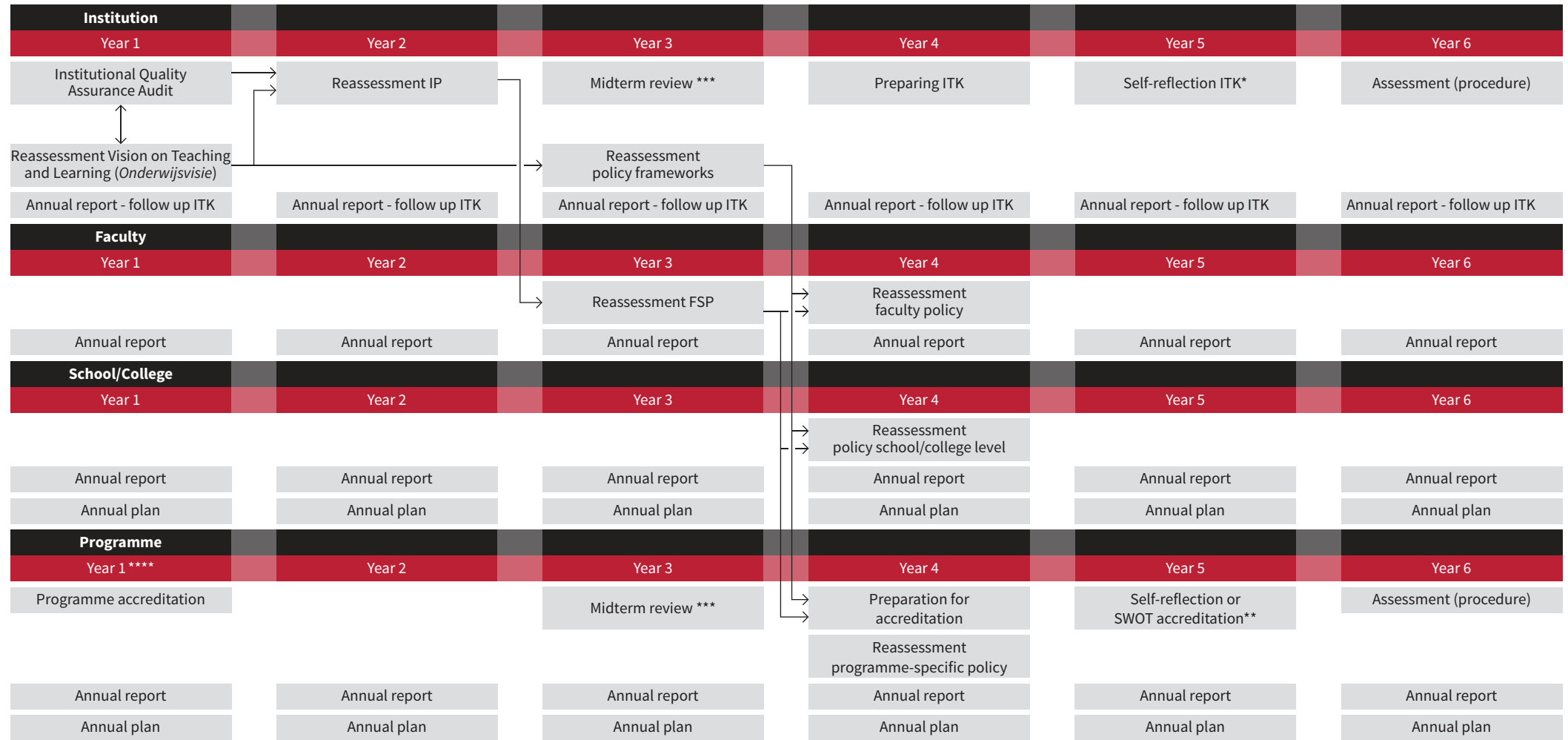
5.2.1 Annual calendar

The annual calendar (Figure 4) shows the different PDCA cycles over time in an academic year. Given the relationship between certain cycles (see also Figure 1 in Chapter 3), the deadlines for completing the cycles are coordinated with each other. The necessary coordination between the different levels and discussions with the representative advisory bodies are also included in this calendar.

5.2.2 Multi-year calendar

The multi-year calendar (Figure 5) shows the various PDCA cycles over a six-year period. This period is based on the interval between two accreditations: both the Institutional Quality Assurance Audit (ITK) and the Limited Programme Assessment (BOB) take place every six years. Given the relationship between certain cycles (see also Figure 1 in Chapter 3), the deadlines for completing the cycles are coordinated with each other.

Figure 5: Multi-year calendar - Educational quality



* Ideally, the self-evaluation is fundamentally a reflection on the (educational parts of the) annual reports at the institutional level
 ** Ideally, the self-assessment is fundamentally a reflection on the annual reports and annual plans at programme level, for a developmental visitation a SWOT will suffice
 *** Only in case interim results (annual reports) give rise to this after year 2
 **** This process starts at a different time for each programme (accreditation expiry date)

6. The quality assurance cycle at all levels

The Dutch Higher Education and Research Act (WHW) and the UvA's Governance Model lay down how the institution's governance structure is organised and how responsibilities are divided. They also state who at the relevant levels carries final responsibility for the quality of education and quality assurance with respect to the programmes. See also the organisation chart (Figure 2). The quality assurance cycle as such is also embedded in the university's financial cycle. In this chapter, we look in more detail at the PDCA cycles that are relevant to educational quality at the different levels. For each level, we discuss the main elements in the cycles relating to the UvA's Vision on Teaching and Learning and the legal frameworks, as well as the related most relevant sources of information that can be used for the Check phase. Annex 1 provides a brief description of the available sources of information and, where applicable, how they can be accessed. Since the cycles are inextricably linked, we also pay attention to the coordination between the levels and the necessary consultation structures between responsible parties, advisory bodies, and representative advisory bodies. A brief description of the function and content of these consultation structures and discussion partners can be found in Annex 2.

The cycles are further refined at faculty, college/school and programme level in a faculty educational quality assurance handbook. These handbooks allow faculties to explain in more detail a variation on the Governance Model such as the domains in the Faculty of Social and Behavioural Sciences (FMG) and the educational institutes of the Faculty of Medicine. Annex 3 provides an overview of what this faculty handbook in general will include.

6.1 Units of study (module, internship, thesis, etc.)

Education takes place within individual units of study. However, a unit of study does not stand alone: it is part of a coherent whole that together forms a degree programme. Optimal cohesion of units of study is one of the factors that enable students to achieve the degree programme's intended learning outcomes.





A good unit of study

A good unit of study (module/internship/dissertation etc.) within a degree programme has clear and appropriate learning objectives, in line with the intended learning outcomes of the relevant degree programme. Learning objectives, teaching methods and forms of assessment are aligned (constructive alignment) and are in line with the didactic model of the degree programme. Testing and assessment is valid, reliable and transparent, in accordance with the degree programme's current assessment policy. The module can be studied within the time allocated to it. Students know what is expected of them to pass the unit of study (provision of information in the OER and prospectus and in the digital learning environment).

Not only is the quality of the content, structure and implementation important (constructive alignment), it is also important that the unit of study is embedded in the degree programme in the right way and in the right place. Students may need certain prior knowledge in order to be able to follow a unit of study successfully.

6.1.1. Short-term cycle

If education is to be evaluated effectively, it is important to ask students for their constructive feedback. As experts with first-hand experience, they are in the ideal position to say whether the education as it was designed is perceived as such. In its Vision on Teaching and Learning the UvA states that UvA students should be motivated and feel responsible for creating an ambitious academic culture. Student engagement with education and the quality of education contributes to this. This can be achieved in the first instance through active participation in the education process and active forms of learning, but also, for example, by providing

feedback on the UvA Q questionnaires, by participating in (panel) discussions and through active participation in the (faculty) student council and programme committee.

Student feedback is relevant input, but must be interpreted within the context of the unit of study. After all, if most students said that the level and workload were too high, it could also be that their prior knowledge was inadequate, the course was in the wrong place in the programme, or the course was timetabled at the same time as another demanding course.

The course coordinator/examiner is an indispensable part of this interpretation process. The UvA's Vision on Teaching and Learning emphasises that the responsibility for education should be placed as close as possible to lecturers, with a strong focus on support, knowledge sharing and lecturer development. This means that course coordinators and lecturers also have responsibility for the quality of education and, therefore, also for the evaluation process of the unit of study. For this, a course coordinator must also feel a sense of ownership in the evaluation process and have the information that is needed to evaluate the course in the best possible way.

Information sources

- Feedback from students during the teaching process
- UvA Q Student feedback
- Panel discussions
- Didactic observations with feedback (peer feedback)
- Analysis of test results

Consultation structures and discussion partners

- Unit of study lecturers - course coordinator/examiner
- Programme director
- Programme committee
- Examinations Board

6.2 Degree programmes

Each degree programme is managed by a programme director who ensures that the education offered is actually delivered and meets the quality standards. The WHW defines a degree programme as ‘coherent whole of units of study, aimed at achieving clearly defined objectives regarding the knowledge, understanding and skills to be acquired by the student enrolled in the degree programme.’

A good degree programme

A good degree programme has relevant, clear and appropriate intended learning outcomes and enough (qualified) lecturers to teach it. The programme has realistic entry requirements (and any related selection procedures) appropriate to the target group. There is constructive alignment within and between units of study, so that, when they graduate, students have mastered all the programme’s intended learning outcomes. The programme can be successfully completed within the nominal time. The programme fits within the educational portfolio of the Graduate School/College and is in line with the ambitions of the UvA’s Vision on Teaching and Learning.

The aim of a degree programme is to educate students for academia and/or the labour market (primarily, but not exclusively) of the relevant field. Both academia and the

labour market are constantly changing and, in this technological age, these changes sometimes happen at lightning speed. Monitoring, evaluating and adjusting courses to keep up with these developments, and stay ahead of them where possible, is the responsibility of the programme director. The programme director is advised and monitored in this by the advisory bodies and representative advisory bodies: in particular, the programme committee, the examinations board and the advisory council from the professional field. Coordination and consultation with educational support is also important in order to ensure the optimal functioning of educational logistics processes, and optimal facilitation of education and quality assurance. The programme director also consults periodically with the College/Graduate School director, among other things to liaise over the Faculty Strategic Plan, which translates the UvA-wide Vision on Teaching and Learning and the Strategic Plan.

Every programme director can count on professional support from, among others, education policy staff, quality assurance policy staff and advisers, and UvA data (key) users. These employees, who share cross-faculty knowledge and experience, also contribute to the further optimisation of policies and processes, which in turn contribute to educational quality and the assurance of educational quality for the whole of the UvA.

In addition to quality assurance of the degree programme (annual cycle), the programme director is also responsible for periodic accountability every six years. The programme director is responsible for writing the self-assessment and the programme assessment, and the College/Graduate School director is responsible for monitoring the quality and process of the accreditation.





Below, we describe which topics are included in the annual and multi-year cycle and discuss the resources and methods available to the programme director for this purpose.

6.2.1 Annual cycle - degree programme

1. Teaching evaluation - degree programme as a whole

Teaching evaluations are part of the quality assurance cycle (PDCA) of the degree programme. A degree programme is a coherent set of units of study, so changes to one unit of study may affect other units of study. Ensuring this cohesion in terms of content is the responsibility of the programme director.

Clearly, the quality of minors and electives offered by the degree programme is also the responsibility of the programme director. By structurally evaluating electives in the same way as compulsory courses, we ensure that all the elective education offered and followed by UvA students are of good quality. If an elective is taken routinely by large groups of students from another degree programme, it is recommended to liaise over the results with the programme director of the degree programme concerned.

Also, in view of the workload, it is wise to make choices as to how the evaluation of degree programme as a whole is organised. An evaluation plan outlining this forms part of the faculty teaching quality handbook. By law, the programme committee has the right of consent over the method of evaluation and must therefore be actively involved in the programme-specific implementation of the evaluation plan. Given its role, the programme committee has a good overview of the quality of the degree programme as a whole and can help bring focus to the evaluation plan. The creation of an evaluation plan gives course coordinators, lecturers

and support staff clarity over how and when teaching will be evaluated. Particularly if units of study have been offered for some time and are running smoothly, a limited questionnaire on a cyclical basis may suffice (the standard UvA Q questions only). This may allow more attention to be paid to new or fully revised units of study. Possible contents of an evaluation plan and options for the use of UvA Q within it, plus other methods for gathering additional feedback, such as panel discussions and peer feedback, are described in Annex 4.

For programme evaluation, the programme director has various sources of information and consultation structures available to support this cycle. The brief reflection on the results of the teaching evaluation is included in the annual report of the degree programme.

Information sources

- UvAdata
- Survey data (UvA Q, NSE, NAE)
- Annual report - programme committee
- Annual report - examinations board (including any assessment committee)
- Accreditation and reaccreditation report (recommendations)

Consultation structures and discussion partners

- Teaching team
- Programme committee
- Examinations board
- Advisory Council from the Professional field

2. Annual report/annual plan

Each degree programme produces a combined annual report and plan. The annual reports and annual plans at degree programme level also optimally prepare the degree programme for the six-yearly degree programme assessment.

The annual report for the past academic year and the annual plan for the upcoming academic year are combined in one document. In preparation for writing the annual report and annual plan, the programme director takes note, at minimum, of the annual reports of the programme committee and the examinations board. Ideally⁹, the programme director also consults in advance with the programme committee and the examinations board over their recommendations for further improvement of the teaching and assessment of the degree programme as a whole. The report of the Advisory Council from the Professional field can also serve as input for the annual plan if it describes feedback relevant to the degree programme in question.

The combined degree programme annual report and annual plan is intended as input for the annual periodic consultations (PO) between programme director and College/Graduate School director in the autumn. These are also attended by the chair of the programme committee and examinations board. The annual plan provides insights into the objectives, activities and intended outcomes of the degree programme for the next academic year (the priorities). It helps stakeholders keep a grip on the quality of the degree programme and check whether faculty ambitions are being

translated at degree programme level. The holding of these periodic consultations means that there is at least one point annually when the programme director, programme committee and examinations board reflect together on the content of the degree programme. This also promotes a culture of quality.

A concise template for an annual report on education and an annual education plan at degree programme level can be found in Annex 5. This lists the topics that must at minimum be covered.

The programme director is responsible for implementing the ambitions described in the annual plan.

Information sources

- Faculty Strategic Plan (FSP)
- UvAdata
- Survey results (UvA Q, NSE, NAE)
- Teaching evaluation - degree programme as a whole
- Risk analysis
- Report of meeting of Advisory Council from the Professional field
- Annual report - programme committee
- Annual report - examinations board (including any assessment committee)
- Accreditation and reaccreditation report (recommendations)

⁹ Due to the tight time schedule, prior consultation is not always feasible. Through regular routine coordination, issues are regularly discussed over the course of the academic year between the programme director, the programme committee and the examinations board.



Consultation structures and discussion partners

- Teaching team
- Programme committee
- Examinations board
- Advisory Council from the Professional field
- College/Graduate School

3. Teaching and Examination Regulations - programme-specific section

With a few exceptions, a programme-specific section of the OER is adopted annually by the dean for each degree programme. There may be changes resulting from the evaluation of the previous academic year's teaching, as well as (curriculum) changes initiated in other ways. These changes are initiated and prepared by the programme director and are based, among other things, on the previous annual plan (responding to educational innovations, new or significantly modified units of study) and any changes based on updated legislation, any decisions by the Examination Appeals Board (CBE) and the Administrative Jurisdiction Division of the Council of State (ABRvS) and/or updated central and/or local policy.

Information sources

- Annual plan (relevant academic year)
- Teaching evaluation - degree programme as a whole
- Annual report - programme committee
- Annual report - examinations board (including any assessment committee)
- Amended centralised/decentralised policy

- Model Teaching and Examination Regulations

Consultation structures and discussion partners

- Faculty Student Council
- Programme committee
- Examinations board
- College/Graduate School director
- Examination Appeals Board (CBE) and Administrative Jurisdiction Division of the Council of State (ABRvS)

6.2.2 Multi-year cycle - degree programme (periodic)

In addition to the topics that deserve annual attention, there are also a number of topics that are periodically reflected on at degree programme level and that must be included in the multi-year quality assurance cycle. The best time to do this is partly at the programme's discretion, provided that these topics are evaluated at least once in a period between two accreditations and reaccreditations, or if amended centralised or decentralised policy gives reason to do so. These are topics that relate to own objectives, derived from the Faculty Strategic Plan (shaped in part on the basis of the UvA's Vision on Teaching and Learning and the Strategic Plan) and the four standards of the NVAO. The annual plan specifies which topics will be addressed for the annual plan period in question. Any reporting may be included in the annual report for the academic year in which the evaluation takes place. The topics below are also included in this periodic evaluation:

- Admission requirements - review and benchmark, screen for equality and inclusion
- Programme information - periodic evaluation
- Selection procedure - in terms of equality of opportunity (if applicable)
- Quality of Selection tools (if applicable)
- Pre-master's programme - related to admission requirements (if applicable)
- (Binding) study advice
- Alignment with the labour market
- Electives and minors - range, degree of choice, quality, exchange of students
- Reflection on results of Employee Monitor - including monitoring of quality culture

Depending on the topic, different sources of information and consultation structures are available. See also Annexes 1 and 2.

6.2.3 Multi-year cycle - degree programme (6 years) Degree programme assessment

Every funded degree programme must account for the quality of its education. This is done through a degree programme assessment¹⁰. Since the UvA has passed the Institutional Quality Assurance Audit, UvA degree programmes go through a Limited Programme Assessment (BOB). This means that a degree programme is assessed every six years by a committee of independent expert peers. The standards cover the intended learning outcomes, teaching-learning environment, student assessment and achieved learning outcomes. The programme director is

¹⁰ Consideration is being given at national level to the introduction of Institutional Accreditation, whereby an institution will be able to carry out degree programme assessment under its own direction. If this were to be introduced, this framework would need to be reviewed.



responsible for preparing for the assessment. The College/ Graduate School director is responsible for monitoring the quality and process of accreditations. The most up-to-date framework including the standards can be found on the NVAO website¹¹.

NVAO has this to say about degree programme assessment: ‘The programme demonstrates that educational practice meets the standards. The assessment focuses on the quality achieved and covers the intended learning outcomes, the design of the curriculum, the learning environment, assessment, the teaching team and the quality achieved.’ As things stand, the compliance of a degree programme with the standards is still widely demonstrated through the writing of a self-assessment report. However, this is not necessary: a degree programme can also opt for development-oriented assessment. Development-oriented assessment is all about trust and ownership, allowing the degree programme to put its own interpretation on the assessment (the visit, the documentation, etc.). For this, existing documentation, supplemented by a SWOT analysis, is often sufficient, particularly if it can also (be made to) demonstrate that the degree programme meets the standards.

The annual plans and annual reports at degree programme level, in line with the UvA’s Vision for Teaching and Learning, make it possible to further facilitate development-oriented assessment. This approach may also reduce the peak workload around an accreditation and reaccreditation, given the annual reflection on the progress made and the steps that still need to be taken. Both a traditional assessment and

a development-oriented process consider whether students’ opinions are adequately represented when assessing the internal quality assurance of a degree programme (student chapter).

The annual reflection in the annual report for the degree programme may also trigger the initiation of an interim (midterm) development-oriented degree programme assessment. This applies, for example, if it proves difficult to follow the recommendations or if the risk analysis prompts additional action. A development-oriented midterm can help a degree programme to formulate concrete improvement actions and provides sufficient time to implement these improvement actions before the programme assessment.

As well as going through the annual cycles, the following sources of information and consultation structures provide additional information in preparation for the accreditation and reaccreditation.

Information sources

- Teaching team
- Risk analysis
- Survey results (UvA Q, NSE, NAE)
- UvAdata
- Own research
- Annual report/annual plan - degree programme(s)
- Visible learning trajectories tool (or similar)

¹¹ [Assessment framework institutional review \(nvao.net\)](https://www.nvao.nl/assessment-framework-institutional-review)

Consultation structures and discussion partners

- Teaching team
- Programme team
- Programme committee
- Examinations board
- Students & Alumni
- Support staff

6.3 Colleges and Graduate Schools

Given the large number of degree programmes, at the UvA there is an additional layer of governance between the faculty and the degree programme, where the translation of central and faculty policy into education takes place: the Colleges and Graduate Schools. Colleges and Graduate Schools are collections of degree programmes (Bachelor's programmes or Master's programmes) and, as described in the Governance Model, are responsible for monitoring academic success and quality of education. Each College and Graduate School is headed up by a director. The director is therefore ultimately responsible for matters such as: monitoring quality and the accreditation process, the range of courses on offer, the design of the quality assurance system and the preparation of an annual plan/report at college or school level.

We describe below the topics covered in the annual and multi-year cycle and the resources and methods available to the director for this purpose.

The Colleges and Graduate Schools are 'task' organisations; the dean provides them with funding to deliver degree programmes. With this, the College/School directors enable

the programme directors to deliver the degree programmes, while procuring the other necessary services in support of teaching (e.g. the Student Desk) from the Faculty Office and the ESC (Educational Service Centre) or providing these services themselves with staff formally belonging to the Faculty Office (department). It is the responsibility of the directors of the Colleges and Graduate Schools to initiate changes in the range of courses on offer and to prepare the OER (more specifically Part A) for adoption by the dean.

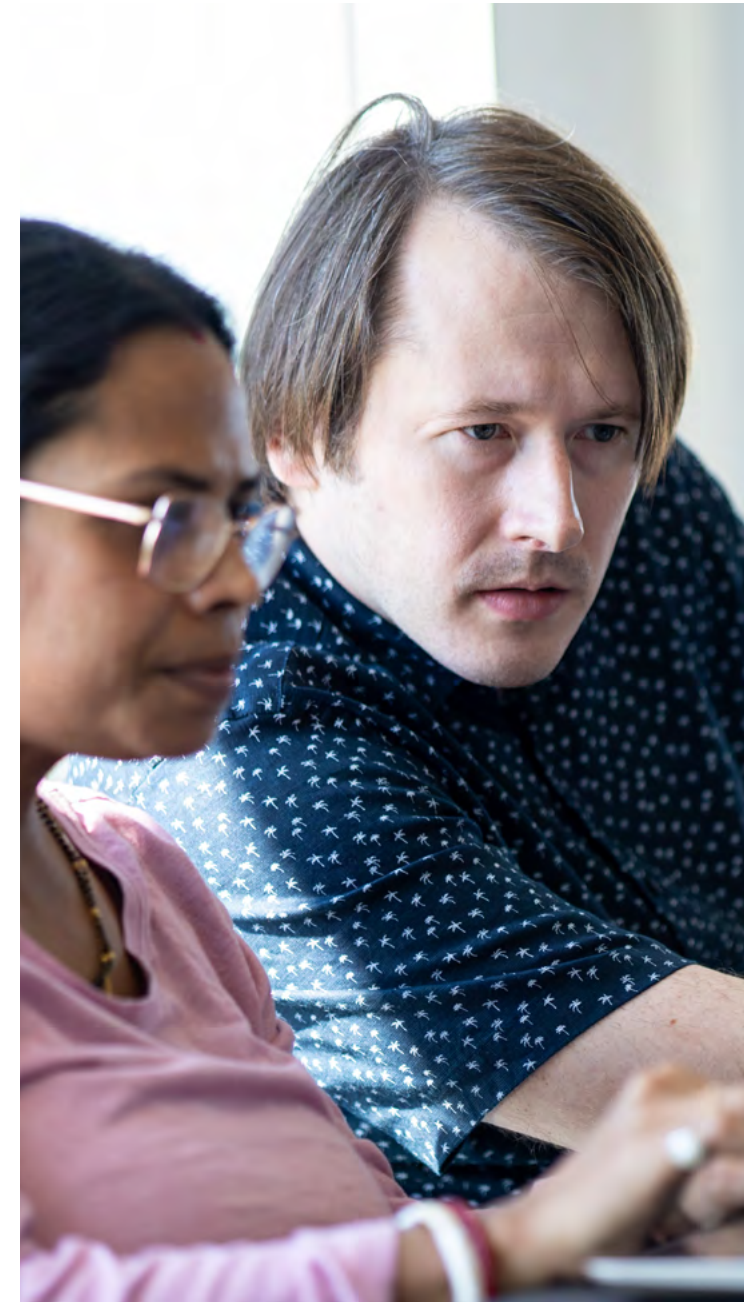
6.3.1 Annual cycle - Colleges and Graduate Schools

1. Annual report/annual plan

Each College and Graduate School produces an annual plan and annual report. The annual report will analyse the previous academic year and reflect on the goals from the UvA Vision on Teaching and Learning and, where it provides additional insights, on the Faculty Strategic Plan. It will include the annual reports and annual plans of the degree programmes and the examinations board(s) as an appendix and will mainly describe the changes and improvements that will be made, including those based on the findings regarding the past academic year. In the annual report on education, the College/School director reflects in particular on the objective of the College or the Graduate School: the facilitation of education, the monitoring of quality and the accreditation process, the range of courses on offer and the realisation of strategic goals.

The annual report for the past academic year and the annual plan for the upcoming academic year are combined in one document. This annual report/annual plan is discussed between dean and College/School director. The dean then approves the reports.

Annex 6 contains a template for an annual report/annual





plan at College/Graduate School level, which outlines the main topics to be reflected on in these documents in terms of education.

Information sources

- Annual report/annual plan - degree programme(s)
- UvAdata
- Survey results (UvA Q, NSE, NAE)
- Annual report - programme committee(s)
- Annual report - examinations board (including any assessment committee)
- Accreditation and reaccreditation reports (recommendations)

Consultation structures and discussion partners

- Advisory Council from the Professional field
- Periodic consultations
- Examination Appeals Board (CBE) and Administrative Jurisdiction Division of the Council of State (ABRvS)

2. Teaching and Examination Regulations

The College/School director is also responsible for preparing the OER for adoption by the dean, following the consent of the representative advisory body in accordance with the powers assigned in the WHW. The programme director is the designated individual for the initiation of changes to the programme-specific sections of the OER (Part B).

Information sources

- Annual plan - college or graduate school (relevant college year)
- Annual report - programme committee
- Annual report - examinations board (including any assessment committee)

Consultation structures and discussion partners

- Faculty Student Council
- Programme committee

6.3.2 Multi-year cycle - Colleges and Graduate Schools (periodic)

Besides the topics that deserve annual attention, there are also a number of topics that need to be evaluated periodically at college/school level. The best timing for this is at the discretion of the school/college, but these topics must be evaluated at least once in a period between two Institutional Quality Assurance Audits. The annual plan specifies which topics will be addressed for the annual plan period in question. Any reporting on this can be included in the annual report for the academic year in which the evaluation takes place. Again, the College/School director has various sources of information and consultation structures available for this purpose. Educational support plays an important, supporting role here.

These are topics that relate to the UvA's Vision on Teaching and Learning and the ITK standards of the NVAO, namely:

- Reflection on the professional development of lecturers
- Student well-being
- The range and quality of academic student counselling
- Reflection on results of employee monitor - including monitoring of quality culture

Depending on the topic, different sources of information and consultation structures are available. See also Annexes 1 and 2.

6.4 Faculties

The dean of a faculty is charged with the general management of the faculty and is responsible for the teaching, research, staff and resources in the faculty. This includes responsibility for shaping cooperation between College and Graduate School directors, research directors, department chairs and, where applicable, heads of teaching service centres. It is precisely at this level that the link between organisational aspects (staffing policy, operational management, IT policy) and quality of education is so important.

6.4.1 Annual cycle - faculty

Quality assurance at faculty level also receives secondary support through the financial PDCA cycle (planning & control). In both budget, quarterly management reports and directors' reports, there is a link between quality objectives and resources. Through this linkage, this cycle acts as a secondary quality safeguard. Wherever possible, financial and non-financial planning and reporting are carried out in conjunction with each other. The Q4 report (4th quarter) is the same as the faculty's annual report.

1. Monitoring of Faculty Strategic Plan

Every six years, the faculty adopts the Faculty Strategic Plan (FSP), following the adoption of a new or revised Strategic Plan (see also Multi-Year Cycle (6 years)). Within the

multi-year cycle of the FSP there is an annual cycle to monitor progress on the themes and objectives set out in the FSP. Monitoring occurs through periodic executive consultations¹² and Central Executive Council¹³ meetings on the one hand and the annual plans and reports of the Colleges and Graduate Schools on the other. The faculty reflects on future development of the entire range of courses and study programmes on offer, regulation of the maximum number of student places and the expansion or restriction of student intake and, if applicable, the selection policy. Attention is also paid to the accreditation roster and follow-up on accreditation recommendations.

Information sources

- Annual report/annual plan - colleges and graduate schools
- Employee Monitor
- Portfolio analysis

Consultation structures and discussion partners

- PBO
- CBO
- Colleges/graduate schools
- Faculty Student Council
- Faculty Works Council

2. Annual report (Q4) - Faculty

In addition to monitoring progress on the themes and goals formulated in the FSP, in terms of education, the faculty's annual report reflects, in any event, on the annual reports of the schools and colleges. Furthermore, the faculty reflects, among other things, on special developments or relevant policy issues, the organisation of the faculty TLCs and the quality agreements.

Information sources

- Annual report/annual plan - colleges and graduate schools
- Employee Monitor
- Any complaints
- Portfolio analysis

Consultation structures and discussion partners

- PBO
- CBO
- Faculty Student Council
- Faculty Works Council

3. Adoption of Teaching and Examination Regulations

The dean adopts the Teaching and Examination Regulations, following advice and consent from the representative advisory body in accordance with the powers assigned in the WHW.

¹² Twice a year, the Board holds a periodic executive consultation (PBO) meeting with the dean of each faculty. This meeting discusses the faculty's strategy with regard to education, research and valorisation, based on the Faculty Strategic Plan and in relation to the Strategic Plan. Quality assurance, accreditations and reaccreditations, and external assessments are also firmly on the agenda of the PBOs.

¹³ Within the context of the Central Executive Council (Centraal Bestuurlijk Overleg - CBO), the Executive Board consults with the deans on the main elements of the policy in relation to research, teaching and operational management, based on the University's strategic profiling and the objectives arising from it as set out in the Strategic Plan and other documents.

6.4.2 Multi-year cycle - faculty (periodic)

Besides the topics that deserve annual attention, there are also a number of topics that need to be evaluated periodically at faculty level. The best timing for this is at the faculty's discretion, but these topics must be evaluated at least once in a period between two Institutional Quality Assurance Audits, with sufficient time set aside to make improvements if necessary and then monitor these as well. These are topics that relate to the UvA's Vision on Teaching and Learning and the ITK standards of the NVAO. The annual plan specifies which topics will be addressed for the annual plan period in question. Any reporting may be included in the annual report for the academic year in which the evaluation takes place. The following topics must be evaluated:

- Range of course on offer (existing and new)
- Study facilities - periodic evaluation
- Implementation of diversity policy
- (If applicable) selection policy
- Guidance and support for students with a disability
- Advisory Councils from the Professional field - presence, reflection of labour market, follow-up on advice
- Reflection on results of Employee Monitor - including monitoring of quality culture

Depending on the topic, different sources of information and consultation structures are available. See also Annexes 1 and 2.

6.4.3 Multi-year cycle - faculty (6 years)

1. Faculty Strategic Plan (FSP)

The main PDCA cycle for quality assurance at faculty level is the multi-year cycle of the Faculty Strategic Plan (FSP). The faculty determines, funds and facilitates faculty policy, as well as the strategy that serves as a framework for the Colleges and Graduate Schools. This policy is aligned with the Executive Board through the FSP with the Strategic Plan (SP). Revision of the SP will be followed by a review of the FSP. As part of the Faculty Strategic Plan, the faculty prepares an overarching multi-year education policy plan, above and beyond the plans of the schools and colleges. See point 2 below.

Information sources

- Strategic Plan
- UvA Vision on Teaching and Learning
- Vision on Blended Learning

Consultation structures and discussion partners

- PBO
- CBO
- Colleges/graduate schools
- Faculty Student Council
- Faculty Works Council

2. Education policy plan

In the overarching education policy plan (as part of the FSP), the faculty describes the following topics:

- the manner in which the faculty is pursuing the educational objectives specified in the Strategic Plan and the FSP;
- the future development of the entire range of courses and study programmes on offer;





- the regulation of the maximum number of student places and the expansion or restriction of student intake;
- if applicable, the selection policy;
- the budgeting methods of Colleges and Schools;
- the educational quality policy and the governance concept applied¹⁴;
- the accreditation timetable;
- follow-up on accreditation findings;
- the manner in which the dean implements the relevant statutory and mandated powers.

3. Review and update faculty policy

In line with the multi-year calendar, faculty policy will have to be reviewed and updated based on central policy, resulting from changes to the UvA's Vision on Teaching and Learning and the Strategic Plan. For both the Strategic Plan and the Faculty Strategic Plans, an interim review takes place halfway through the term of the Strategic Plan. This review may give rise to changes regarding the strategy and ambitions to be followed.

4. Educational quality assurance handbook

Every faculty has a concise educational quality assurance handbook. This handbook is reviewed on the basis of changes to the Educational Quality Policy Framework. The overall content of the faculty handbook is as follows:

- The tasks and responsibilities of the parties involved in the quality assurance. This refers to internal distribution of responsibilities (and partial responsibilities) within the faculty across the members of the academic staff

and support and management staff who are involved in education, including track coordinators, year coordinators, (faculty-level) quality assurance staff, study advisers etc.

- The improvement policy, stating how recommendations are developed, and identifying the parties responsible for initiating measures for improvement;
- The internal consultation structure, showing how the horizontal and vertical links between the various levels and functions, including representative advisory bodies, are ensured;
- The way in which internal or external committees, advisory councils, the professional field or consultative bodies with a structural character are involved in the programmes;
- An evaluation plan, including a description of the method of implementation and follow-up for teaching evaluations;
- The regulations of the programme committees and Examinations Boards.

Information sources

- Educational Quality Policy Framework

Consultation structures and discussion partners

- Programme committee
- Examinations Boards

¹⁴ Within the parameters of the Governance Model, the faculties have included different emphases in the governance concept.

6.5 Institution

The Executive Board bears ultimate responsibility for the quality of education.

The Executive Board is advised on education policy by the University Committee on Education (UCO) and is supported by the staff departments in carrying out the tasks associated with these responsibilities.

The Executive Board is responsible for the education and student policy and budgeting at the institutional level, as well as for the general management of the university. The first responsibility means that it has its own substantive role regarding the quality of the programmes. The second entails an executive role with respect to the tasks of the deans. The Executive Board can issue guidelines to the deans concerning the coordination and organisation of programmes. Steering takes place through the UvA Vision on Teaching and Learning and the Strategic Plan and subsequent policy frameworks and through periodic consultations such as PBOs and CBOs. In addition, the Executive Board facilitates the PDCA cycle at all levels by maintaining the university's system of control and management information (UvAdata).

Quality assurance at institutional level also receives secondary support through the financial planning and control cycle. For the UvA as a whole, this involves the budget, the half-yearly report, quarterly reports and the annual report/Annual Statement of Accounts. Once again, a link is established wherever possible between financial and non-financial objectives. Wherever possible, financial and non-financial planning and reports are carried out in conjunction with each other.

The Executive Board works under the supervision of a Supervisory Board appointed by the Dutch Minister of Education, Culture and Science. The Supervisory Board appoints and dismisses members of the Executive Board, approves the Strategic Plan, annual budget and annual statement of accounts and monitors quality assurance procedures.

There is also regular consultation with the central representative advisory bodies, namely the Central Works Council (COR) and the Central Student Council (CSR).

6.5.1 Annual cycle - institution

1. Annual report

The annual report of the institution is a document of accountability and information regarding the UvA's policies and results. The UvA's Vision on Teaching and Learning in particular guides the educational quality policy as described in this framework (Chapter 4). The central educational policy must cohere with other central policy areas such as finance, staffing and communications. It must also tie in with the policies of external parties, such as the Dutch Ministry of Education, Culture and Science and partner institutions (perhaps via umbrella consultations), but also with faculty policy. In the annual report, the Executive Board also reflects on the progress on the ambitions in the UvA's Vision on Teaching and Learning, the objectives of the Strategic Plan and related policies.

6.5.2 Multi-year cycle - institution (6 years)

1. Institutional Quality Assurance Audit

Once every six years, the UvA goes through the Institutional Quality Assurance Audit (ITK), which checks whether the institution has a system of quality assurance in place to

guarantee the quality of the degree programmes offered.

The following central question underlies the assessment of the institution: does quality assurance ensure the realisation of the vision for effective teaching and learning and does the institution work on an ongoing basis on development and improvement?

For the ITK, the NVAO looks at the institution's Vision on Teaching and Learning and the corresponding policy aimed at (internal) quality assurance, implementation of the Vision on Teaching and Learning, evaluation and monitoring of the policy objectives regarding the quality of education and how the institution systematically works on the improvement of its education, with a focus on development. It considers whether the implementation of the education is in line with the vision. (The quality of) staff, testing and facilities enhance the accessibility and feasibility of the degree programmes for all UvA students. Monitoring, discussing and promoting a culture of quality is also one of the points that is considered.

Information sources

- Advisory report - previous ITK
- Annual report - institution
- Annual report/annual plan - faculties
- UvAdata
- Survey results (UvA Q, NSE, NAE, Employee Monitor)
- Accreditation overview
- Portfolio analysis

Consultation structures and discussion partners

- Central Works Council (COR)
- Central Student Council (CSR)



- Joint Meeting (GV)
- University Committee on Education (UCO)
- Senate
- Supervisory Board (RvT)

2. Review of UvA Vision on Teaching and Learning and Strategic Plan

The UvA's Vision on Teaching and Learning evolves to reflect developments in society and the educational community, while also seeking to shape these developments. The Strategic Plan sets out what is needed to maintain and build on the UvA's good position. The UvA Vision on Teaching and Learning and the Strategic Plan are reviewed and adopted every 6 years on the basis of new insights and developments in society, as well, of course, as on the basis of the institution's own PDCA cycles. See also the multi-year calendar (Figure 5).

Information sources

- UvA Vision on Teaching and Learning
- Strategic Plan

Consultation structures and discussion partners

- Central Works Council (COR)
- Central Student Council (CSR)
- Joint Meeting (GV)
- University Committee on Education (UCO)
- Senate
- Supervisory Board (RvT)

3. Review and update central (education) policy

In line with the multi-year calendar, central policy will have to be reviewed and updated, based on changes to the UvA Vision on Teaching and Learning and the Strategic Plan.

Information sources

- UvA Vision on Teaching and Learning
- Strategic Plan
- Central policy frameworks
- National recommendations (including Inspectorate, Education Council)

Consultation structures and discussion partners

- Central Works Council (COR)
- Central Student Council (CSR)
- Joint Meeting (GV)
- University Committee on Education (UCO)
- Central Executive Council (CBO)
- Education and Research Steering Group (SOO)
- Universities of the Netherlands (UNL)
- Ministry of Education, Culture and Science (OCW)
- Inspectorate of Education

Sources of information

Accreditation and reaccreditation report (recommendations)

For a degree programme, the most recent accreditation report, and in particular the recommendations formulated by the assessment panel, provides input for further improvement and quality for the programme. Consulting this annually, reflecting on it and formulating improvement actions contributes to structural and cyclical quality improvement of the degree programme.

Accreditation overview

The accreditation overview provides an annual overview of the accreditation status of all degree programmes at the UvA. This gives the institution an overall picture of the degree programme assessments and where potential areas of concern lie.

Advisory report from previous Institutional Quality Assurance Audit (ITK)

The NVAO's advisory report often contains regarding quality assurance and the quality assurance policy of the institution, the UvA. These recommendations must be reflected on in the institution's self-evaluation for an upcoming ITK. It must be clear what the institution has done with the

recommendations. This does not mean that the institution should readily adopt the recommendations.

Analysis of assessment results

Analysis of the assessment results provides additional information for the evaluation of a unit of study. This will help determine whether all the topics covered have been sufficiently mastered by the students and which topics may require a little more or a little less attention when teaching resumes.

Central policy frameworks

Central policy frameworks, such as this Educational Quality Policy Framework, provide guidance for the further development of decentralised policies. The frameworks specify the scope that exists for reflecting the differences between the faculties / colleges / graduate schools of the University of Amsterdam.

Didactic observations with feedback (peer feedback)

Feedback on the perceived quality of teaching is currently primarily collected from students. For further professional development of lecturers in particular, it may also be useful to facilitate didactic observations with feedback (by an

experienced lecturer or didactics expert) on request or during a professional development programme (BKO/SKO).

Teaching team

A degree programme consists of a coherent set of units of study. It is therefore important that lecturers and teaching teams are well-informed about developments in a degree programme and changes in units of study. In order to ensure that the intended learning outcomes of the degree programmes remain covered, when changing the learning objectives of a course, it will be necessary to check whether the learning objectives will then still receive sufficient attention in other units of study, or whether additional attention is needed for a specific learning objective in another unit of study. This can only be achieved if lecturers and teaching teams are sufficiently involved in the degree programme.

Own research

Besides the standard evaluations and surveys, it may also be useful to conduct additional research and own research on topics within a degree programme. For relatively simple questions, a lot of data can probably already be analysed from UvAdata. But it may be necessary to collect additional data and/or feedback.

Survey results (UvA Q, NSE, NAE)

UvA Q

UvA Q is the tool used by the UvA to collect student feedback on teaching in a standardised way. We need this feedback to monitor the quality of the degree programmes and to improve it where we can. The feedback is available at course level to course coordinators/examiners and course lecturers. Aggregated data from the questionnaires has been included in UvAdata for further analysis that can be used by programme committees and programme management.

National Student Survey (NSE)

All universities receive annual data on student satisfaction levels (for each individual study programme) via the National Student Survey. Every year, the results of the NSE are recorded in UvAdata as quickly as possible in order to allow for an analysis at university, faculty and degree programme level. The programme committee is ideally positioned to make recommendations for improvement. The results of the NSE can be combined with evaluations in UvA Q, allowing for a meaningful analysis of the available data.

The NSE also includes a selection of questions specifically for students with a disability (and with wider support needs, such as elite athletes). This data contains information that will help optimise the facilitation of these groups.

A university-level analysis is conducted following publication of the NSE. Data on employee and alumni satisfaction is also annually recorded in the UvAdata system and Education Dashboards, in order to facilitate the development of improvement policies.

National Alumni Survey (NAE)

Every two years, the cooperating Dutch universities organise the National Alumni Survey (NAE) among all recently

graduated Master's students to see how they have fared since graduation. Topics covered include alignment with the labour market, whether or not they have a paid job and a reflection on the Master's programme that they followed.

Faculty Strategic Plan (FSP)

In line with the Strategic Plan for the university as a whole, each faculty produces a Faculty Strategic Plan (FSP). The FSP describes the faculty's strategic direction.

[Faculty Strategic Plans - University of Amsterdam \(uva.nl\)](https://www.uva.nl/en/faculty-strategic-plans)

Feedback from students during the teaching process

In case of wanting to make adjustments during the teaching process in particular, it can be useful to ask for input from students during the teaching process itself (i.e., during the course of a unit of study). Particularly for new units of study or fully revised units of study, obtaining interim feedback can be useful for monitoring whether teaching and learning is progressing as intended/designed.

Amended centralised/decentralised policy

When developing decentralised policies and delivering teaching, it is important to remain compliant with relevant policies. Changes to centralised or decentralised policies may need to be translated into decentralised policy and/or practice.

Strategic Plan

At the highest level is the Strategic Plan, the long-term planning document for the direction and strategy of the UvA. The Strategic Plan clarifies the objectives the UvA will pursue with regard to research quality.

Annual report of examinations board(s) (including any assessment committee)

Every year, the examinations board must submit a report of its activities in an annual report to the dean within six weeks of the end of the academic year. A model UvA annual report has been drawn up for this purpose (see Annex 4). The annual report serves several purposes: 1) It holds the examinations board accountable to the dean 2) It provides input for possible improvements in the quality of degree programmes for programme director, college/school director and dean. 3) It generates management information, which is often requested in degree programme accreditation procedures. In addition, in accordance with the PDCA cycle, the annual report is the place to include a description of and reflection on the specific areas of concern relating to the given academic year. The dean provides comments on the contents of the annual report, for instance during an annual meeting with the examinations board(s). The annual report is available to the public and is published on the faculty website.

Annual report - programme committee(s)

At the final meeting of each academic year, the programme committee will evaluate its activities over the past year and formulate focus areas for the new academic year. This will be set out in the annual report of the programme committee, which will be adopted by early October at the very latest. This annual report in turn provides input for the annual report on education of the degree programme or the College or Graduate School and for the faculty's annual report. The annual report should be prepared in a sufficiently accessible manner suitable for distribution among all students and lecturers in the degree programme so that the parties represented by the programme committee are well-informed of developments.

Annual report/annual plan - College and Graduate School

In December, each College and Graduate School issues an annual plan/annual report. The annual report on education will analyse the previous academic year and reflect on the goals from the Faculty Strategic Plan and the UvA Vision on Teaching and Learning. It will include the reports of the degree programmes and the examinations board/boards as an appendix and will mainly describe the changes and improvements that will be made, including those based on the findings regarding the past academic year. The annual plan will at least cover the upcoming academic year and its preparatory period (January-August), although it can also include a long-term plan that is updated and elaborated annually. These documents will be discussed with the dean, who will then approve the annual plans and any resulting adjustments to the Teaching and Examination Regulations (preferably in January, and no later than April). The dean uses the annual reports of the Colleges and Schools in the faculty's Annual Report, which should be completed in February.

Annual report/annual plan - degree programme(s)

The annual reports/annual plans of degree programmes are an effective tool for a degree programme to maintain an overview of developments in the degree programme. They enable the degree programme to work on quality improvements in a structured way. They provide relevant input for the degree programme when engaging in a dialogue with discussion partners, stakeholders and representative advisory bodies that are relevant to the programme. This also helps make the quality assurance cycle more tangible and transparent and makes it a useful document for degree programme accreditation.

The annual reports/annual plans of degree programmes provide input for the annual report/annual plan at College/ Graduate School level and are appended to this document.

Annual report (Q4) - faculty

In addition to monitoring progress on the themes and goals formulated in the FSP, in terms of education, the faculty's annual report reflects, in any event, on the annual reports of the schools and colleges. The faculty also reflects, among other things, on special developments or relevant policy issues, the organisation of the faculty Teaching and Learning Centre (TLC) and the quality agreements.

Annual report - institution

Accountability to the government and the public takes place through the UvA Annual Report (including the Annual Statement of Accounts), which is prepared in late March and submitted to the Supervisory Board for approval in May (post-audit).

Educational Quality Policy Framework

The UvA pays constant attention to the quality of its education. The Educational Quality Policy Framework describes the university's quality policy. It also provides guidance on the development of faculty educational quality policy in an educational quality assurance handbook.

National recommendations (including Inspectorate, Education Council)

National recommendations can guide centralised and decentralised policies. Take, for example, the Inspectorate of Education's study on selection in higher education (2023).

Employee Monitor

The Employee Monitor is the biennial UvA-wide survey of all employees, including ACTA employees. This survey allows the UvA to form a picture of how its employees experience their work and whether they appreciate the service provided. Topics on which employees can give their opinions include workload, career opportunities, communication, facilities and internal services. In addition, employees can also specify and explain topics not covered in the survey. The survey makes it clear which topics require attention or perhaps more detailed investigation, and what employees are happy with. In other words, the Employee Monitor highlights any issues that may arise. The results provide a foundation for the development of policy and concrete improvement actions.

Model Teaching and Examination Regulations

The key elements of the curriculum and examinations for each degree programme are laid down in Teaching and Examination Regulations (OER). The models provide a template for the layout of the OER.

The Teaching and Examination Regulations (OER) are reviewed annually by the dean, following advice and consent from the representative advisory bodies. The OER set out the rights and obligations of both students and lecturers on the degree programme. Among other things, the OER contains rules governing:

- admission to the degree programmes;
- transitional arrangements (if a curriculum is modified);
- the validity period of passed examinations;
- the granting of exemptions for one or more examinations;

- the granting of an additional examination opportunity.

Curriculum evaluation

Students graduating from a degree programme may be asked to give feedback on their degree programme as a whole. Since a degree programme is more than simply a collection of effective units of study, it is useful to evaluate also the cohesion of the units of study and, therefore, the degree programme as a whole. Input from recent graduates provides useful feedback in this regard. Especially when analysed in combination with the results of the NAE and NSE (senior years).

Panel discussions

Panel discussions with students can be organised by the degree programme and/or programme committee to collect more targeted feedback on units of study, or preferably on a set of units of study. For example, students can be asked to clarify survey results in more detail (e.g. UvA Q or NSE). But panel discussions can also be used to glean information on the alignment between units of study and the degree of overlap and unwanted overlap.

Portfolio analysis

In the Strategic Plan (SP), among other things, the UvA expressed the ambition to keep its educational portfolio future oriented and unique and the breadth of this portfolio affordable. In order to realise this ambition, the SP asks all faculties to carry out an analysis of their own educational offer, student population and ‘market position’ because “This portfolio analysis will indicate to what extent the existing offer is in line with our research priorities and our values, and with the requirements of students and society.” The portfolio analyses are intended to complement previous

analyses and faculty plans (the Faculty Strategic Plan and the annual reports and plans of the Schools and Colleges). The aim of this portfolio analysis is both to get a snapshot of the situation as it stands and to provide an analysis of and reflection on the faculty’s educational portfolio, in order to determine the action that needs to be taken to develop the educational portfolio further.

Risk analysis

A combination of quantitative and qualitative data (questionnaire for each degree programme) forms the input for the annual risk analysis. Based on this data, scores are assigned to topics related to the NVAO standards. Through this risk analysis, potential risks for re-accreditation are identified in good time so the degree programme can take the steps that are needed.

UvA Vision on teaching and learning

The UvA’s Vision on Teaching and Learning evolves to reflect developments in society and the educational community, while also seeking to shape these developments. The UvA aims to sustain a continual dialogue on education. The Vision on Teaching and Learning should be regarded as a dynamic vision realised in interaction with lecturers and students.

UvAdata

The UvAdata management information system consists of around 100 reports with a vast wealth of navigation and drill-down options for every aspect of education, research and support. This online management information system is based on the principle that all information should be available within a single system. Information should be up-to-date, consistent and versatile at all times. UvAdata collects data from various systems and makes them available

through an integrated platform. The system provides access to key administrative systems, national key figures (such as ICijfer HO, WOPI) and in-house UvA survey files. The reports all feature monitoring functionality (graphic), an analysis report and detailed information. As regards education, UvAdata has been linked to the new Student Information System (SIS).

UvAdata now contains education-related data on the following topics:

- Students
- Study success rate & drop-out rate
- Academic performance
- Academic progress
- UvA Q student feedback
- Rating (NSE, NAE)

UvAdata also contains the Education Dashboards. These are standardised reports which are made available to every level of the university and which can be used in policy progress meetings between the various organisational layers. Definitions of the data are standardised and all subjects are related to UvA objectives.

Report of Advisory Council from the Professional field

The report of the Advisory Council from the Professional field will, at minimum, address the following:

- The alignment of the degree programme(s) with the professional field (relevance of the intended learning outcomes);
- The results of the degree programme, specifically in

relation to the professional field (e.g. the results of NSE and NAE).

This report provides relevant information for degree programmes to enable them to gauge (on an ongoing basis) the alignment of the programme with the labour market and make adjustments in programme design where necessary.

Visible Learning Trajectories programme (or similar)

The Visible Learning Trajectories Programme (ZLP) helps UvA degree programmes approach the development and further development of a curriculum in an innovative and effective way. ZLP analyses and optimises the structure and cohesion of a curriculum using a learning trajectory methodology developed specifically for this purpose. This methodology consists of five meetings in which teaching teams, guided by experts, work towards an optimal alignment of objectives at different levels: from courses to learning trajectories to exit qualifications.

The end result of the process is an aligned curriculum that is supported within your degree programme. As well as a smart online visual overview of the structure and cohesion of the degree programme and a more professional teaching team.

Consultation structures and discussion partners

Administrative Jurisdiction Division of the Council of State (ABRvS)

Since 1 January 2023, the Administrative Jurisdiction Division has presided in cases involving students at research universities and universities of applied science. Rulings by the ABRvS may give rise to adjustments in regulations and/or policies.

Central Executive Council (CBO)

In the Central Executive Council, where consultations between the Executive Board and the deans take place, cooperation between the Executive Board and the deans has the highest priority. All major strategic and policy questions are discussed in the Executive Council prior to the Executive Board's decisions on such matters.

Central Works Council (COR)

The Central Works Council (COR) is elected from the works councils of the 7 faculties and the executive staff plus central units. The COR has right of consent, right to be consulted, right of information and right of initiative. In ACTA, there is one works council representing both UvA and VU employees; employees of AUC are represented by the FNWI Works Council where they have their own subcommittee.

Central Student Council (CSR)

The UvA Central Student Council (CSR) consists of one delegate from each faculty student council and seven members elected directly by and from all students each year. The powers of student councils are set out in the CSR regulations and in the faculty regulations.

The CSR consists of 14 members. Seven of these members are elected directly, while the other seven are delegated by the Faculty Student Councils. This allows the CSR and faculty student councils to liaise effectively and identify and address problems at an early stage.

Examination Appeals Board (CBE)

Every university has an Examination Appeals Board, abbreviated to CBE (previously abbreviated to Cobex). This Board mainly handles appeals against decisions of Examinations Boards and Admissions Boards. Rulings by the CBE may give rise to adjustments to regulations and/or policies.

Unit of study lecturers - course coordinator/examiner

The course coordinator/examiner is responsible for the unit of study and its quality. To evaluate a unit of study, a course

coordinator and/or examiner can use the knowledge and experience of fellow lecturers. As experts with first-hand experience, they, together with the course coordinator and/or examiner, can put students' feedback into context and make concrete suggestions for further improvement of the unit of study in question.

Teaching teams

A degree programme consists of a coherent set of units of study. It is therefore important that lecturers and teaching teams are well-informed about developments in a degree programme and changes in units of study. In order to ensure that the learning outcomes of the degree programmes remain covered, when changing the learning objectives of a course, it will be necessary to check whether the learning objectives will then still receive sufficient attention in other units of study, or whether additional attention is needed for a specific learning objective in another unit of study. This can only be achieved if lecturers and teaching teams are sufficiently involved in the degree programme.

Examinations Board

The Examinations Board is an independent body. Where necessary in the elaboration of the Teaching and

Examination Regulations, the Examinations Board may set additional rules regarding its duties and authorities, grant exemptions, and designate examiners who are authorised to conduct specific examinations. The Examinations Board is established and appointed by the dean (Article 9.15, section 1 (e)), and also reports to the dean (Article 7.12b), formally without the intervention of the programme director or college/school director. To elaborate on the duties and powers of Examinations Boards, the UvA has drawn up model rules and guidelines for Examinations Boards. As far as educational quality policy is concerned, the Examinations Board plays a crucial role in ensuring the quality of assessments and final assignments. In degree programme assessments, they play an important role in the case of NVAO standards 3 (Student Assessment) and 4 (Learning Outcomes Achieved).

Faculty Works Council (OR)

The UvA elects seven Works Councils (OR) every three years: every faculty except medicine has one, and there is a works council for services and staff (the GOR, which represents the employees of all units that are not a faculty).

Faculty Student Council (FSR)

The Faculty Student Council (FSR) holds discussions with the dean on faculty policy on behalf of the faculty's students.

Together they discuss faculty-specific issues such as student facilities, resit opportunities and the Teaching and Examination Regulations, which set out a number of your rights as a student.

Like the Central Student Council, the Faculty Student Councils have the right to be consulted and the right of consent. The

right of consent means that the FSR's approval is required for policy to become legal and therefore binding. The FSR has right of consent on the OER, which are revised every year in May.

Joint Meeting (GV)

In the Joint Meeting (GV), the Central Works Council (COR) and Central Student Council (CSR) are the representative advisory bodies of employees and students.

The GV has two consultative structures:

- A regulatory Joint Meeting (GV) of the COR and CSR.
- A Joint Consultative Meeting (GOV) with the members of the GV and the Executive Board.

The Executive Board requires the consent of the GV for any adoption or amendment of an Executive Board decision on:

- the Strategic Plan;
- the design of the quality assurance system;
- the Management and Administration Regulations;
- the main features of the budget;
- the Regulations on the Joint Meeting.

College/Graduate School

The UvA has a large number of degree programmes. It therefore has an administrative layer between the dean and the degree programmes, even though such a layer is not required by law. The name Graduate School (or School) is used for institutes that offer Master's degree programmes, and the name College is used for institutes that offer Bachelor's degree programmes. The Faculty Regulations (FR) state which school(s) and college(s) there are in a faculty.

Meetings between the directors of Colleges/Schools and their programme directors – possibly supplemented by students – should, given the principle of one-person management, be regarded as advisory committees to the directors of Colleges/Schools.

Inspectorate of Education

The Inspectorate of Education assesses the quality of the education in schools and other educational institutions. It looks at whether schools and degree programmes comply with laws and regulations and whether they have their finances in order.

Ministry of Education, Culture and Science (OCW)

This Ministry is responsible for creating a legal framework for education, implementing educational legislation and providing the necessary financial resources. In addition, the Ministry is responsible promoting scientific education and science policy and for culture and media policy.

Support and management staff (OBP)

Support and management staff (OBP) form part of a capacity group headed up by the director of operational management. Within the capacity group, subunits may be formed that specifically support one department or one institute and which are headed up by the manager of that department or institute. Support and management staff are not accommodated directly in academic staff (WP) departments or institutes in order to allow flexible deployment and encourage professional development. In the field of educational quality policy, the roles of policy and faculty policy officers, quality assurance policy officers, programme coordinators and study advisers (among many others) are particularly relevant.

College/Graduate School director

The Colleges and Schools are ‘task’ organisations; the dean provides them with funding to deliver degree programmes. With this, the College/School directors enable the programme directors to deliver the degree programmes, while procuring the other necessary services in support of teaching (e.g. the Student Desk) from the Faculty Office and the ESC (Educational Service Centre) or providing these services themselves with staff formally belonging to the Faculty Office (capacity group). The primary tasks of the Colleges and Schools include initiating changes in the degree programmes offered and preparing the Teaching and Examination Regulations for adoption by the dean. For a detailed description of the tasks and responsibilities, see the Governance Model.

Programme Committee (OC)

Every college and graduate school has at least one joint programme committee (Article 9.18 WHW), which, since the 2017 legislative amendment (Enhanced Governance Powers Act), also has a number of representative advisory tasks. The OC is an important body in which students and lecturers at the most local level discuss the quality of education provided and the way in which it is organised. In this context, the OC provides advice on the design of curricula, quality assurance and quality improvement.

The OC has the right to be consulted and the right of consent over some parts of the OER and assesses the way in which the Teaching and Examination Regulations (OER) have been implemented, and issues (unsolicited) advice to the management of the degree programme and the dean on all matters relating to the teaching in the degree programme.

Programme Director

Each degree programme or group of degree programmes is governed by a programme director (Article 9.17), to be appointed by the dean of the faculty to which the degree programme belongs. It is possible for the same person to be the director of more than one degree programme, but not of a Bachelor’s degree programme and a Master’s degree programme simultaneously. A reasoned exception to this rule can only be made with the approval of the Executive Board. The programme director ensures that the curriculum offered is actually provided and that it meets the quality standards. For a detailed description of the tasks and responsibilities, see the Governance Model.

Periodic executive consultations (PBOs)

Twice a year, the Board holds a periodic executive consultation (PBO) meeting with the dean of each faculty. The PBO discusses the faculty’s strategy with regard to education, research and valorisation, based on the Faculty Strategic Plan and in relation to the Strategic Plan of the university as a whole. In November, the focus is on:

- policy proposals in the organisational unit’s budget/ annual plan for the coming year, along with the long-term budget;
- the autumn Integrated Management Reporting (IMR) for nine months of the current year.

In June, the focus is on:

- annual report including annual statement of accounts for the organisational unit for the previous year;
- strategic policy goals and the framework letter;
- the spring IMR for three months of the current year.

The topics also include follow-up on the agreements made in the previous PBO meeting. Clearly, the agendas for PBOs also include other documents of strategic importance, such as quality assurance, assessment and accreditation reports, proposed collaborative agreements and reorganisation plans. The Integrated Management Reporting (IMR) supports those attending the PBO.

Periodic consultations (PO)

Executive consultations, known as periodic consultations (PO), also take place in a six-monthly cycle with the directors of the service units, during which the evaluation and development of service provision based on service level agreements (SLAs) are discussed. Along with their budget, the SLAs and rates that they agree with the faculties for the coming year are also set or confirmed.

Supervisory Board

The Executive Board works under the supervision of a Supervisory Board appointed by the Dutch Minister of Education, Culture and Science. The Supervisory Board appoints and dismisses members of the Executive Board, approves the Strategic Plan, annual budget and annual statement of accounts and monitors quality assurance procedures. The Board has an education and research committee and an audit committee. The Board meets with the Executive Board about six times a year. In addition, twice a year, consultation takes place between the Supervisory Board and each of the central representative advisory bodies, and once a year between the Supervisory Board and the deans, always in the presence of the Executive Board.

Senate

One of the Senate's tasks is to advise the Executive Board UvA wide (solicited or unsolicited) on quality policy. It is recommended that the Senate do this in an annual report, to which the Executive Board formulates a substantive response. The internal monitoring system also helps the Executive Board account for quality and quality assurance to the Supervisory Board (Education and Research Committee) and the outside world.

The Senate provides solicited and unsolicited advice to the Executive Board on the most important aspects of UvA policy with respect to education and academic practice. Correspondingly, the committee advises on student and staff policy.

Students & Alumni

Students and alumni provide input by rating the quality of their education in various ways. They do this by actively participating in their learning, providing feedback through UvA Q forms and NSE and NAE questionnaires, and by participating in panel discussions. In addition, students can help interpret and prioritise the results of surveys.

Steering Committee on Education and Research (SOO)

The SOO is the administrative gateway for decision-making in the Board for education and research related matters. This involves monitoring the conditions and prerequisites for academic education and research, defining positions on important legislative proposals, and exchanging knowledge and experience on these topics.

Joint projects include, among other things, the University Teaching Qualification, teacher training courses for primary

and secondary education, intake and selection and promotion of the quality and integrity of scientific research, the contribution of research to social and economic development and the digital society. The SOO meets five times a year.

University Committee on Education (UCO)

The University Committee on Education (UCO) is an advisory committee tasked with providing solicited and unsolicited advice to the Executive Board and deans of faculties on the education policies of the University of Amsterdam.

The University Committee on Education also advises the Executive Board and deans of faculties on the education policies of Universities of the Netherlands (UNL) and the Minister of Education, Culture and Science. UCO meetings are open to the public.

Universities of the Netherlands (UNL)

Through the UNL, the universities show the outside world how they put their social mission into practice, formulate joint ambitions around scientific education and research and lobby for the prerequisites needed to realise these ambitions.

The Universities of the Netherlands office supports this by providing access to statistics and data on the university sector, by providing a platform for knowledge exchange, by providing information on what is going on in The Hague, by lobbying on national policies and by fulfilling the role of employer. Because lobbying for prerequisites, such as fewer rules and regulations and more money, is more successful the more universities make their ambitions and successes visible and are accountable for what they do.

Advisory Council from the Professional field

Every degree programme must come under an advisory council from the professional field. The advisory council from the professional field meets at least once a year. A report is made of each meeting. Topics discussed include as minimum:

- The alignment of the degree programme(s) with the professional field (relevance of the intended learning outcomes);
- The results of the degree programme, specifically in relation to the professional field (e.g. the results of NSE and NAE).

Faculty educational quality assurance handbook - overall content

The educational quality policy is described in the educational quality policy framework. Each faculty has a concise educational quality assurance handbook containing the following general content:

- the tasks and responsibilities of the parties involved in the quality assurance. This refers to internal distribution of responsibilities and partial responsibilities within the faculty across the members of the academic staff and support and management staff who are involved in education, including track coordinators, year coordinators, quality assurance staff and faculty-level quality assurance staff, study advisers etc;
- the improvement policy, stating how recommendations are developed, and identifying the parties responsible for initiating measures for improvement;
- the internal consultation structure, showing how the horizontal and vertical links between the various levels and functions, including representative advisory bodies, are ensured;
- the manner in which internal or external committees, advisory councils, the professional field or consultative bodies with a structural character are involved in the programmes;
- an evaluation plan, including a description of the method of implementation and follow-up for teaching evaluations (see also Annex x);
- the regulations of the programme committees and examinations boards.

Evaluation plan

As described in the UvA's Governance Model, each faculty¹ prepares a faculty educational quality assurance handbook. Part of this handbook is an evaluation plan, which describes, among other things, how to carry out and follow-up teaching evaluations.

Evaluating teaching clearly involves more than just collecting feedback from students (among other things through UvA Q questionnaires). Evaluation means reviewing and appraising the result against the objectives. Feedback from students is interesting and relevant input for this purpose.

An evaluation plan can be drawn up at different levels to suit the organisation within different faculties. One way or the other, one evaluation plan will apply to each UvA degree programme.

Purpose of evaluation plan

Drawing up an evaluation plan (multi-annual or otherwise) ensures that a degree programme thinks carefully about the method and process of evaluation: a plan makes it clear when and how units of study are (to be) evaluated and how follow-up is organised. A plan can be drawn up annually, but also over a longer period, appropriate to the ambitions of the degree programme(s) concerned. In the period between two degree programme accreditations, all teaching must have been comprehensively evaluated at least twice. An evaluation plan also helps coordinate the processes, providing an effective and efficient method of evaluation. It creates clarity for all stakeholders (programme management, course coordinators/examiners, programme committee, students, implementers, etc.). Everyone knows when something is expected of them. Drawing up an effective evaluation plan also ensures that something is done with the results. And an evaluation plan can therefore also help reduce the implementation burden of quality assurance.

Teaching evaluations versus programme evaluation

Teaching evaluations take place in the first instance at the level of the units of study. Evaluation of a degree programme is more than the sum of the evaluations of the units of study. The evaluation of teaching and units of study forms part of the evaluation plan. The evaluation of the degree programme as a whole forms part of the degree programme's annual report. The results of the teaching evaluations also serve as input for the evaluation of the degree programme as a whole. However, additional information and data is also available for this, such as curriculum evaluations and NSE results, but also qualitative data from, among others, UvAdata. See also Section 6.2.1 of the Educational Quality Policy Framework.

Drawing up an evaluation plan

The programme director is responsible for evaluation of the degree programme (PDCA) and is therefore responsible for implementation of the quality assurance system. The programme director is therefore responsible for monitoring and following up on teaching evaluations. Programme directors are supported in this by support and management staff.

¹ For programmes offered jointly by the UvA and VU where the VU is the lead institution, some of the information in this annex will not apply because the VU systems will be used.

Course coordinators and/or examiners are responsible for the delivery of teaching and the quality of a unit of study.

The programme committee is charged with providing **advice on promoting and safeguarding** the quality of the **degree programme** (Article 9.18 (1) WHW). The programme committee is therefore an important discussion partner and advisory body to the programme director for the preparation of an evaluation plan, as this should enable them to perform their statutory duties.

Monitoring versus evaluation

It is important to distinguish between monitoring and evaluation. As described earlier, **evaluation** is reviewing and appraising the result against the objectives. **Monitoring** is the systematic tracking of relevant developments. The decision to monitor or evaluate units of study is included and justified in the evaluation plan.

Evaluation of teaching actually takes place at unit of study level. Here, the course coordinator/examiner and any lecturers involved play a crucial role because they have the necessary information to review and appraise the result against the objectives/learning objectives. The monitoring of quality can take place at all levels, supported in part by the data in UvAdata. Being able to monitor the quality of teaching is important for a programme director and the programme committee, because they can intervene (programme director) or advise (programme committee) in good time if units of study need additional attention. Monitoring more closely gives the programme director and

the programme committee a broader view of the quality of the degree programme as a whole. Monitoring also makes it clear that a lot of teaching is of good quality based on a number of relevant indicators (as asked in the UvA Q questionnaires) and that course coordinators/examiners are in control of the quality of their unit of study. This also enables the programme director to entrust the process of evaluation to the course coordinators/examiners. The programme director can then focus on possible best practices (where things are going really well and what can we learn from this) and units of study that require more attention.

Use of UvA Q student feedback

UvA Q is a tool developed by the UvA that collects student feedback on the quality of their degree programme. As the target group for education, students can provide relevant input that can be used to monitor and evaluate degree programmes and possible improvements.

UvA Q consists of a validated fixed set of questions (13 closed and 2 open questions) and a question library containing optional questions (modules). By using a standard set of questions, it is possible to **monitor** the perceived quality of units of study in general and the degree programme in particular. By adding specific questions (modules) or their own questions², course coordinators can, in addition to the fixed set of questions, obtain feedback that they deem necessary to effectively **evaluate** teaching. For example, when reviewing the assessment of a unit of study, additional questions on the forms of assessment may be helpful.

A degree programme may **choose to comprehensively survey all teaching annually**, by adding (in consultation with the course coordinator/examiner) a set of additional questions in addition to the fixed questions to gather input for evaluating the teaching.

A degree programme may also choose to **comprehensively survey part of its teaching** and to **only monitor part of its teaching**. In this case, courses that are running smoothly, or a percentage of courses, are surveyed/monitored using the fixed set of questions only. This allows the organisation to focus on the courses that are comprehensively evaluated. In the latter case, it is a good idea to draw up a **multi-annual evaluation plan**, whereby each unit of study is also regularly evaluated in detail (at least twice between degree programme assessments). The recommendation is that, in any event, new units of study and units of study whose evaluation results were disappointing in the previous year are comprehensively evaluated.

UvA Q questionnaires can support the monitoring and evaluation of teaching:

- **Light UvA Q:** the set of fixed questions only - suitable for monitoring
- **Focus UvA Q:** The fixed set of questions plus a set of additional questions on a particular topic (e.g. assessment, or teaching methods) - suitable for monitoring and evaluation of specific elements of the unit of study

² UvA Q allows the addition of self-formulated questions if the question library does not provide for a particular question.

- **Comprehensive UvA Q:** The fixed set of questions plus questions that survey (all) aspects of the unit of study - suitable for monitoring and comprehensive evaluation

UvA Q facilitates the monitoring of teaching at all levels (module/degree programme/schools and colleges/faculty/institution) through its direct link to UvAdata. In addition to the reporting in UvAdata, a limited set of the questions is included in the education dashboard and the pilot programme committee dashboard, which makes the monitoring of teaching even easier.

Additional methods and resources for teaching evaluation

Besides UvA Q, there are a number of methods and resources available for the evaluation of teaching.

These methods, like UvA Q, each have their advantages and disadvantages. It is recommended that multiple tools be used to evaluate teaching but this is more time-consuming for those involved. This means a carefully considered evaluation plan is essential. Here are some examples:

- Feedback from students during the teaching process
- Panel discussion for each unit of study
- Panel discussion on multiple units of study (per semester/per academic year)
- Didactic observations with feedback (peer feedback) by colleague or educational expert
- Analysis of test results

Format and content of evaluation plan

An evaluation plan can take different forms: it can be a written step-by-step plan, a memo or a diagram.

The topics below should (if applicable) be included in the evaluation plan:

- Overview of the units of study covered by the evaluation plan (including block in which the unit of study is offered). Consider here not only all units of study but also learning trajectories and electives offered by the degree programme.
- A plan for each academic year (in the case of a multi-annual plan)
- Survey type (monitoring/evaluation) including justification of the choice made
- Method of following up results of evaluation
- Method of feedback to stakeholders (especially students and programme committees)
- Role distribution involved

Combined annual report and annual plan Degree programme

<Name of degree programme according to CROHO
(CROHO number)>

Annual report <academic year>

Annual plan <academic year>

Annual report	Current academic year	Annual plan
20xx-1-20xx-1	20xx-20xx	20xx+1-20xx+1

College or School

<Name of College or Graduate School>

Programme Director

<Name of programme director>

Introduction to the annual report/annual plan template

The Governance Model of the UvA and the UvA Educational Quality Assurance Framework stipulate that each College and Graduate School must draft a combined annual report and annual plan once a year. Since teaching and the quality assurance of teaching takes place primarily within the degree programmes, from academic year 23-24 onwards the reporting will also place more emphasis on the degree programme level. It is for this purpose that this template for a combined annual report and annual plan at degree programme level has been developed.

The premise of this template is that using it is a useful way for the degree programme to keep an eye on developments in the programme and thus work in a structured way on quality improvement. It provides relevant input for the degree programme when engaging in a dialogue with discussion partners, stakeholders and representative advisory bodies relevant to the programme. This also helps make the quality assurance cycle more tangible and transparent and makes it a useful document for programme accreditation.

The deadline for the combined annual reports and annual plans of colleges and schools is the end of December. Within each school and college, own agreements are made on the deadline for the delivery of the combined annual reports and annual plans of degree programmes that will allow the end of December deadline for the colleges and schools to be met.

Annual report <academic year>

In this brief annual report, the degree programme *name of programme according to CROHO* looks back on academic year <academic year>. Below is a reflection on the objectives set in the annual plan, which serves as input for the new annual plan. Attached to this annual report are the annual reports of the Programme Committee, the Examinations Board and the Advisory Council from Professional Practice.

Main objective and profile of the degree programme

Briefly describe the objective and profile of the degree programme. Make use of existing documentation here. Think about what type of graduates the programme wants to deliver.

1.1. Achievement of the objective

Reflect briefly on the ambitions from the UvA's Vision on Teaching and Learning and, if additional to this, on the themes from the Faculty Strategic Plan (FSP)¹.

Retrospective: significant events (internal and external)

Have there been any significant events that have or have had an impact on the degree programme or the quality of the degree programme in the past academic year?

1.2. Reflection on developments

In this section, you should reflect on the results of the academic year in question, among other things by reflecting on the quantitative and qualitative data available. What insights were gained last year with the help of monitoring

tools? Indicate whether, and if so what, concrete actions have resulted from this.

Think, for example, about:

- Risk analysis
- Education dashboard (UvAdata) (e.g. intake, graduation rate)
- UvA Q results
- Curriculum evaluation
- National Student Survey (NSE)
- National Alumni Survey (once every 2 years)

1.3. Programme committee - contact and reflection on annual report

Notable developments with regard to programme committees and a reflection on their annual reports. What is contact like? How have the programme committee's recommendations been acted on?

Examinations boards - contact and reflection on annual report

< For this topic, it must be determined whether this will be reflected on at college/school level or at degree programme level. This depends on how the examination board is set up within the faculty.>

Notable developments with regard to examinations boards and a reflection on their annual reports. What is contact like? How have the examinations board's recommendations been acted on?

Involvement of alumni and professional practice
< For this topic, it must be determined whether this will be reflected on at college/school level or at degree programme level. This depends on whether an advisory council from professional practice has been set up for each degree programme or programme cluster.>

This concerns the ways in which efforts are made to involve alumni with the programme (as ambassadors, for instance, or in information provision, or as advisers in connection with changes to curriculum content) and results of consultations with the Advisory Council from professional practice.

1.4 Follow-up of degree programme accreditation recommendations

What steps have been taken in the past year to implement the degree programme accreditation recommendations? What follow-up actions are needed?

¹ The Faculty Strategic Plans (FSPs) contain an extensive reflection on the educational ambitions in the new Strategic Plan. Key education-related terms in the new Strategic Plan include: interdisciplinary, educational portfolio, small-scale/intensive, student engagement, internationalisation and lifelong learning.

Annual plan <academic year>

This is the annual plan of the degree programme *name of degree programme according to CROHO* for academic year <academic year>. This annual plan builds on the annual report of academic year <academic year>.

1.1. Ambitions for 20xx(+2)-20xx(+2)

Briefly formulate the ambitions of the degree programme here. These ambitions may be formulated in a more abstract way than the action points set out below. If the ambitions are unchanged compared to last year, please indicate this. The ambitions may stem, for example, from the previous **programme assessment** and recommendations made by the **advisory council from professional practice or developments and recent developments (internal and external)**.

1.2. Areas of focus and goals

Specify here the main areas of focus for the coming year. In addition, identify opportunities that present themselves. If this remains unchanged from last year, indicate that this is the case.

In any event, the areas of focus and goals stem from:

- Annual report for the degree programme (previous year)
- Current annual plan of College or Graduate School
- Current annual report of Programme Committee and Examinations Board and report of Advisory Council from the Professional field.
- Improvement plans based on risk analysis
- Improvement plans based on survey results (NSE, NAE, etc.)

- Plans for further follow-up on recommendations from accreditation and reaccreditation
- Future developments and curriculum developments: areas for improvement, opportunities and actions

Append:

- Annual report of programme committee
- Additional annexes at own discretion/as desired

Append (if applicable)

- Annual report of Examinations Board
- Report of Advisory Council from Professional Practice

Combined annual report and annual plan College or Graduate School

<Name of College/Graduate School>

Annual report <academic year>

Annual plan <academic year>

Annual report	Current academic year	Annual plan
20xx-1-20xx-1	20xx-20xx	20xx+1-20xx+1

College/Graduate school director

<Name of college/graduate school director>

List of degree programmes/tracks:

<degree programme 1> <track 1>

<degree programme 1> <track 2>

<degree programme 2>

<degree programme...>

Introduction to the annual report/annual plan template

The Governance Model of the UvA and the UvA Educational Quality Assurance Framework stipulate that each College and Graduate School must draft a combined annual report and annual plan once a year.

This template has been developed to facilitate this reporting. It differs in some respects from last year's template (2022).

Since teaching and the quality assurance of teaching takes place primarily within the degree programmes, from academic year 23-24 onwards the reporting will also place more emphasis on the degree programme level. A template has also been developed for this purpose. The combined annual reports and annual plans of degree programmes that come under the relevant College or Graduate School are appended to the combined annual report and annual plan of the relevant College or Graduate School.

The annual report/annual plan of the College or Graduate School primarily reflects on issues affecting multiple degree programmes (where multiple degree programmes come

under the College or Graduate School). Further detail can be provided on specific degree programmes if this is deemed useful.

The deadline for the combined annual reports and annual plans of Colleges and Graduate Schools is the end of December. Within each College and Graduate School, own agreements are made on the deadline for the delivery of the combined annual reports and annual plans of degree programmes that will allow the end of December deadline for the Colleges and Schools to be met.

Annual report for academic year <academic year>

The annual report is divided into two sections. The first section offers scope to reflect on measured quantitative achievements, while the second section is about the qualitative achievements of your College/School. Feel free to include additional elements you feel are relevant, but at a minimum you should include your reflections on the applicable themes/ambitions in the Vision on Teaching and Learning and, if they add something, the themes from the Faculty Strategic Plan (FSP)¹. In doing so, where applicable please indicate what the goals were for the past academic year, what went well and what was less successful and which areas are in need of improvement.

Introduction with important developments in the College/School

These could include developments around the student intake for your programmes, changes to the range of courses/tracks and pre-Master's tracks on offer, name changes, a different language being used for teaching or educational innovations. If possible, state the extent to which the Vision on Teaching and Learning and/or the Faculty Strategic Plan and their objectives have been taken into consideration.

¹ The Faculty Strategic Plans (FSPs) contain an extensive reflection on the educational objectives in the new Strategic Plan. Key education-related terms in the new Strategic Plan include: *interdisciplinary, educational portfolio, small-scale/intensive, student engagement, internationalisation and lifelong learning*.

1.1 Quantitative reflection on developments in academic year <academic year>

< For this topic, the extent to which this is reflected on at college/school level must be determined given that this is also addressed at degree programme level .>

In this section, reflect on the quantitative data available for your College/School (where applicable). Reflect also on noteworthy aspects, both positive and negative.

If several degree programmes come under the school or college in question, striking similarities and differences in developments and possible explanations for them can also be reflected upon here.

Reflection on the results of the National Student Survey (NSE) and other surveys / student surveys

Points of note in NSE scores, UvA Q student feedback results, curriculum evaluations, results of National Alumni Survey (NAE) (formerly WO Monitor) etc. Consider in particular faculty-wide themes such as academic student counselling, engagement and contact.

1.2 Qualitative reflection on developments in academic year <academic year>

Results of audits, assessments, accreditation and re-accreditation procedures

Provide a summary of ongoing and completed assessments (as well as rectification assessments) and discuss (at a minimum) the follow-up steps taken to address the resulting points for attention/improvement agreements. Discuss here

noteworthy aspects that relate or may relate to several degree programmes.

Examinations boards - contact and reflection on annual report

< For this topic, it must be determined whether this will be reflected on at college/school level or at degree programme level. This depends on how the examination board is set up within the faculty.>

Notable developments with regard to examinations boards and a reflection on their annual reports. Are improvement agreements in place?

Involvement of alumni and professional practice

< For this topic, it must be determined whether this will be reflected on at college/school level or at degree programme level. This depends on whether an advisory council from professional practice has been set up for each degree programme or programme cluster.>

This concerns the ways in which efforts are made to involve alumni with the programme (as ambassadors, for instance, or in information provision, or as advisers in connection with changes to curriculum content) and results of consultations with the Advisory Council from professional practice.

Annual plan for academic year <academic year>

The annual plan provides a vital reference point for progress meetings between the degree programme, the College/ Graduate School director and the dean. The annual plan looks ahead to the 2024-2025 academic year. In the annual plan, you should state your objectives for the coming academic year and the preparations that will assist you in achieving them. Justify why certain goals should be prioritised to further improve the degree programmes and to respond to new developments/policies (such as educational innovations). State the extent to which the Vision on Teaching and Learning and/or the Faculty Strategic Plan and their objectives have been taken into consideration.

1.1 Objectives for academic year <academic year>

Under this heading, write the objective or objectives of the College/School. These objectives may be formulated in a more abstract way than the action points set out below. You can also refer to a long-term objective established in a long-term plan (such as the Faculty Strategic Plan). If the objectives are unchanged from last year indicate that this is the case and the text of the previous annual plan can remain. Discuss here also the degree programmes currently offered and to be offered in the future.

1.2. Opportunities and areas for improvement in academic year <academic year>

Under this heading, list the major areas for improvement for the coming year. You should also identify the opportunities that have arisen and indicate what further action you are taking to reflect developments in policy. Once again, if they are unchanged compared to last year, please indicate this.

Action points for <academic year>

The action points you list here should relate to the objectives, opportunities and areas for improvement you identified above. Try to come up with specific, preferably quantifiable measures, so the effects can later be evaluated. Here too, if they are unchanged compared to last year, please indicate this.

Append:

- Combined annual reports and annual for degree programmes
- Additional annexes at own discretion/as desired

Append (if applicable)

- Annual Report of Examinations Board
- Report of Advisory Council from Professional Practice