

# Handbook curriculum committees

## 2023-2024

Faculty of Humanities  
Utrecht University  
September 2023

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## 1. Introduction

This handbook is intended for the members of curriculum committees (*in Dutch: opleidingscommissie or OC*). It describes the composition, responsibilities and procedures of the curriculum committees (hereinafter referred to as "CC"). If required, a distinction is made between the staff members and student members. Otherwise, the information is the same for both groups.

This handbook offers general guidelines, which may be further implemented by the committees themselves whenever necessary or desirable. It aims to further explain in a comprehensible way the CC's rights and responsibilities as laid down in the Higher Education and Research Act (*in Dutch: Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek, hereinafter referred to as "WHW"*) and the Faculty Regulations, including references to other relevant documents as well as to provide a framework for the corresponding processes and procedures.

The following topics will be discussed in this handbook:

- The CC's position and role
- The CC's composition and responsibilities
- Important topics: Education and Examination Regulations (*in Dutch: Onderwijs- en Examenregeling, hereinafter referred to as "EER"*) and quality assurance
- Procedures and support
- Practical matters, such as appointment and compensation

## 2. Position and role in the educational organisation

The Faculty of Humanities is a large faculty which offers a wide range of degree programmes.<sup>1</sup> There are twenty-one bachelor programmes, seventeen 60-EC master programmes, two 90-EC master programmes and eleven research master programmes. Each of these degree programmes is incorporated in one of the five Faculty **Schools**, which in turn are part of one of four departments. The School is responsible for the content of the programmes and the organisation of the curriculum (admission of students, course offerings, academic advice and support, implementing the examination regulations, etc.). In addition, one of the School's very important tasks comprises safeguarding the quality of education. The following departments and schools are present in the Humanities Faculty:

- Department of Philosophy and Religious Studies (F&R)
  - School Philosophy and Religious Studies
  - School Liberal Arts (LA)
- Department of History and Art History (GKG)
  - School History and Art History
- Department of Media- and Culture Studies (MCW)
  - School Media- and Culture Studies
- Department of Languages, Literature and Communication (TLC)
  - School of Languages, Literature and Communication

The final responsibility in a School lies with the **Director of Education**, either a professor or associate professor, appointed in this function by the Dean of the faculty for part of their working hours. The Director of Education is assisted by a **teaching coordinator** for the daily supervision and management of all activities regarding the programming, organisation and quality assurance of the curriculum. In fact, the teaching coordinator is the primary contact with regard to all educational affairs. In addition, a School has one or more *study advisors* as well as other support staff.

Every degree programme has a curriculum committee. Some master's CCs handle more than one master's programmes. A CC is a **representative advisory body**, that has two main tasks.

1. The CC is a body that provides recommendations – solicited and unsolicited – regarding the content, organisation, programming and quality of the curriculum (see Fig. 1). These recommendations are addressed to the School, in the person of the Director of Education, who is expected to weigh the advice and, if required, translate it into measures of policy and administration. Another aspect of the CC's role concerns the right of consent with regard to part of the Education and Examination Regulations (EER) of the specific degree programme.

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<sup>1</sup> See appendix 1 for an organisational chart.

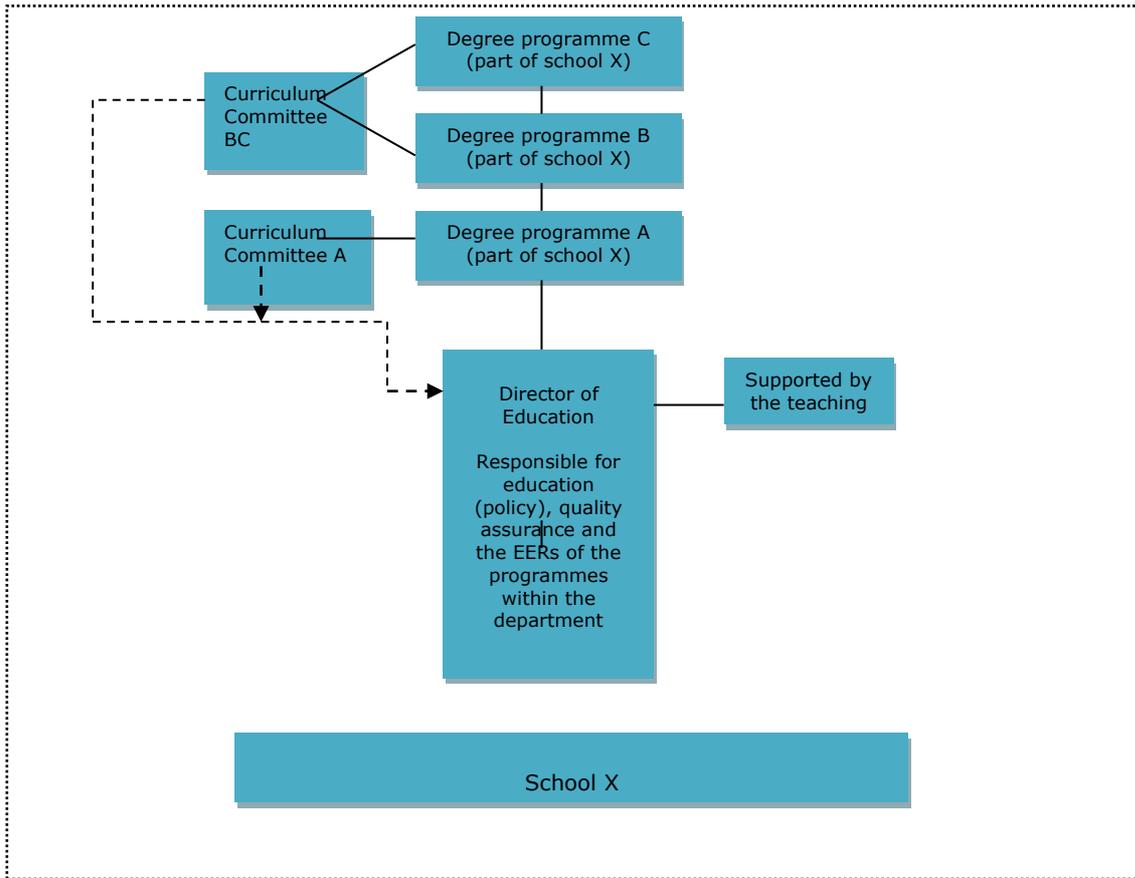


Figure 1: Position of the CC in the educational organisation

2. A second part of the CC tasks concerns the right of approval: CCs have right of approval on certain parts of the Education and Examination Regulations (EER) of their own programme.

More information on the tasks every CC has, can be found in the following chapter.

### 3. Composition and responsibilities

#### Staff and student members

A curriculum committee consists of students and staff members who are affiliated with the degree programme(s) concerned. The Higher Education and Research Act (WHW) requires parity: the CC should comprise as many student members as staff members.

Based on the WHW and the Faculty Regulations, the CC appoints a chair and a vice-chair. If the chair is a member of staff, the vice-chair should be a student, and vice-versa. For a formal overview of the CC's tasks, see Appendix 4.

#### CC rights and duties

The WHW states the CC's responsibilities. All the relevant articles are listed in Appendix 2. Two core activities – right to advise, and the right of consent – will be explained below.

1. A CC's **core activity** is to **advise with regard to the advancing and safeguarding of the quality of the degree programme**. The CC identifies and advises but does not solve the problems they observe. That is the task of the Director of Education. The CC's signalling function is an important one, requiring the committee to be alert about possible issues (i.e. the response numbers of evaluations, non-complying with the test review deadlines, coinciding of tests of parallel scheduled courses, etc.).
2. Based on the legislative amendment of 1 September 2017, in addition to the right of prior consultation, the CC is also provided with the **right of consent** with regard to various topics in the EER. The EER forms the legal basis of a degree programme and specifies, among other things, its content, form and intended learning outcomes. The CC has the right of consent concerning the following topics:
  - The process of the degree programme's evaluations,
  - The content of the specialisations,
  - The degree programme's intended learning outcomes with regard to knowledge, insight and skills,
  - The organisation of the practical assignments,
  - The study load of the degree programme and its various course components,
  - The procedure regarding the selection of students for the degree programme's honours tracks.

As an advisory body, **the CC itself may also receive advice**. The Director of Education and the teaching coordinator are the most obvious advisers. In order to maintain a sound working relationship and an efficient performance of tasks, it is important that the CC regularly consults with the management of the School concerning matters of education. The Faculty Regulations place the initiative with the Director of Education, but the CC is obviously welcome to take a proactive stance.

Friction might occur between the Director of Education and the CC which cannot be resolved internally. In such a case, members of the CC may request the Dean of the faculty to arbitrate. CCs can also appeal to the National Participation Arbitration Committee for Higher Education.

If the CC considers it desirable, they may invite representatives of the School management as well as study advisors, members of the teaching staff, students and staff working at the Faculty Office to attend their meetings. However, guests do not have the right to vote; they may only advise, provide information or answer questions. It is useful to invite study advisors and program coordinators to the meetings. The departmental assessor can also offer useful advice.

For some courses, there is a second and possibly a third CC. This is the case when teachers or many students from another programme degree are involved in the course. Therefore, for information purposes, the evaluations are shared with a second or third CC. This second or third CC has no obligations to the evaluations, but they are free to provide points of attention to the first CC.

## 4. Education and Examination Regulations (EER)

To the CC, the Education and Examination Regulations (EER) is an important document. It is the legal basis of a degree programme. The EER stipulates the applicable procedures, rights and obligations with regard to education and examinations, per degree programme or group of degree programmes. The EER consists of various parts, to which the CC can apply the right of prior consultation or the right of consent.

### 4.1 Faculty specific part of the EER

The WHW stipulates the rights and obligations of the participatory bodies. The Act is founded on the principle of a mirrored collaboration, ensuring that, for each topic, one representative body exercises the right of prior consultation and another the right of consent. Article 7.13 WHW accurately prescribes what must be included in the EER (see Appendix 2). Utrecht University has translated these stipulations into a **Model EER**. These model regulations have been further revised by the Faculty of Humanities; the regulations that apply to all of the faculty's degree programmes have been incorporated in the faculty specific section of the EER. They include general regulations concerning assessments, exams and academic advice and support. The Faculty Council has the right of consent with regard to the faculty-specific section of the EER. The CC has the right of prior consultation regarding this section.

### 4.2 Programme specific part of the EER

In addition to the faculty-specific section, each EER includes a degree **programme specific part**. It refers to topics such as the content of a degree programme, the intended learning outcomes, study load and the way this is allocated to the various course components. The EER also includes a list of all the course components that the degree programme provides in a specific academic year. The WHW stipulates that, as from 1 September 2017, the CC has the right of consent with regard to this part of the EER. This means that a CC has a voice in curriculum changes as they impact the EER. Curriculum changes can be the result of decisions at the initiative of a degree program itself, but are sometimes informed by broader developments within university education. The national sector plans for the Humanities, the assignment to the universities to specify the profile of their course offer, are an example of this.<sup>2</sup>

If the CC decides to withhold their consent regarding the degree programme specific section of the EER of the degree programme, the next step will be that the Director of Education and the CC discuss the CC's arguments for withholding their consent and explore whether there are ways to resolve these arguments. If this fails, it is deemed that a formal dispute has arisen and the Executive Board will be asked to investigate the options for an amicable settlement. If this also fails, both the CC and the Dean may opt to submit the dispute to the National Participation Arbitration Committee for Higher Education, who will make a binding decision.

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<sup>2</sup> Within Humanities, core teams have been instructed to work on the themes of the sector plans. They work on proposals to specify the educational profile on these themes, and also on ways to entangle the faculty's course offer as to share and warrant expertise.

### 4.3 Transitional provisions

When a new EER includes an adjustment to the examination programme of a degree programme, this means that a **transitional provision** will have to be drawn up. The transitional provision describes the way in which students who enrolled in the degree programme before the adjustment of the EER are expected to comply with the adjusted examination requirements. This often involves determining the equivalences between the former and the new courses. The CC is expected to advise on such transition regulations. The same applies to the *minor programmes* (comprehensive clusters of courses for students from outside of the degree programme) and the *pre-master's degree* programmes (clusters of courses allowing students to catch up on deficiencies in their pre-education in order to enrol in a specific master's degree programme). The minor and pre-master's degree programmes are part of the curriculum programming but are not mentioned in the EER.

### 4.4 Prompt advice or consent

With regard to the EER, a CC can only offer prompt advice or consent if they are provided with the text well in advance. This is the responsibility of the Director of Education, who formulates the sections of the EER that are specific to the degree programme, often in consultation with the *BA programme coordinator* (not to be confused with the teaching coordinator, see above) or the *MA programme coordinator*, and adapts them, if necessary, after having been advised by the CC. It is the CC's responsibility to provide the Director of Education with an answer about the requested consent before the set deadline. If the CC does not, the Director of Education will assume that the CC has given their consent. In case of the right of prior consultation, the CC must also provide their recommendations within the set period of time. If they do not, their advisory right will pass. The Director of Education, in consultation with the CC, determines the period of time the CC will be given to provide their consent or recommendations.

### 4.5 Implementing the EER: quality assurance

Legally, a CC has to advise about the 'way the EER is implemented'. In practice, this means that the CC acquires information about the way the curriculum of a degree programme is set up. The *quality* of the teaching is of the essence, both with regard to organisation and content.

The Director of Education is responsible for the quality of the teaching. They identify the deficiencies and take measures to improve things. On the other hand, the Director of Education may also draw attention to the teaching activities of a particularly high quality and hold these up as an example. Both actions serve the same purpose: assuring or even improving the quality of teaching. This makes clear that the care for the quality of teaching is a *cyclical* process. When a quality improving measure is taken, the effect of it will be verified and, on the basis of the results, new measures will be taken, the effect of which will again be verified, etc.

The starting point of such a cycle is often the identification of a shortcoming. Here, the CCs play an important role. In making recommendations to the Director of Education about the quality of teaching, the CCs have various means at their disposal. The most important ones are described in Chapter 5.

## 5. Evaluations and monitoring

### 5.1 Course evaluations

A frequently used instrument is the *course evaluation*. A well set-up course evaluation provides information not only about the students' satisfaction concerning a course but also and especially concerning matters that really have to do with quality, such as:

- Was the course well and clearly structured?
- Did the course have the appropriate level?
- Was the required effort reasonable?
- Was the testing method in agreement with the aims of the course?

The Faculty of Humanities makes use of a standardised course evaluation system, based on a questionnaire of which the validity and reliability have been established. The evaluations are carried out, gathered and processed digitally in the Caracal evaluation system. The outcomes are digitally accessible by the CC in order to be discussed during their meetings and be provided with recommendations. The recommendations will be reviewed by the Director of Education, who may take action, depending on the content of the advice.

In general, two forms are used per course, the evaluation form and the advisory form.<sup>3</sup> The evaluation form serves as the basis for discussion during the CC meeting. It is uploaded as "private" to Caracal after the meeting, making it visible to the members of the OC, staff involved in the course, and the Director of Education. The advisory form serves as a summary of the advice and compliments given by the CC, and is uploaded "publicly" to Caracal, making it visible to anyone with a Solis-ID. You can find the forms [here](#).

To help the CC make effective use of the evaluation system, there is extensive information available on intranet and at <https://caracal.sites.uu.nl/?lang=en>. You can find an instructional video on working with Caracal [here](#).

The course evaluations follow a set path per teaching block, that can be found [here](#).

### 5.2 Curriculum dialogues

Another instrument with regard to quality assurance is the curriculum dialogue. Each year, students, teachers and, if possible, the Director of Education and perhaps also the Vice-Dean of Education of the Undergraduate/Graduate School discuss the quality and content of the degree programme. The objective is to obtain feedback on the programme from its teachers and students and to have these groups engage with each other about various aspects. This way, the programme is evaluated qualitatively.

During the curriculum dialogue, different topics can be discussed, such as the evaluation of the degree programme's curriculum, but also educational reforms, workload, educational feasibility and tutoring. The topics may arise from previously identified problems/issues within the programme or from expected changes, and there is space for the individual groups to address topics themselves. In addition, the current state of affairs of the quality agreement measures is discussed here.

While the Director of Education is the ultimate responsible for curriculum dialogue, the CC has an important task in its organisation. The CC will be present at the meeting, involved in drawing up

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<sup>3</sup> Any deviation from this practice should be discussed with the Director of Education.

the agenda, and can also chair the meeting. In addition, the CC can play a role in monitoring the outcomes of the dialogue and any subsequent actions.

### 5.3 Other types of evaluation

In addition to the course evaluations and teaching evaluation meeting(s), there are various other sources of information the CC may use in order to advise on the quality of education:

- National questionnaires, such as the *Keuzegids Hoger Onderwijs* (Guide to Higher Education) and National Student Survey (*in Dutch: Nationale Studentenenquête or NSE*);
- University work and staff monitors;
- The programme monitor (this document can be requested from the BA or MA coordinator).

Of course, it is possible that, already during the course, students observe a problem. They obviously do not have to wait for the course evaluation to raise the issue. They may go straight to the teacher. If the situation is not or cannot be solved to everyone's satisfaction, the students can approach the CC. In addition, there are faculty and university complaints regulations for students.<sup>4</sup>

Moreover, if required, the CC may start their own investigation into a specific matter by means of a questionnaire or conversations and discussions. Apart from the students and staff members of a degree programme, alumni (former students) may also be asked for their opinion. Students can often easily be contacted via the student association. Alumni can be traced via the alumni network of the university, the faculty or the degree programme.

It is important to inform everyone concerned about the results of the quality investigations: the Director of Education, BA/MA programme coordinators, students and staff members. The course evaluation system and the teaching evaluation meetings are an effective way to keep (or get) students involved in the quality assurance of education. Twice a year, parts of the results of the course evaluations are made accessible in Caracal for everyone with a Solis-ID. The advice the CC gives is made public for everyone.

### 5.4 Monitoring Quality Agreements

In 2019, the Quality Agreements were drawn up by the Faculty Board and the faculty participatory bodies. These agreements are intended to spend the study advance funds (studievoorschotmiddelen) on, which is a budget created after the abolition of the basic government grant.<sup>5</sup> The Quality Agreements consist of three spending goals: appointing additional study advisors, expanding thesis supervision in the Masters', and expanding time for workgroup teachers in the Bachelors'. For this time, specific focal points were identified for each program.

CCs play an important role in monitoring these Quality Agreements.<sup>6</sup> Every year, CCs put the Quality Agreements on the agenda at the curriculum dialogues and report to the Faculty Board. If necessary, the CC can advise to adjust the points of attention within the program.

The report is discussed in outline form with the Faculty Board. It is then shared with the NVAO, the ministry's accreditation organization. The NVAO monitors the spending of the study advance funds until 2024; it is still unclear whether this will continue after 2024. Recently it became clear that additional budget is available for a new spending target, to be determined in 2023. Participation will be involved in this.

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<sup>4</sup> [students.uu.nl/en](https://students.uu.nl/en) > study programme > practical information > academic policies and procedures > complaints, objections and appeals.

<sup>5</sup> The reinstatement of the basic government grant has not led to the abolition of the study advance funds.

<sup>6</sup> See the [Implementation and monitoring plan quality agreements 2029-2024](#).

## 6. Procedures and support

### 6.1 Training

Curriculum committees are responsible for the sound transfer of information to their successors. The faculty organises an information evening at the start of the academic year. This meeting is meant to inform the members of all the CCs about their rights and responsibilities and to give them a flying start. They get information about the main issues that will be on the agenda during the academic year, are able to attend workshops and have the chance to meet the members of the other CCs.

### 6.2 Year plan

It is clear that the CC may be involved in many different matters. In practice, however, time is limited and priorities will have to be set. These are largely determined by the faculty's annual curriculum programming and execution. In view of the statutory tasks of the CC, this means that certain regular topics will have to be discussed at more or less fixed moments during the academic year.

In order to make sure that topics will not be forgotten or put on the agenda too late, there is a faculty year plan for CCs (see Appendix 3). The CC can put additional topics on the agenda that are not yet included in this year plan. It is up to the CC to decide how the necessary activities are planned and carried out. The Director of Education and the teaching coordinator may provide support where necessary.

The year plan is based on five CC meetings per year. The CC may decide to meet more often, but it is important to realise that the (paid) support provided by the faculty is limited to five meetings only.

#### Tip

Draw up a policy plan stating the themes the CC intends to work on.

### 6.3 Rules of Procedure

The CC is expected to adopt a rules of procedure that contain the procedures and rules a CCs is bound to. The Faculty offers a template. The adopted document is to be handed in with the secretariat of the School.

### 6.4 Faculty regulations regarding the procedures and support of CCs

There are faculty wide and uniform regulations regarding CC procedures and support. The most important points of the regulations are listed below.

- In principle, there are five CC meetings per academic year, four (one per teaching term) that mainly focus on course evaluations and one that focuses on the EER. Support, by way of taking the minutes, will be provided for five meetings in total.
- The organisation of the meetings is the responsibility of the chair. If required, the secretariat of the School can offer support with respect to the planning of the meetings. The teaching coordinator can help with the preparing of the agenda. Upon joint consultation, the CC and the teaching coordinator may decide that the latter joins a specific CC meeting, for example when the EER will be discussed.
- The CC members must be provided with the meeting documents at least one week prior to that meeting. The chair is responsible for this.
- The chair is responsible for the agenda of the meeting and any possible follow-up.

- The minutes of the meeting are written by a (paid) student. The secretariat of the School can be asked to find a minute-taker, but it is advised to look for a student from the own program and to make this known with the secretariat. The chair checks the minutes.
- The chair is responsible for the archiving of the CC documents, e.g. the agendas and minutes.
- The minutes of a meeting consist of at least an action list and conclusions and/or recommendations resulting from the discussions.

## 6.5 Decision-making

The CC decides, in principle, by a majority of votes. Decisions can only be made if more than half of the current CC members are present at the meeting. Prior to a vote, the chair will formulate the decision the CC is about to vote on. A CC member may opt to have their explanation of vote be put on record. The full and formal voting procedure can be found in the Rules of Procedure.

## 6.6 Representing students and staff members

The CC plays an important role in disclosing the course evaluation process and the way this may improve the quality of the degree programme. The CC student members maintain contact with the students they represent and encourage them to engage in the course and curriculum evaluations. In practice, they do this by visiting lectures at the start of a teaching term, setting up and promoting panel discussions, being actively involved in the students' social media pages, etc. The CC staff members maintain contact with their colleagues within the faculty.

### Tip

Make concrete agreements about the way you intend to maintain contact with the students and staff members you represent. How will you ensure that they know what, as a CC, you can do for them and how do you find out what issues they deal with? Options include making use of posters, a Facebook page, contacts with the student associations or visits to lectures. Make a joint plan which is clear to everyone.

## 6.7 Other representative advisory bodies

### *Departmental assessor*

There is a student member on the Boards of each department – the departmental assessor. The departmental assessor is concerned with education and student interests within the department. This person advises the Board on matters that concern students, maintains contact with CCs, and may participate in various projects within the department. The departmental assessor is a source of information for the CCs, and if you encounter anything or have any questions, it is best to contact your departmental assessor. The assessors of each department meet every other week in a meeting led by the Faculty student assessor. The student assessor sits on the Faculty Board and maintains contact with the departmental assessors, the Faculty Council's student body and the study associations. Contact the assessor of your department via:

F&R: [FenR\\_Departementsassessor.gw@uu.nl](mailto:FenR_Departementsassessor.gw@uu.nl)

GKG: [GKG\\_Departementsassessor.gw@uu.nl](mailto:GKG_Departementsassessor.gw@uu.nl)

MCW: [MCW\\_Departementsassessor.gw@uu.nl](mailto:MCW_Departementsassessor.gw@uu.nl)

TLC: [TLC\\_Departementsassessor.gw@uu.nl](mailto:TLC_Departementsassessor.gw@uu.nl)

### *Faculty Council*

The Faculty Council is the representative body at the Faculty level, and speaks with the Faculty Board. In the Faculty of Humanities, the council consists of a staff and a student section, each with twelve members (see <http://faculteitsraad.wp.hum.uu.nl/> (Dutch only)). You can reach the student section of the FR via: [studentgeleding.gw@uu.nl](mailto:studentgeleding.gw@uu.nl).

*Participation Consultation (in Dutch: Medezeggenschapsoverleg (MO))*

The Participation Consultation is a meeting for all student members of the curriculum committees, and is organised by the student section of the Faculty Council in cooperation with the departmental assessors. The evening is divided into two parts: a plenary part and a departmental part. During the plenary part, the Faculty Council will inform the CCs about developments and changes within the faculty. In addition, the plenary part offers the opportunity to share experiences and discuss problems with all the CCs. The departmental part is on a smaller scale, and is meant to discuss topics that play a role within the department, and to expose specific problems of the CCs. The aim of the Participation Consultation is to optimise functioning of the CC's and thus strengthen their participation. Attending the Participation Consultation is part of the tasks of a CC member.

*Other associations*

The students' unions, i.e. the Interurban Student Council (*in Dutch: Interstedelijk Studenten Overleg or ISO*, <https://www.iso.nl/international-2/>) and the National Students' Union (*in Dutch: Landelijke Studenten Vakbond or LSVb*, <https://dutchstudentunion.nl/>) have launched a digital knowledge platform for CCs: <https://opleidingscommissies.nl/en/>.

*Vidius* is an umbrella interest group for all students in Utrecht and, therefore, also for representative advisory bodies and student board members. Vidius brings the representative bodies together, so members can benefit from each other's experiences: <https://vidius.nl/en/>.

## 7. Time investment

*Students* receive a representative grant for their activities as a member of the CC. This compensation is based on the number of hours a week that a student member is expected to spend on their CC activities. For CCs, this number has been fixed at between one and three hours a week.

It is important for *staff members* to make their representative activities known to their Head of Department, as they decide on their assigned duties.

See also Appendix 5 for more information.

## 8. Appointment and succession

Every year, the Dean of the faculty appoints the CC members upon the recommendation of the Heads of Departments (see Appendix 5 for further details). All the staff members and students may put themselves forward as a candidate for the CC of their degree programme. Although the Heads of Department nominate the new CC members, they do not recruit them.

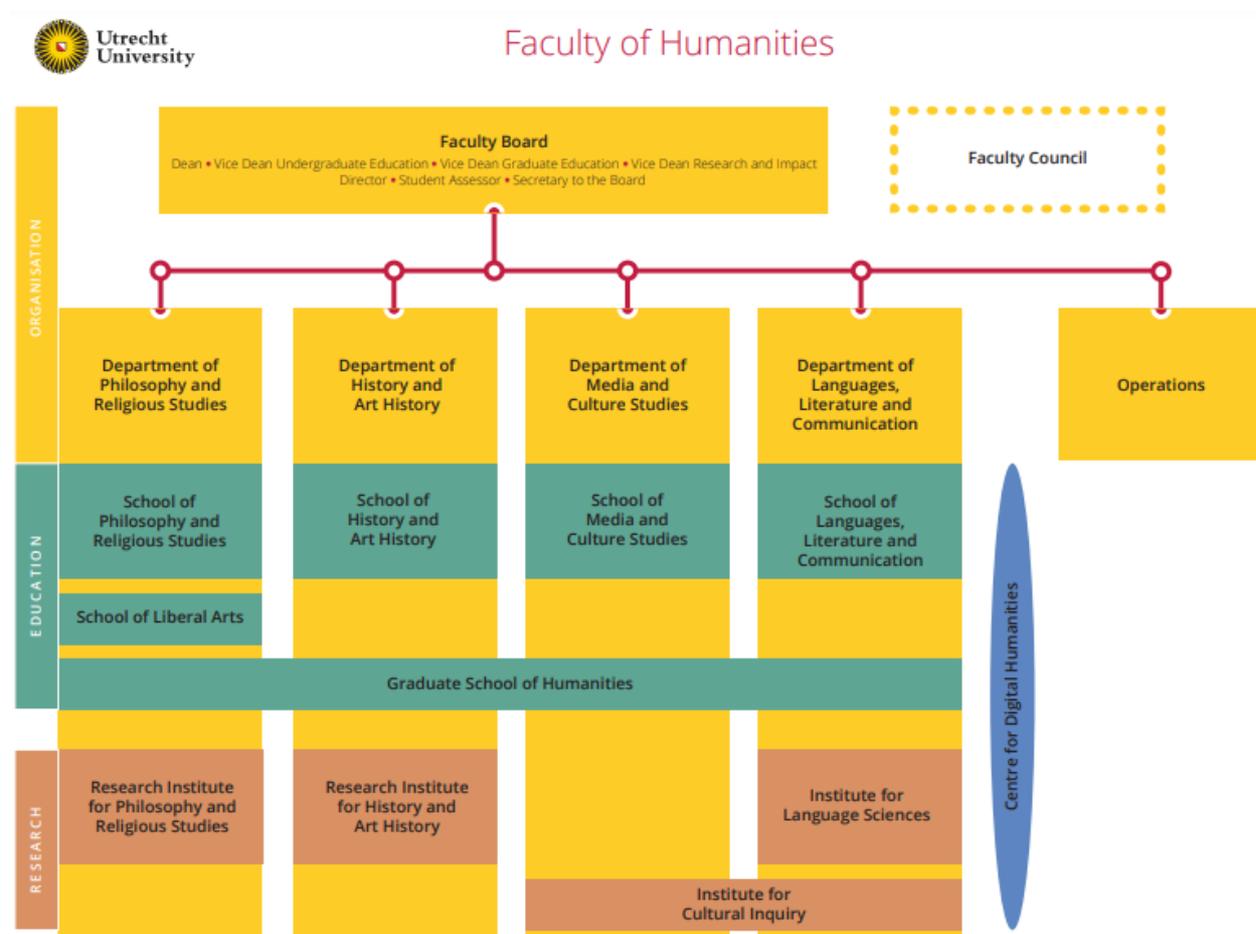
Obviously, new CC members will have to be made familiar with their new position. This too, is the responsibility of the CCs themselves, although the Director of Education and the teaching coordinator may be able to help.

### **Tips**

- Together with the chair, decide who will be responsible for the recruitment of successors and in what way.
- Plan a joint meeting of previous and current CC members.
- The knowledge and information transfer to the new CC members is the responsibility of the previous CC members.
- Draw up a new or edit the current CC succession document. Indicate what was achieved last year: list formal agenda topics and anything organised outside of the formal meetings. It is also recommended to make a 'face book' including job descriptions of the people the CC has to deal with regularly. A full description of the procedures regarding the minutes and meeting documents is also useful. Prospective issues that will require attention, such as a negative course evaluation, may also be included.

## 9. Appendices

### Appendix 1 – Organisation chart of the Faculty of Humanities



Click [here](#) for a version of the chart with links to the separate components of the Faculty.

## Appendix 2 – Relevant articles in the Higher Education and Research Act (WHW) and Faculty Regulations

Please note that the legal texts and the Faculty Regulations are only available in Dutch.

### WHW Artikel 9.18. Opleidingscommissies

1. Voor elke opleiding of groep van opleidingen wordt een opleidingscommissie ingesteld. De commissie heeft tot taak te adviseren over het bevorderen en waarborgen van de kwaliteit van de opleiding. De commissie heeft voorts:
  - a. instemmingsrecht ten aanzien van de onderwerpen in de onderwijs- en examenregeling, bedoeld in [artikel 7.13, tweede lid, onder a1, b, c, d, e, g en v](#),
  - b. als taak het jaarlijks beoordelen van de wijze van uitvoeren van de onderwijs- en examenregeling,
  - c. adviesrecht ten aanzien van de onderwijs- en examenregeling, bedoeld in [artikel 7.13](#), met uitzondering van de onderwerpen ten aanzien waarvan de commissie op grond van onderdeel a instemmingsrecht heeft,
  - d. als taak het desgevraagd of uit eigen beweging advies uitbrengen of voorstellen doen aan het bestuur van de opleiding, bedoeld in [artikel 9.17, eerste lid](#), en de decaan over alle aangelegenheden betreffende het onderwijs in de desbetreffende opleiding, en
  - e. als taak het bespreken van het visitatierapport, bedoeld in [artikel 5.13, vierde lid](#).De commissie zendt de adviezen en voorstellen, bedoeld onder d, ter kennisneming aan de faculteitsraad.
2. Op een advies als bedoeld in het eerste lid, zijn [artikel 9.35, aanhef en onderdelen b, c en d](#), van overeenkomstige toepassing.
3. Indien de commissie een voorstel als bedoeld in het eerste lid, onderdeel d, doet aan het bestuur van de opleiding of de decaan, reageert het bestuur onderscheidenlijk de decaan binnen twee maanden na ontvangst op het voorstel.
4. [Artikel 9.31, derde tot en met het achtste lid](#), zijn van overeenkomstige toepassing op de opleidingscommissie. In overleg tussen het bestuur van de opleiding onderscheidenlijk de decaan en de faculteitsraad kan, na overleg met de opleidingscommissie, in het faculteitsreglement een andere wijze van samenstelling van de opleidingscommissie worden vastgelegd dan verkiezing. Jaarlijks wordt vastgesteld of het wenselijk is de andere wijze van samenstelling te handhaven.
5. De opleidingscommissie is bevoegd het bestuur van de opleiding onderscheidenlijk de decaan ten minste twee maal per jaar uit te nodigen om het voorgenomen beleid te bespreken aan de hand van een door haar opgestelde agenda.

6. Indien een faculteit slechts een opleiding omvat, kan het faculteitsreglement bepalen dat de taken en bevoegdheden van de opleidingscommissie worden uitgeoefend door de faculteitsraad, bedoeld in [artikel 9.37](#).

*WHW Artikel 7.13. Onderwijs- en examenregeling*

1. Het instellingsbestuur stelt voor elke door de instelling aangeboden opleiding of groep van opleidingen een onderwijs- en examenregeling vast. De onderwijs- en examenregeling bevat adequate en heldere informatie over de opleiding of groep van opleidingen.
2. In de onderwijs- en examenregeling worden, onverminderd het overigens in deze wet terzake bepaalde, per opleiding of groep van opleidingen de geldende procedures en rechten en plichten vastgelegd met betrekking tot het onderwijs en de examens.  
Daaronder worden ten minste begrepen:
  - a. de inhoud van de opleiding en van de daaraan verbonden examens,
    - a1. de wijze waarop het onderwijs in de desbetreffende opleiding wordt geëvalueerd,
  - b. de inhoud van de afstudeerrichtingen binnen een opleiding,
  - c. de kwaliteiten op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven,
  - d. waar nodig, de inrichting van praktische oefeningen,
  - e. de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden,
  - f. de nadere regels, bedoeld in [de artikelen 7.8b, zesde lid](#), en [7.9, vijfde lid](#),
  - g. ten aanzien van welke opleidingen toepassing is gegeven aan [artikel 7.5d](#),
  - h. het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden,
  - i. de voltijdse, deeltijdse of duale inrichting van de opleiding,
  - j. waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van de tentamens en examens, alsmede de wijze waarop inschrijving hiervoor plaatsvindt en de reguliere inschrijfperiode die van toepassing is,
  - k. de nadere regels bedoeld in [artikel 7.10, vierde lid](#),
  - l. of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
  - m. de wijze waarop studenten met een handicap of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen,
  - n. de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,
  - o. de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken,
  - p. de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeelde werk,

- q. de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden,
  - r. de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens,
  - s. waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens,
  - t. waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen,
  - u. de bewaking van studievoortgang en de individuele studiebegeleiding,
  - v. waar nodig: de wijze waarop de selectie van studenten voor een traject als bedoeld in [artikel 7.9b](#) of voor een opleiding of afstudeerrichting als bedoeld in [artikel 7.3h](#) plaatsvindt,
  - x. de feitelijke vormgeving van het onderwijs, waaronder in ieder geval begrepen het aanbod aan premasters, en
  - y. indien van toepassing: de regeling, bedoeld in [artikel 7.9a, derde lid, tweede volzin](#).
3. In de onderwijs- en examenregeling van de associate degree-opleiding wordt beschreven welke mogelijkheden er zijn voor een aan de instelling afgestudeerde met een graad Associate degree om door te stromen naar een bacheloropleiding.

#### *Faculteitsreglement art. 27, 28 en 29*

##### Artikel 27 Opleidingscommissies

Lid 1 De opleidingen die worden genoemd of waaraan wordt gerefereerd in dit artikel kennen een opleidingscommissie in de zin van artikel 9.18 WHW.

Lid 2 De opleidingscommissies hebben het hieronder vermelde aantal leden: zie addendum.

Lid 3 Elke opleidingscommissie kiest al dan niet uit haar midden een voorzitter en een of meer plaatsvervangende voorzitters.

Lid 4 De decaan stelt in overeenstemming met de opleidingscommissies de faciliteiten bedoeld in artikel 9.48 lid 1 en lid 2 WHW beschikbaar.

Lid 5 De decaan verschaft de opleidingscommissies, ongevraagd, tijdig alle inlichtingen die deze voor de vervulling van zijn taak naar redelijkheid en billijkheid nodig kan hebben en, gevraagd, tijdig alle inlichtingen die deze voor de vervulling van zijn taak naar redelijkheid en billijkheid nodig acht.

Lid 6 Artikel 9.32 lid 9 is van overeenkomstige toepassing op opleidingscommissies.

#### Artikel 28 Wijze van samenstelling opleidingscommissies

Lid 1 Van alle opleidingscommissies worden de leden benoemd door de decaan in overleg met de betreffende opleidingscommissie.

Lid 2 De leiding van de School en de opleidings- of programmacoördinator(en) kunnen geen lid zijn van de opleidingscommissie.

#### Artikel 29 Werkwijze

Lid 1 De leiding van een School voert regelmatig overleg met de opleidingscommissie(s) over alle aangelegenheden m.b.t. het onderwijs binnen de School.

Lid 2 Een opleidingscommissie kan afzonderlijke commissies instellen.

Lid 3 Een opleidingscommissie kan een advies, bedoeld in artikel 9.18 lid 1 sub d, aan de leiding van de School of Instituut tevens uitbrengen aan het hoofd van het departement en de decaan. Zij stelt de leiding van de School of het Instituut hiervan in kennis.

## Appendix 3 – Faculty year plan for Curriculum Committees

**N.B.** This is a model plan, which the CC may adjust if desired (upon consultation with the teaching coordinator).

### Period 1 (Sep-Oct)

1<sup>st</sup> meeting: September

- (Transfer and) formulate this year's CC's focal points
- Drawing up and adopting Rules of Procedure
- Discuss course evaluations from teaching period 4 and upload the CC's evaluation forms in the digital evaluation system

### Period 2 (Nov-Jan)

2<sup>nd</sup> meeting: first week of teaching period 2

- EER: submit first recommendations to the School (before the EER is put on the agenda)
- Monitor the progress of the course evaluations

3<sup>rd</sup> meeting: mid teaching period 2

- EER: submit definitive recommendations on the draft version of the EER
- Discuss course evaluations from teaching period 1 and upload the CC's evaluation forms in the digital evaluation system

### Period 4 (Feb-Apr)

4<sup>th</sup> meeting: mid teaching period 3

- Start recruiting CC student members for next year (as far as possible)
- Discuss course evaluations from teaching period 2 and upload the CC's evaluation forms in the digital evaluation system
- Discuss transitional provisions in the EER (if not yet discussed during the 3<sup>rd</sup> meeting)

### Period 4 (Apr-Jun)

5<sup>th</sup> meeting: end of teaching period 4

- EER: consent to the final version of the EER
- Present new CC (student) members (as far as possible)
- Discuss course evaluations from teaching period 3 and upload the CC's evaluation forms in the digital evaluation system
- Create/edit the succession document for new CC members (including focal points)
- Draw up a list of courses to be evaluated next year (after consultation with the Director of Education and the teaching coordinator)

## Appendix 4 – Concise overview of CC tasks

### (a) Chair

- Draw up a year planning (in consultation with the teaching coordinator)
- Prepare and chair the meetings (supported by the policy office)
- Coordinate the analysis and discussion of course evaluations
- Initiate other types of evaluation
- Maintain contact with the Director of Education
- Coordinate the recruitment of and information transfer to new CC members
- Maintain contact with the staff members the CC represents
- Instruct and assess the minutes taker
- Archive of relevant documents (supported by the policy office) and upload the CC feedback in Caracal

### (b) Staff member

- Attend the CC meetings
- Attend pre-meeting consultations with the other CC staff members
- Maintain contact with members of other representative advisory bodies
- Maintain contact with the staff members the CC represents
- Identify problems within the degree programme, if any
- Contribute to the course evaluations

### (c) Student member

- Attend the CC meetings
- Attend pre-meeting consultations with the other CC student members
- Maintain contact with members of other representative advisory bodies
- Maintain contact with the student members the CC represents
- Identify problems within the degree programme, if any
- Contribute to the course evaluations

## **Appendix 5 - Procedure regarding the official support for committee appointments and student representative grant**

The Dean appoints the Curriculum Committees, Boards of Examiners and Admission Committees. The members of the Boards of Examiners and the Admission Committees are appointed for three years. The members of the Curriculum Committees are appointed for one year.

The members of the Curriculum Committees are appointed by the Dean, based on the procedures laid down in the Faculty Regulations of the Faculty of Humanities. Articles 27, the Addendum to Article 27, and Article 28 apply to the appointment of CC members. In conformity with the WHW, Article 2.3, paragraph 9.17.4, members of the management of the degree programme (the Directors of Education) are prohibited from participating in the Curriculum Committee of the same degree programme.

### **1. Letter and recommendation form**

Prior to the summer recess, the Dean will send a letter to the Heads of Department asking them to submit their recommendations regarding new members of the CC. A recommendation form and further explanatory notes are included.

The Head of Department will confirm their recommendation by signing the recommendation form and returning it to the Dean. The recommendation form must be returned by the beginning of September. The recommendation will be checked by SO&O before the Dean signs for approval. SO&O will contact the specific department if a recommendation does not meet the conditions as laid down in the Faculty Regulations and, via the teaching coordinator, will send reminders to the management of the institutes to have them submit their recommendations.

### **2. Appointment**

The Dean will send appointment letters to each committee. Attached please find an overview of the committees.

### **3. Vacancies in the CC staff delegation**

The Director of the School or the Head of Department will inform the Dean of any interim vacancies in the CC staff delegation. The Dean will appoint the new members by letter.

### **4. Student representative grant**

Students who participate in a faculty representative body are entitled to compensation in the form of a grant. This is laid down in the Student representative regulations of the Faculty of Humanities and only applies to students who have been registered via the recommendation form. Student members are appointed for a period of one year. Students will receive an email about this at the beginning of the academic year from the secretarial office. Students who receive a supplementary grant from DUO in the year that they participate in the CC are entitled to a supplement to their administrative grant. More information can be found in the mail.

Students will be informed by letter at the end of the academic year about the relevant application procedure. The payment will take place at the end of the academic year.

Up-to-date information is available at:

<https://students.uu.nl/en/student-life/government-and-participation/compensation-for-board-activities>.