

Guide for Degree Programme Committees LEG

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Introduction

This guide is intended for members of the degree programme committees (DPCs, in Dutch *opleidingscommissies*, OC's) at the Faculty of Law, Economics and Governance (LEG). It describes the composition, tasks and working methods of the degree programme committees and the role of the faculty DPC consultation. When necessary, a distinction is made between members who are lecturers and members who are students. If no such distinction is made, it can be assumed that the information applies to both groups.

According to Article 9.18(4) in combination with Article 9.31(7) of the Higher Education and Scientific Research Act (WHW, *Wet op het hoger onderwijs en wetenschappelijk onderzoek*), a DPC draws up rules of procedure for housekeeping matters. The provisions of the UU model rules of procedure have been incorporated into this handbook.

The terms used in this handbook have the meanings given to them in the LEG faculty regulations and the WHW.

The following topics are addressed:

- the position and role of the DPC in the educational organisation (section 1)
- the composition and tasks of the degree programme committee (sections 2 and 3)
- DPC meetings and important topics for the DPC (sections 4 and 5)
- other representative bodies (section 6)
- practical matters: time-budget (section 7), appointment and succession (section 8) and complaints handling (section 9)
- An overview of the DPC's contact details (appendix 1), an overview of activities (appendix 2), tips and recommendations for student members of DPCs (appendix 3), relevant articles from the WHW (appendix 4).

1. The position and role of the DPC in the educational organisation

The degree programme committee (DPC) is a representative body that functions independently of the management. It gives solicited and unsolicited advice on the content, organisation, programming and quality of the education. It also has the right of consent regarding (part of) the Education and Examination Regulations (EER, in Dutch: OER). LEG has the following DPCs at the School of Law, School of Economics and School of Governance (also called 'departments'):

- DPC Bachelor's Economics
- DPC Master's Economics
- DPC Governance
- DPC Executive Master's Governance
- DPC Bachelor's Law
- DPC Master's Law

1.1 Role of DPC

The DPC advises the Director of Education on monitoring the quality of the education. Through evaluations of the education, OCs have an important influence on the programmes. The DPC can raise any issues and advise on the development and implementation of education policy. The DPCs address their recommendations to the Director of Education of their School. The Director of Education is expected to consider these recommendations, translate them into policy and governance measures, and to give the DPC feedback on the decisions taken.

1.2 Faculty DPC consultation

In order to coordinate the activities of the various DPCs (where possible), promote the exchange of information and encourage cooperation, a faculty-level consultative body has been established that consists of all chairs (lecturers) and vice-chairs (students) of the various DPCs. This consultation is led by the Vice-Dean for Education, which also ensures that the latter is kept up to date with developments in the DPCs at the three Schools. The faculty DPC consultation meets at least once a year.

The Faculty DPC consultation has the following tasks:

- faculty-wide exchange of information on good practices within the degree programmes; (plan, do)
- drawing attention to themes that transcend the individual degree programmes; (check)
- advising on and consenting to matters relating to education. (plan and act)

The Faculty DPC consultation communicates with:

- the Board of Studies (BoS) / Board of Research (BoR) with regard to university and faculty education policy and education policy that transcends the individual degree programmes, and analyses of internal and external monitors and improvement measures (through the Vice-Dean);
- the DPCs with regard to relevant faculty matters and matters that transcend the individual degree programmes.

The Faculty DPC consultation is supported by a secretary from the FSO.

2. Composition of the DPCs

2.1 General

The members of the DPCs are students and lecturers who are affiliated with the degree programme(s) concerned. The following people are involved with an DPC, of whom the students and lecturers have right of consent:

- lecturer members: representing lecturers
- student members: representing students
- chair and vice-chair (a lecturer and a student)
- (official) secretary supporting the DPC
- the Director of Education: representing the management of the School
- any other guests who are invited by the degree programme advisory committee (e.g. policy advisor education and/or expert regarding specific agenda topic)

The WHW stipulates parity: an equal number of student and lecturer members should be appointed to a DPC. The DPC appoints a chair from among its members for a term to be determined in the process. The chair is immediately eligible for re-election after the term has expired. Additionally, the WHW stipulates that the DPC should be able to operate independently from management. Because of this, programme coordinators and programme leaders cannot be appointed as lecturer member of the DPC.

The chair leads the meetings and drafts the agenda for the DPC meeting, convenes, and presides over the meeting. Furthermore, the chair coordinates the work of the DPC and its committees, if any. At LEG, the chair is usually a lecturer. The DPC also appoints a vice-chair. It is recommended

that the student members also appoint their own vice-chair. The latter also acts as a contact person for the chair.

2.2 The various DPCs

2.2.1 Degree Programme Committees School of Law

Within the Law Bachelor's DPC, all sections of the School of Law are represented by a single lecturer member. The Bachelor's students are represented by four student members (ideally spread over different cohorts), so that an equal number of student and lecturer members sit on the Bachelor's DPC. For the students, there is a one-and-a-half-year term of office with half starting in September and the other half in February, to ensure continuity.

In the Master's DPC, each Master's programmes of the School of Law is represented by a lecturer who is affiliated with one of the Master's programmes. In addition, each Master's programme is also represented by a student member. In the case of the two-year research master's programme, coordination with the research board is also required in order to ensure the research-oriented nature of the programme.

2.2.2 Degree Programme Committees School of Economics

The School of Economics (U.S.E.) has a separate DPC for the Bachelor's and the Master's programmes. The two DPCs each have their own chair, and they usually meet separately to discuss the OER, specialist texts and evaluations of the degree programmes concerned. Once per year they jointly attend a training session.

The Bachelor's DPC has four lecturer members and four student members. The academic Master's DPC has five lecturer - and five student members. When putting together a DPC, a concerted effort is made to achieve the most representative mix of lecturers and students, spread across the Bachelor's years. The students are drawn from the Master's in International Economics and Business (the largest Master's, subdivided into six programmes), with three members; and the Master's Economic Policy and the Research Master's Multidisciplinary Economics with one member each. In the case of the two-year research master's programme, coordination with the research board is also required in order to ensure the research-oriented nature of the programme.

2.2.3 Degree Programme Committee School of Governance

Owing to the limited size of the School of Governance (USG) they have a joint DPC for the Bachelor's and public funded Master's, with four student members and four lecturer members. When putting together the DPC, a concerted effort is made to achieve the most representative mix of lecturers, spread across the Bachelor's years and the Master's programmes.. At least one of the student members has to be a Master's student. In addition, one student starts and ends their term in February, rather than September, in order to preserve continuity. The committee is chaired by one of the lecturers.

The DPC for the Executive Master's (EMPs) has a teacher and student from each programme. A teacher is DPC chair .

In the case of the two-year research master's programme, coordination with the research board is also required in order to ensure the research-oriented nature of the programme.

3. Tasks and competences of the DPC

The DPC advises on promoting and guaranteeing the quality of degree programmes.

The DPC has the following tasks:

- evaluating courses and the degree programme with the help of quality assurance instruments such as evaluations and from contact with colleagues; (check)
- advising and providing input on intended education policy, including reflecting on self-assessments for visitations, the EER, educational reforms, etc.; (check)
- advising on issues that concern the School's teaching in general; (plan and act)
- identifying and, if necessary, independently putting options on the agenda for educational improvement and innovation. (check and act)

As indicated above, the DPCs core task is to advise on all matters relating to education and to exercise right of consent regarding parts of the EER. The DPC identifies issues and makes recommendations, but it does not solve the problems it observes. This means that the DPC can be active in, for example, educational evaluations and identifying bottlenecks within the programme, but does not bear responsibility for decisions regarding quality assurance. The Director of Education is responsible for this. For more information on this, see Article 9.18 of the WHW, which provides a precise description of an DPCs tasks and competences. The relevant articles have been included in appendix 4.

The most important topics dealt with by the DPC during the academic year are:

- the Education and Examination Regulations (EER, OER in Dutch);
- the (improvement of the) teaching quality (based on course and curriculum evaluations and external monitors);
- the range of courses and the course texts;
- the (progress of the) quality agreements;
- educational projects and specific topics, such as the language test, the assessment policy and matching activities;
- reports written for the (internal) certification or (re)accreditation of a degree programme.

These topics are addressed in more detail in section 5.

4. DPC meetings

A faculty kick-off for DPCs is organised at the beginning of the academic year. During this, meeting especially, the tasks and powers of the OC are discussed, as well as its place in the organisation and cooperation with other levels of participation, among other things. Especially for new DPC members this is relevant. The working method and annual planning of each individual OC are also discussed. This is relevant for new as well as continuing DPC members.

The DPC can draw up a year-plan in consultation with the School's education policy advisor, containing the dates and planned topics of DPC meetings. This is because for some topics, such as course evaluations and the OER, it is clear at the beginning of the year when they can/should be discussed by the degree programme committee. It is also advisable to discuss the schedule of planned topics with the respective Director of Education, especially if the Director of Education needs to provide information for the discussion of certain topics. A DPC usually meets about 6 times a year.

The student members of the DPCs consult with one another to prepare for DPC meetings. Student members can choose to invite the School's student assessor and/or (several) student members of the Faculty Council to attend these consultations as well. In section 6, the various representative bodies and consultations are set out in more detail.

4.1 Procedures

Putting a topic on the agenda must be coordinated with the DPC chair in a timely manner. The chair coordinates the organisation of the meeting with the supporting secretary of the DPC. Any documents must be sent in a timely manner or preferably placed on the DPC Teams site, if available. The secretary is responsible for the reporting of the meetings, in consultation with the chairman. A report shall contain at least the names of the members present and a record of each decision taken by the DPC during the meeting. The report can be adopted at the next DPC meeting.

The chair shall ensure that all DPC members are given an equal opportunity to speak when an item on the agenda is being debated. During the meeting, a member may make a point of order. A point of order may relate to the suspension, amendment or postponement of an item on the agenda. The proposal may include the fixing of a speaking time for each member. A point of order shall be dealt with immediately. During a suspension of the DPC's deliberations for mutual deliberation, any audience members do not have access to the room. After the suspension, the chairperson or another spokesperson from the DPC to be appointed by the chair formulates the outcome of the suspension.

Before proceeding to the vote, the chair shall formulate the decision to be taken. The chair may provide that members may give a short explanation of vote before proceeding to the vote. The chair may also decide that the DPC shall act by acclamation if no member wishes to vote. In the event of a vote, each member shall declare vote or against. It is not possible to abstain from voting. Voting shall be oral. Votes on matters will be taken in writing if the DPC so decides. After the decision-making process, the chairman formulates what has been decided.

In principle, the DPC members are jointly responsible for the order of the meeting. If there is a risk of disruption to the order of the meeting, the chairman may give instructions to members and other persons to maintain the order of the meeting. If a member or other person does not follow the instructions of the chair, the chair may cut the member off for a maximum period of the meeting. The chair may exclude members and other persons who, in the opinion of the general rule, behave in an unacceptable manner from further attendance at the meeting. It may decide to deny other persons access to meetings for a maximum of one session.

The DPC can set up temporary committees. These are made up of a delegation of both students and lecturer members.

5. Important topics for the DPC

This section contains a more detailed explanation of key topics that DPCs address in the course of the academic year. We also offer some tips on how DPCs can exercise their advisory role in practice.

5.1 Education and Examination Regulations (EER)

One key point of attention is the EER and the way in which these are implemented. The EER provides the legal basis for a degree programme and includes specifications on the programme's content, form and exit qualifications.

Article 7.13 of the WHW stipulates exactly what should be included in an EER (see appendix 4). Utrecht University has translated these prescriptions into a *model EER*. The model EER contains a number of provisions that are printed in red, which the faculty is not permitted to change. The other provisions (printed in black) constitute the university's guide to handling these issues. The faculty is permitted to deviate from these provisions.

The School fills in the model EER in more detail and puts this *draft EER* to the DPC concerned for approval and recommendations.

The DPC has right of consent regarding provisions in the EER concerning:

- the way in which teaching in the degree programme is evaluated,
- the content of the majors in a degree programme,
- the qualities in relation to knowledge, understanding and skills that a student must have acquired by the end of the degree programme,
- where necessary, the design of practicals,
- the study load of the degree programme and of each its component courses,
- the manner in which students are selected for the honours tracks,

The DPC has advisory rights in relation to the other provisions in the OER, i.e., those that the WHW stipulates should be addressed in the EER:

- the content of the degree programme and its exams,
- the number and order of exams and the times at which they can be held,
- the structure of the degree programme: full-time, part-time, dual,
- the order of, the periods in which and the number of times per academic year that the opportunity is given to sit examinations and final examinations,
- the period of validity of successfully passed exams,
- whether exams are held orally, in writing or in another manner,
- the manner in which disabled or chronically ill students are given an opportunity to sit exams,
- the public nature of oral exams,
- the time limit for announcing exam results and whether/how this time limit can be waived,
- how and when written work can be inspected,
- the manner of and period allowed for familiarisation with questions and assignments in written exams and the assessment standards for these,
- the grounds on which the Board of Examiners can grant candidates an exemption to taking one or more exams if they have previously passed examinations or final examinations,
- that admission to take certain exams is conditional on having previously passed exams,
- the obligation to participate in practicals in order to be admitted to sit certain exams,
- the monitoring of student progress and individual academic supervision,
- the actual design of education.

The actual version of the EER is available on the [Students site](#) of the respective degree programme, under 'Regulations a'.

The EERs of all of the faculty's degree programmes are adopted by the Dean each year, but only after the Dean has requested the approval of the Faculty Council and the DPCs. Whether the Faculty Council approves the EER depends, among others things, on whether the DPC concerned has made recommendations and given its approval in good time. The Director of Education is responsible for delivering the text of the draft EER to the DPC in a timely manner. Subsequently, the DPC is responsible for submitting the recommendations and approval requested by the Director of Education in good time. If the DPC fails to do this, then it loses its rights of advice and consent.

In both Law and Economics, the two DPCs meet separately on the relevant EER. Within the School, the OC chairs consult each other to streamline their advice. The DPC of the School of Governance addresses the EER texts for the Bachelor's and public funded Master's together. The DPC EMPs addresses the text of their EER.

By giving its advice and consent, the DPC can help to shape the OER. Implementing an OER involves specific educational activities, such as courses, exams and dissertation supervision. In order to be able to evaluate these, the DPC needs to have the relevant information at its disposal. One important source of information is that of the course and curriculum evaluations (see section 5.2).

Recommendations and requests for changes arising from the DPCs right of consent are assessed by the Director of Education. The latter makes a reasoned decision on whether the DPCs recommendations and requests for changes will be followed, and informs the DPC of this decision.

In a new EER, changes to the exam programme can have implications for students. In such cases, a transitional arrangement should be established. Such an arrangement describes how students who started the programme before the changes were made to the OER can satisfy the new exam requirements, something that often involves drawing equivalences between the old and new courses. The DPCs are also responsible for making recommendations on such transitional arrangements. The same applies to minors (coherent course profiles) and, in the case of Law, to bridging programmes (course profiles that allow students who want to follow a particular Master's programme to make up for missing subjects).

One final point of attention regarding the EER: the (draft) EERs are usually discussed in the DPCs in March. Should (policy) changes be desired before the coming academic year, it is too late to wait for this until the draft EERs are discussed. An EER is not meant to formulate new policies but reflects existing and newly formulated policies and regulations.

The EERs for the various degree programmes are (partly) based on the UU's model EERs: the model Bachelor's EER and the model Master's EER. These model EERs contain so-called 'red' and 'black' provisions. The red provisions are provisions that are obligatory for all degree programmes. The black provisions are guidelines that a degree course can interpret in its own manner. The so-called black provisions are divided into three categories, each indicated by a different colour. Depending on the colour, the DPC has the right of consent or the right of consultation.

Each year, the model EERs are updated and adopted by the University Council. Once they have been adopted by the Council, they are made available in November/December. This means that is

also clear for the degree programmes which changes for the new EERs are desired by the UU ('black provisions') and which are prescribed ('red provisions').

5.2 Quality of education

The key instrument that provide insight into the quality of the degree programmes are the course and curriculum evaluations. Besides that there are external monitors like the National Student Survey (NSE). Quality assurance instruments are addressed in more detail in the [LEG Quality Assurance Plan Education](#).

5.2.1 Structural (digital) evaluations

In a general sense, evaluation happens continuously and without the need for rules and structure. Think, for example, of the teacher who redevelops a course, or (in)formal contact between students, students and teachers, or teachers themselves. However, the faculty also has a formal responsibility for quality assurance, and therefore the departments organize structural evaluations of individual courses and testing after each period, and the curricula as a whole annually. The three LEG departments (mainly) use the digital tool [Caracal](#) for both course and curriculum evaluation. Panel discussions are often part of the evaluation of the curriculum of Master's programmes.

Formal digital evaluations via Caracal serve multiple purposes. First of all, to gather input to help the course coordinator and the teaching team improve the course. This is in addition to any informal evaluation tools that the teaching team probably uses as well.

Secondly, the digital evaluations enable the directors of education, DPC's, , assessment committee and programme leadership or educational board to monitor the quality of courses and curricula in a broader perspective. It is important to realise that the digital evaluations are not intended (nor suitable) to provide an absolute measurement on quality. However, the evaluations do help as an indication of which courses should be looked at more closely.

Finally, Caracal is a safe place to archive evaluations, because access rights can be easily managed, and data is automatically deleted after the legal retention periods.

The three departments all evaluate structurally, but not according to the same schedule. The School of Economics and School of Governance evaluate all courses, but the School of Law uses an evaluation plan in which all courses are evaluated at least every three years. This follows both from practical considerations (the large number of courses and students) and also from the consensus among experts that it is not necessary to evaluate everything annually. In each 6-year accreditation cycle at Law all course are evaluated at least twice.

5.2.2 Practical use of evaluations in the DPC

Although there are differences in exactly how evaluations are discussed during DPC meetings, monitoring the quality of education with the help of quality assurance instruments such as evaluations, and maintaining contacts with the constituency about this, is always one of the central tasks of the DPCs. Due to the large number of courses, it is not feasible to examine all courses individually. That is why the departments draw up evaluation reports every period, which enable the DPCs to quickly identify those courses that need a closer look, or to identify developments that transcend individual courses. Depending on the regulations within the department, the DPC has full access to the evaluations in Caracal and can also view students' answers to open questions.

Depending on the agreements made within the department, the OC has access to the full evaluations in Caracal in addition to the reports and can thus also view student comments on open-ended questions.

After receiving the report, DPC members should gather more input from fellow students or fellow teachers (the constituency). Does the information from the evaluations correspond to their experiences? Do the conversations with the constituency give additional information or paint a different picture?

If the DPC has concerns about a course, it can ask the director of education to contact programme leadership or course coordinator to discuss possible improvement measures.

5.2.3 The recurring problem of response

The response rate to digital course evaluations is not always as high as desired. This problem is persistent, despite actions to change it, and not unique to LEG. This does not mean that evaluations with a lower response rate by definition have less value. The evaluations serve as a filter to discover which courses need to be examined further. A closer look may then reveal that no further action is needed.

Response rates and course size are mentioned in the reports so that this can be taken into account when assessing evaluation scores, but it is advised to not rely blindly on absolute response rates. However, with lower response rates, one should be cautious not putting too much weight on the quantitative scores, and putting more emphasis on the qualitative inputs: the common denominators in the open questions, the reaction of the course coordinator to the evaluation, and the information collected by DPC members themselves from their fellow students and teachers.

Three elements influence response: opportunity, engagement, and safety. Opportunity means a concise and timely invitation and reminder, but most importantly time spent in an educational setting to complete the evaluation. The latter has a huge impact on response rates, more so than all other actions. Evaluation support asks course coordinators to arrange this time in an educational setting for each evaluation.

Course coordinators should always fill in a teacher response in which they refer to the feedback from students and how this feedback leads to improvements, if needed. When students experience teachers taking up feedback, they will feel more committed to participate in future evaluations. DPC student members are important to help increase student engagement in evaluations.

For some students, the security that anonymity offers is necessary for them to be able to give feedback. At the departmental level, it is not possible to link answers to individual students; Caracal surveys are truly anonymous. It is important to explicitly mention this to students.

5.2.4 Complaints about the quality of education

It can happen that students identify a problem while a course is underway; in this case, there is no need to wait until the course is evaluated to raise the problem. Students should first approach their lecturer and/or their DPC representative. If the situation is not resolved satisfactorily, students can then appeal to the Complaints Coordinator, the Study Advisor, or the Director of Education. The student members of the DPC function as a contact point for students.

At the School of Law, students with complaints and/or remarks can contact the student members of the DPCs. The DPCs of the School of Economics have their own email addresses to which students can send their complaints. At the School of Governance, students can take complaints to StudentBelang. If complaints are made, the DPC can decide to schedule an agenda item in order to discuss them.

See appendix 1 for all the contact details and more information about the faculty and university complaints procedures for students.

5.3 Range of courses

In addition to advice on educational quality based on ex post evaluations, the DPC can also give ex ante advice. Each year, the DPC receives the complete list of available courses or a selection according to a set frequency, including the learning objectives, forms of assessment, contact hours and working methods. These items are discussed at an DPC meeting and the DPC makes recommendations on the range of courses. If parts of the course offering are discussed, the entire offering must be discussed at least once every three years.

5.4 Reports for (internal) certification and (re)accreditations

Reports for the (internal) certification or (re)accreditation of a degree programme or course should be submitted to the DPC concerned in draft form for discussion and recommendations.

During visits by visitation committees or other committees (for example, internal audits or soundings by the UU), DPC representatives will be invited to attend an interview.

5.5 Own topics

Obviously, a DPC can deal with many different topics. However, time is limited, which is why priorities must be set. The topics are largely determined by the annual cycle of educational programming and implementation. In view of the statutory tasks of a DPC, this means that certain fixed subjects, such as the EER, the range of courses, the annual planning and the quality assurance cycle, must be discussed by a DPC at more or less fixed times in the academic year.

In addition, the DPC can put topics on the agenda that are not mentioned in this guide. If desired, the DPC can also investigate specific topics through surveys or conversations. These surveys or conversations will need to be coordinated and conducted by the DPC members. Therefore, it is advised to discuss this in advance with the DPC chair and the education policy officer, so that any documents can be sent in time.

6. Other representative bodies

At LEG there are various representative bodies and partnerships between these bodies. These bodies are listed and their tasks explained in more detail below.

6.1 The Faculty Council

The Faculty Council (FR) is the most senior representative body in the faculty. At LEG, the Council is made up of a staff section and a student section, each with ten members. For more information, see the [website](#) of the Faculty Council.

6.2 The LEG student consultation

One or more times a year, the student assessors from the Schools' management teams, together with the LEG student assessor, hold a faculty representative meeting for the student members of the faculty's various representative bodies (the student members of the various DPCs from the 3 Schools, as well as student members of the Faculty Council).

Topical issues are discussed during these meetings, such as the advisory and participatory tasks of the DPCs and the Faculty Council. In this way, the DPCs of the various Schools are kept up to date with developments in other Schools. In addition, the faculty aims to hold a training day for student members of the DPC at the beginning of each academic year.

Student members of the DPC are strongly advised to attend the LEG student consultation, because these meetings can be an effective form of preparation for the DPC meetings.

6.3 VIDUIS

The VIDUIS Students' union (www.vidius.nl) represents the interests of everyone who studies at Utrecht University. The organisation helps UU students who have questions about participation or municipal policy, or who are seeking assistance with legal or organisational matters. VIDUIS holds training sessions for DPC student members, among other things.

6.4 School of Law: the JSVU study society

The JSVU study society organises several meetings each year specifically for student members of the DPCs and student Faculty Council members from the School of Law. The objective of these meetings is to bring DPC members and Faculty Council members into contact with one other, thereby ensuring good communication. The meetings allow the various representative bodies to inform each other of their activities. During the meetings, action points and positions are discussed.

6.5 School of Economics: the StIB

The [StIB \(Student Interest Body\)](#) is the student interest body of the ECU'92 study society. All students who represent U.S.E. in representative bodies are also members of the StIB. These are namely: students from the DPCs, the U.S.E. student members of the Faculty Council, the student member of the U.S.E. management team and the student member of the Board of Undergraduate Studies (BUS) and the Board of Graduate Studies (GBU).

6.6 School of Governance: StudentBelang

StudentBelang is a key discussion partner for the degree programme. It is a consultative body that brings together all USG students U.S.E. who play an active representative role within the School and Faculty. StudentBelang allows these students to share knowledge and information, as well as work on overarching topics such as student wellbeing and internationalisation. In addition, it organises activities and debates that allow students to make their opinions heard. Also, every two years, StudentBelang holds a broad survey, known as the 'S(tudenten)peiling'. Staff involved in teaching, including lecturers and support staff, usually take part in this as well.

6.7 Preparatory consultations

In addition to joint meetings with the permanent participatory bodies outlined above, student DPC members can also meet with one another to prepare for DPC meetings. They can do so, for instance, together with the student assessor from the Schools' management team and/or with (several) student members of the Faculty Council; indeed, for some topics, such as the OER, it can

be useful to hold broader preparatory consultations. It is entirely up to the DPC whether it chooses to invite the student assessor or members of the Faculty Council.

7. Time-budget

Students receive a management participation grant for their work for the DPC. This remuneration is based on the number of hours per week that a student spends on these tasks. For the OC, the university has determined that a student member spends less than half a working day per week on work for the DPC. The Executive Board sets a fixed amount for this each year. Student members must be registered as a student at UU in the year of their OC membership. Of course, good preparation, attendance and active participation in the meetings are expected.

Students are granted an exemption from their educational obligations if these coincide with DPC meetings. In such cases, they should inform their lecturer of their absence in good time.

Examinations form an exception to this: participating in DPC meetings is not viewed as a force majeure situation when it comes to participation in exams. In this sense, having an exam is a legitimate reason not to participate in an DPC meeting.

For lecturer members a faculty-wide compensation in hours applies.

8. Appointment, succession and replacement

The DPC members are appointed by the Heads of Schools. In principle, lecturer members and chairs are appointed for a two-year period and student members are appointed for a one-year period, although departments may deviate from this term. Appointments take effect from the start of the academic year. Exceptions to this are the Law Bachelor's DPC and the DPC for the School of Governance. They use an alternating appointment system, whereby some of the student members are appointed in February and the other student members are appointed in September. In this way, the DPC always has experienced student members to help with the handover.

The degree programme committees are themselves responsible for recruiting and selecting candidates.

In the case of the imminent departure of a student member, the student members should start the recruitment procedure in a timely manner. At the School of Law, this happens in consultation with the student assessor of the School, and at the School of Economics, in consultation with the student member of the education management team.

Selection of new student representatives in the DPC of Master's is often done in close collaboration with Master's programme leaders.

When seeking someone to succeed a lecturer member, the lecturers' section agrees on the profile of the new member. In doing so, they consider the representativeness of the overall lecturers' section across the Bachelor's years and/or Master's programmes.

New DPC members will, of course, need to become familiar with the DPCs work. The student members of the DPC are responsible for ensuring a smooth handover to the new student members. For this purpose, it is recommended that in any case, the old and new student DPC members of a programme hold one joint meeting. The student members also produce a handover document containing the key points of attention for the new student members. A member of staff (specialising in education policy) from the School may be able to help with this.

9. Complaints

It can happen that friction arises between the Director of Education and the DPC that cannot be resolved internally. In such cases, the members of the DPC can ask the Head of School to mediate. There are also university procedures for complaints and disputes. Finally, DPCs can also turn to the [National Committee Educational Disputes](#).

Appendix 1: Overview of DPCs contact details

Contact details

DPCs School of Law:

- OCbachelor.rechten@uu.nl
- OCmasters.rechten@uu.nl

DPCs School of Economics:

- Dpc.bachelor.use@uu.nl
- Dpc.masters.use@uu.nl

DPC School of Governance:

- Opleidingscommissie.usbo@uu.nl

More information about complaints procedures for students

- The UU StudentSite (<https://students.uu.nl/en>) : ‘Practical information’ tab on the student site, under ‘[Regulations and procedures](#)’.
- National Committee Educational Disputes (*Stichting Onderwijsgeschillen*)
<https://www.onderwijsgeschillen.nl/en/educational-disputes-alternative-dispute-resolution-in-education/>

Appendix 2: Brief overview of DPC members' activities

(a) chair

- preparing and chairing meetings (supported by secretary)
- drafting recommendations addressed to the Director of Education
- clearly summarising discussions and action points during meetings
- agreeing to additional agenda points
- supervising student members when they propose agenda points
- initiating other (types of) evaluations
- maintaining contact with the Director of Education
- maintaining contact with colleagues (lecturers)
- instructing and monitoring the minutes secretary
- overseeing the archiving of relevant documents

(b) lecturer member

- representing lecturers affiliated with the degree programme
- preparing for and attending meetings of the degree programme committee
- maintaining contact with members of other representative bodies
- maintaining contact with colleagues (lecturers)
- identifying bottlenecks in the degree programme

(c) student member

- representing students from the degree programme
- preparing for and attending meetings of the degree programme advisory committee
- carrying out prior consultations with fellow DPC student members
- maintaining contact with members of other representative bodies (esp. the Faculty Council)
- maintaining contact with peers (fellow students)
- identifying bottlenecks in the degree programme

Appendix 3: Tips for DPC student members:

General tips/recommendations

- Appoint a chair.
- Formulate a policy plan that sets out the topics that the DPC wants to address in the coming year.
- Carefully plan additional topics for DPC meetings: be sure to contact the chair in good time in order to discuss the agenda point, and make agreements about the delivery of any documents.
- Plan several consultations in which you keep each other informed about developments and prepare for DPC meetings with each other.

Tips/recommendations for familiarising new DPC members

- Talk to the chair (and/or secretary) about who will take responsibility for the succession process and how.
- Produce a handover document or schedule for new members. This should cover the most important points of attention for student members and ongoing issues at the moment of handover.
- Plan one joint meeting with old and new DPC members.
- Make a schedule. This should cover what was done in the previous year: discuss official agenda points and anything else that was organised. It is also very useful to include a kind of 'face-book' or job descriptions of all the people that the DPC needs to deal with. Likewise, it is useful to include practical issues in the schedule. In addition, you can include matters in the schedule that will require extra attention next year, such as a course that received bad evaluations in the past.
- Ensure that the names of the student DPC members and the email address of the DPC are clearly visible on the student site. In this way, students will be able to find the DPC if they have complaints.

A few years ago, the [Dutch Student Union](#) (LSVb) published a great booklet for downloading with tips & tricks for DPC members which you can download: The [EPC guide](#). The booklet can be ordered in hardcopy at the LSVb website. For best practices see also <https://opleidingscommissies.nl/en/>

Appendix 4: Relevant articles from the WHW

WHW Article 9.18. Degree Programme Committees

1. A degree programme committee is established for every degree programme or group of degree programmes. The committee is responsible for advising on promoting and guaranteeing the quality of the degree programme. In addition, the committee:
 - a. has right of consent on the subjects in the Education and Examination Regulations as described in Article 7.13, second paragraph, under a1, b, c, d, e, g en v,
 - b. annually assesses the implementation of the Education and Examination Regulations,
 - c. issues advice on the Education and Examination Regulations, as described in Article 7.13, except for the subjects in this Article on which the committee has right of consent (see paragraph a).
 - d. if so requested or upon its own initiative, issues advice to the management of the degree programme, as described in Article 9.17, first paragraph, and the Dean, on all matters concerning the teaching of the degree programme concerned,
 - e. has as its task discussing the visitation report, as described in Article 5.13, fourth paragraph.

The committee forwards recommendation and proposals, referred to under d, to the faculty council.

2. Article 9.35, introduction and parts b, c, and d, shall apply *mutatis mutandis* to the recommendations described in the first paragraph.
3. If the committee makes a proposal referred to in the first paragraph, part d, to the board of the degree programme or the dean, the board or the Dean will respond within 2 months after receiving the proposal.
4. Article 9.31, paragraphs 3 to 8, apply *mutatis mutandis* to the degree programme committee. In consultation between the board of the degree programme or the Dean and the Faculty Council, after consultation with the degree programme committee, a method of composition of the degree programme committee other than election may be laid down in the faculty regulations. It is determined annually whether it is desirable to maintain the other method of composition
5. The degree programme committee is authorised to invite the board of the degree programme or the Dean at least twice a year to discuss the proposed policy on the basis of the agenda the committee has drawn up.
6. If a faculty has just one degree programme, the faculty regulations may provide that the tasks and competences of the degree programme committee are exercised by the Faculty Council, as described in Article 9.37.

WHW Article 7.13. Education and Examination Regulations

1. The management of the institution will adopt Education and Examination Regulations for every degree programme or group of degree programmes that is run by the institution. The Education and Examination Regulations consists of adequate and clear information about the degree programme or group of degree programmes.

2. The Education and Examination Regulations lay down the applicable procedures and rights and obligations with regard to education and examinations for each study programme or group of study programmes. This includes at least:
 - a. the content of the degree programme and the corresponding examinations,
 - a1. the way in which teaching in the degree programme is evaluated,
 - b. the content of the majors within a degree programme,
 - c. the qualities in relation to knowledge, understanding and skills that the student must have acquired by the end of the degree programme,
 - d. where necessary, the design of practicals,
 - e. the study load of the degree programme and each of its component study units,
 - f. the specific rules, as described in Article 7.8b, sixth paragraph, and Article 7.9, fifth paragraph,
 - g. with regard to which degree programmes are subject to Article 7.5 d
 - h. the number and the sequentiality of the examinations, as well as the times at which these can be held,
 - i. the full-time, part-time or dual structure of the degree programme,
 - j. where necessary, the order of which, the periods in which and the number of times per academic year the opportunity is given to sit examinations and final examinations, and the enrolment thereof,
 - k. the specific rules, as described in Article 7.10, fourth paragraph,
 - l. whether examinations are sat orally, in writing or in another manner, subject to the competence of the Board of Examiners to determine otherwise in particular cases,
 - m. the manner in which disabled or chronically ill students are given an opportunity, within reason, to sit the examinations,
 - n. the public nature of oral examinations, subject to the competence of the Board of Examiners to determine otherwise in particular cases,
 - o. the period in which the results of an examination are announced, as well as whether and/or the way in which this period can be waived,
 - p. the manner in which and the period during which a candidate who has sat a written exam is able to inspect his or her marked work,
 - q. the manner in which and the period during which a candidate can familiarise themselves with the questions and assignments that have been set or given for a written examination, and of the standards that have been used for assessment,
 - r. the grounds on which the Board of Examiners can grant exemptions to sitting one or more examinations, in the case of candidates who have previously passed examinations or final examinations in higher education, or who have knowledge or skills gained outside higher education,
 - s. where necessary, that admission to sit certain examinations is conditional on having successfully passed other examinations,
 - t. where necessary, the obligation to participate in practicals in order to be admitted to sit certain examinations, subject to the competence of the Board of Examiners to grant exemptions to this obligation, whether or not under the imposition of alternative requirements,
 - u. the monitoring of study progress and individual academic supervision,
 - v. where necessary, the manner of selection of students for a trajectory referred to in Article 7.9b or for a degree programme or major referred to in Article 7.3h,

- x. the actual design of education, which includes among others the offer of premaster programmes,
 - y. if applicable, the regulation, referred to in Article 7.9a, third paragraph, second line.
3. The Education and Examination Regulations of the associate degree programme describes the options available to a graduate from an associate degree programme to proceed with a bachelor's programme.

WHW Article 9.48. Facilities and training

1. The Executive Board allows the University Council the use of the facilities that it may have its disposal and that are needed by the Council in order to fulfil its task in reasonable fashion.
2. The Executive Board will enable the members of the University Council to receive the training that the Council members need in order to fulfil their task, during a period of time that is agreed jointly by the Executive Board and the Council. The staff of the university are given the opportunity to receive this training during their working hours whilst retaining their salary.
3. This article applies mutatis mutandis to the faculty councils and degree programme committees, on the understanding that the Dean acts in the place of the Executive Board.