

Guide for Degree Programme Committees LEG

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Introduction

This guide is intended for members of the degree programme committees (*opleidingscommissies*, OCs) 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 OC 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.

The following topics are addressed:

- the position and role of the OC in the educational organisation (section 1)
- the composition and tasks of the degree programme committee (sections 2 and 3)
- OC meetings and important topics for the OC (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 OCs' contact details and other information (Appendix 1), an overview of activities (Appendix 2), tips and recommendations for student members of OCs (Appendix 3), relevant articles from the Higher Education and Research Funding Act (WHW, Appendix 4) and a text from the guide to responsibilities relating to the quality of degree programmes (Appendix 5).

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

The degree programme committee (OC) 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 OCs at the School of Law, School of Economics and School of Governance (also called 'departments'):

- OC Bachelor's Economics
- OC Master's Economics
- OC Governance
- OC Bachelor's Law
- OC Master's Law
- OC LEG Research Master's

The OCs 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 OC feedback on the decisions taken.

The OC has the following tasks:

- highlighting issues arising from quality assurance instruments, such as evaluations; (check)
- reflecting on self-assessments for visitations, the OER, educational reforms, etc.; (check)
- advising on and consenting to matters relating to education. (plan and act)

The OC communicates with:

- the faculty OC consultation (see section 1.1) with regard to matters that go beyond the individual degree programmes;

- the Director of Education with regard to self-assessments for visitations, the OER, educational reforms, and the results of and improvement measures arising from course evaluations;
- students and lecturers with regard to the quality of the degree programme and the results of the course evaluations.

1.1 The Faculty OC consultation

In order to coordinate the activities of the various OCs (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 OCs. 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 OCs at the 3 Schools. The faculty OC consultation meets at least once a year.

The Faculty OC 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 OC consultation communicates with:

- the Board of Studies (BoS) for Education/Research 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 OCs with regard to relevant faculty matters and matters that transcend the individual degree programmes.

The Faculty OC consultation is supported by a Faculty secretary.

2. Composition of the degree programme committees

The members of the degree programme committees are students and lecturers who are affiliated with the degree programme(s) concerned. The following people are involved with an OC, 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 OC
- the Director of Education: representing the management of the School
- any other guests who are invited by the degree programme advisory committee (regarding specific agenda points)

The Higher Education and Research Funding Act (WHW) stipulates parity: an equal number of student and lecturer members should be appointed to an OC. The chair can be one of the members, but also someone who is not a formal member of the OC (independent chair).

The chair leads the meetings and drafts the agenda. At LEG, the chair is usually a lecturer. It is recommended that the student members also appoint their own chair. The latter also acts as vice-chair of the OC and functions as a contact person for the chair.

2.1 Composition of the degree programme committees

2.1.1 School of Law OCs

Within the Law Bachelor's OC, three sections of the School of Law (Private Law, Criminal Law and European and International Law) are represented by a single lecturer member. The section on Constitutional Law, Administrative Law and Legal Theory is represented by two lecturer members, reflecting the fact that it used to be two separate sections. The Bachelor's students are represented by five student members (ideally spread over different cohorts), so that an equal number of student and lecturer members sit on the Bachelor's OC.

In the Master's OC, each of the 10 one-year 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.

2.1.2 School of Economics OCs

The School of Economics (U.S.E.) has a separate OC for the Bachelor's and the Master's programmes. The two OCs 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 OC has four lecturer members and four student members. The academic Master's OC likewise has four lecturer - and four student members. When putting together an OC, a concerted effort is made to achieve the most representative mix of lecturers and students, spread across the Bachelor's years and the Master's programmes. The students are drawn from the Master's in International Economics and Business (the largest Master's, subdivided into five programmes), with two members; the Master's in Economic Policy, with one member; and the Master's in Law and Economics (MSc), with one member.

2.1.3 School of Governance OC

Owing to the limited size of the School of Governance (USG), USG has a joint degree programme committee for the Bachelor's and Master's, with four student members and four lecturer members. When putting together the OC, 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.

2.1.4 LEG Research Master's OC

The LEG research Master's OC has three lecturer members and three student members affiliated with the three different departments. The committee is chaired by one of the lecturers.

2.1.5 Faculty OC consultation

The faculty OC consultation consists of the chairs and vice-chairs of all of the faculty's OCs and the Vice-Dean of Education. This means that lecturers and students are represented in equal numbers, because at LEG the chairs are lecturers and the vice-chairs are students.

3. Tasks and competences of the degree programme committee

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

The OC 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 OER, 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)

The degree programme committee has right of consent in relation to the following topics in the OER:

- the way in which teaching in the degree programme is evaluated,
- the content of the majors,
- the qualities in relation to knowledge, understanding and skills that the student must have acquired by the end of the degree programme,
- the design of practicals,
- the study load of the degree programme and the units of study,
- the manner in which students are selected for honours tracks within a degree programme,
- all other OER topics that are not prescribed as such in the WHW: on these topics, both the OC and the Faculty Council have right of consent.

As indicated above, the OC's core task is to advise on all matters relating to education and to exercise right of consent regarding parts of the OER. The OC identifies issues and makes recommendations, but it does not solve the problems it observes; this is the task of the Director of Education. For more information on this, see Article 9.18 of the WHW, which provides a precise description of an OC's tasks and competences. The relevant articles have been included in Appendix 4.

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

- the Education and Examination Regulations (OER);
- the (improvement of the) teaching quality (based on course and curriculum evaluations and external monitors);
- the range of courses and the course texts;
- 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. OC meetings

The OCs of the 3 Schools usually meet around 6-8 times a year. The LEG research Master's OC and the faculty OC consultation meet once or twice a year.

At the beginning of the academic year, the OC can draw up a year-plan in consultation with the School's policy staff, containing the dates and planned topics of OC 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.

The student members of the OCs consult with one another to prepare for OC 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.

5. Important topics for the degree programme committee

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

5.1 The Education and Examination Regulations

One key point of attention is the Education and Examination Regulations (OER) and the way in which these are implemented. The OER 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 OER (see Appendix 4). Utrecht University has translated these prescriptions into a *model OER*. The model OER 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 OER in more detail and puts this *draft OER* to the OC concerned for approval and recommendations. The degree programme committee has right of consent regarding provisions in the OER 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,
- other topics in the OER that the WHW does not stipulate should be dealt with in the OER.

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

- 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 most recent version of the OER is available on the student website of the respective degree programme, under the tab 'Practical information', and then under 'Regulations and procedures'.

The OERs 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 OCs. Whether the Faculty Council approves the OER depends, among others things, on whether the OC concerned has made recommendations and given its approval in good time. The Director of Education is responsible for delivering the text of the draft OER to the OC in a timely manner. Subsequently, the OC is responsible for submitting the recommendations and approval requested by the Director of Education in good time. If the OC fails to do this, then it loses its rights of advice and consent.

At the School of Law, a joint meeting of the Bachelor's and Master's OCs is held each year to discuss the draft OERs. This meeting is also the moment at which the OCs make their recommendations on and consent to the (draft) OER. The joint meeting also ensures improved coordination between the OERs for the Bachelor's and Master's programmes.

At the School of Economics, the two OCs meet separately to discuss the OER in question. The two OC chairs consult one another to streamline their commentaries.

Each year, the OC of the School of Governance addresses the OER texts for the Bachelor's and Master's together.

By giving its advice and consent, the OC 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 OC needs to have the relevant information at its disposal. One important source of information is that of the course and curriculum evaluations (see further section 4.2).

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

In a new OER, 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 OCs 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 OER: the (draft) OERs are usually discussed in the OCs in March. Should (policy) changes be desired before the coming academic year, it is too late to wait for this until the draft OERs are discussed.

The OERs for the various degree programmes are (partly) based on the UU's model OERs: the model Bachelor's OER and the model Master's OER. These model OERs 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. Each year, the model OERs 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 it is also clear for the degree programmes which changes for the new OERs are desired by the UU ('black provisions') and which are prescribed ('red provisions').

5.2 Quality of education

The key instruments that provide insight into the quality of the degree programmes are the course and curriculum evaluations and the external monitors (the National Student Survey, Elsevier and the Keuzegids course selection guide). These quality assurance instruments are addressed in more detail in the LEG Quality Assurance Plan.

5.3 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. If the situation is not resolved satisfactorily, students can then appeal to the Complaints Coordinator, the Study Advisor, the Director of Education or the OC. The student members of the OC 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 OCs. The OCs 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 OC 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.

5.4 Range of courses

In addition to advice on educational quality based on ex post evaluations, the OC can also give ex ante advice. Each year, the OC receives the complete list of available courses, including the learning objectives, forms of assessment, contact hours and working methods. These items are discussed at an OC meeting and the OC makes recommendations on the range of courses.

5.5 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 OC 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), OC representatives will be invited to attend an interview.

It is clear that an OC is able to work on many different topics. Time is limited, however, and priorities thus need to be set. To a major extent, the topics are determined by the annual educational programming and teaching cycle. In view of the OC's statutory tasks, this means that certain standard topics – such as the OER, the range of courses, the annual plan and the quality assurance cycle – need to be discussed by an OC at more or less fixed times during the academic year.

In addition, the OC (and/or the chair) can schedule agenda items that are not mentioned in this guide. If a topic is to be added to the agenda, this should be coordinated with the OC chair in timely fashion. Any supporting documents should be sent in good time. If so desired, the OC can investigate certain topics itself, by holding surveys or interviews. It is advisable to consult with the chair regarding such investigations beforehand, so that any documents can be sent in good time.

6. Other representative bodies

At the Faculty of Law, Economics and Governance (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 is the most senior representative body in the faculty. Within LEG, the Council is made up of a staff section and a student section, each with twelve members. For more information, see the faculty's [website](#).

6.2 The LEG student consultation

One or more times a year, the student assessors from the various Schools' management teams, together with the LEG student assessor, hold a faculty representative meeting for the student members of the LEG faculty's various representative bodies (the student members of the various OCs 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 OCs and the Faculty Council. In this way, the OCs 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 OC at the beginning of each academic year.

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

6.3 VIDIOUS

The VIDIOUS Students' union (www.vidius.nl) was established in a merger between three organisations: the OOFU foundation (the umbrella organisation for Utrecht's faculty associations), LinQ and USF Studentenbelangen. VIDIOUS 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. VIDIOUS holds training sessions for OC student members, among other things.

6.4 Specifically for the School of Law: the JSVU study society

The JSVU study society organises several meetings each year specifically for student members of the OCs and student Faculty Council members from the School of Law. The objective of these meetings is to bring OC 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 Specifically for the School of Economics: the StIB

The StIB 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 OCs, 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). (<https://www.ecu92.nl/education/student-interest-body>)

6.6 Specifically for the 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 who play an active representative role within the School and Faculty. StudentBelang allows students who play active participatory and representative roles to share knowledge and information, as well as work on overarching topics such as internationalisation and stress. 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. (studentbelang.usbo@uu.nl)

6.7 Preparatory consultations

In addition to joint meetings with the permanent participatory bodies outlined above, student OC members can also meet with one another to prepare for OC 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 OC 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 OC. This remuneration is based on the number of hours per week that a student spends on his or her 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 OC. The Executive Board sets a fixed amount for this each year. Student members are eligible for remuneration when they have attended at least 80% of OC meetings, have evidently prepared for the meetings, have participated actively in the consultations and are enrolled at the UU for the year in which they are members. Students are granted an exemption from their educational obligations if these coincide with OC meetings. In such cases, they should inform their lecturer of their absence in good time. Examinations form an exception to this: participating in OC 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 OC meeting. For staff a faculty-wide compensation in hours applies.

8. Appointment, succession and replacement

Members of the faculty research Master's OC are appointed by the Dean. The members of the other OCs 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 (September). Exceptions to this are the Law Bachelor's OC and the OC 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 OC 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. 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 OC members will, of course, need to become familiar with the OC's work. The student members of the OC 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 members 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 OC that cannot be resolved internally. In such cases, the members of the OC can ask the Head of School to mediate. Degree programme advisory committees can also appeal to a national disputes advisory committee. More information about this is available at the following website: www.onderwijsgeschillen.nl.

Appendix 1: Overview of OCs' contact details and additional information

Contact details

OCs School of Law:

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

OC School of Economics:

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

OC School of Governance:

- Studentbelang.rebo@uu.nl

More information about the Faculty and University complaints procedures for students.

The UU StudentSite (<https://students.uu.nl/>) : 'Practical information' tab on the student site, under '[Regulations and procedures](#)'.

Appendix 2: Brief overview of OC 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 OC 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 OC student members:

General tips/recommendations

- Appoint a chair.
- Formulate a policy plan that sets out the topics that the OC wants to address in the coming year.
- Carefully plan additional topics for OC 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 OC meetings with each other.

Tips/recommendations for familiarising new OC 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 OC 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 OC 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 OC members and the email address of the OC are clearly visible on the student site. In this way, students will be able to find the OC if they have complaints.

A few years ago, the [Dutch Student Union](#) (LSVb) published a great booklet for downloading with tips & tricks for OC 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 Higher Education and Research Funding Act

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.

Appendix 5: Guide to responsibilities relating to the quality of degree programmes [*Handreiking verantwoordelijkheden t.a.v. de kwaliteit van opleidingen*]

Anton van den Hoeven, 2 February 2017

Tasks of the degree programme committee

The degree programme committee is an advisory body that makes recommendations on the quality of education. As of 1 September 2017, the degree programme committee will become a representative body responsible for advising on the promotion and safeguarding of the quality of the degree programme. That means that the committee can play an active role, for example, in teaching evaluations and identifying bottlenecks within the degree programme, but it does not bear responsibility for decisions relating to quality assurance. The Director of Education is responsible for these. The degree programme committee's role is to:

- issue advice on the Education and Examination Regulations (OER);
- annually evaluate the implementation of the OER;
- issue recommendations, either solicited or unsolicited, to the Director of Education and the Dean on all matters relating to education in the degree programme concerned.

As of 1 September 2017, instead of advisory powers, the degree programme committee will have an additional right of consent in relation to the following topics:

- the way in which teaching in the degree programme is evaluated,
- the content of the majors,
- the qualities in the area of knowledge, understanding and skills that a student should have acquired by the end of the degree programme (whereby the minister notes that it is not the intention that students should take part in decisions on final attainment levels),
- the design of practicals,
- the study load of the degree programme and the units of study,
- the manner in which students are selected for honours tracks within a degree programme,
- all other matters in the OER that are not prescribed as such in the WHW: on these matters, both the degree programme committee and the Faculty Council have right of consent (and there is thus an overlap in competences); this is unintended and the Ministry will rectify this, but this will not happen before 1 September 2017.

The degree programme advisory committee can play an active role with regard to instruments for educational quality assurance, such as course and curriculum evaluations. In addition, by holding surveys on specific topics (such as education facilities and the quality of teaching classrooms, but also topics such as tutorials, feedback on tests, and facilities for the disabled), it can also ascertain whether the degree programme is getting things right. In addition to holding surveys, meetings with students and/or lecturers can also be organised.