



**Universiteit  
Leiden**

# **Manual for Programme Committees**

**Faculty of Humanities**

Adopted by the Faculty Board on 20 December 2016, latest revision 4 November 2020.

## Contents

Introduction.....	1
1. Position of the Programme Committee in the organisation .....	1
1.1 Co-participation body.....	1
1.2 Organisation structure .....	2
1.3 Other co-participation and advisory bodies.....	3
2. Tasks and responsibilities of the Programme Committee .....	3
2.1 Statutory tasks.....	3
2.2 Teaching evaluation .....	6
2.3 Annual Programme Report .....	8
2.4 Programme assessment and midterm review .....	8
2.5 Contact point.....	9
3. Composition and functions .....	9
3.1 Composition .....	9
3.2 Functions and their associated tasks and responsibilities .....	9
3.3 Recruitment of student members.....	11
3.4 Election and appointment of members .....	11
4. Cooperation, meetings and reporting.....	11
4.1 Rules of Procedure of the Programme Committee.....	11
4.2 Annual Plan, Annual Calendar, and Evaluation Timetable .....	11
4.3 Meetings and their preparation .....	12
4.4 Cooperation within and outside the PC .....	13
4.5 Minutes, reports and other communication.....	14
4.6 Annual Report and Transfer of Tasks .....	14
4.7 Reporting to Faculty Council and archiving.....	15
4.8 Good functioning of the PC .....	15
5. Visibility of the PC and contact with the represented groups .....	15
6. Privacy and data protection .....	17
7. Official language.....	17
8. Disputes.....	17
9. Facilities, support and training.....	18
10. Promoting expertise .....	18
11. Time investment and remuneration.....	19
Appendices and further information .....	20
Appendix 1 - Hyperlinks to relevant laws, regulations and policies.....	20
Appendix 2 - Hyperlinks to relevant information/websites.....	20
Appendix 3 - Rights of the Faculty Council and Programme Committee regarding the Course and examination regulations.....	21

Appendix 4 – Example/format for reporting on course evaluations .....	24
Appendix 5 – Quality Agreements Faculty of Humanities.....	25
Appendix 6 – Checklist for Programme Committees .....	26
Appendix 7 - Format for Annual Calendar of FGW Programme Committees .....	28
Appendix 8 - Email addresses of student administrations, PCs, and others .....	30

## Introduction

The Programme Committees (PCs, OC's in Dutch) of the Faculty of Humanities (FGW in Dutch) have an important role in quality assurance of the teaching. Teaching quality assurance means briefly that the Faculty and the study programmes work systematically on improving the quality of teaching. In this context, we ask two elementary questions: 1) Are we doing the right things in our teaching? And: 2) Are we doing those things right?

A PC is a legally required co-participation body. It is established for a single programme or a group of programmes. A PC asks the two aforesaid elementary questions at the programme level, and tries to formulate answers to them. To make this possible, the PC has two important tasks: firstly, evaluating the courses and curricula, and secondly, assessing the implementation of the Course and Examination Regulations (CER, OER in Dutch) and the curricula that they specify. A PC therefore keeps a finger on the pulse, must consent to certain issues and makes recommendations for improvement. If necessary, the PC is also a 'thorn in the side'. It makes a constructive contribution to improving courses, but also plays a part in developing the broad outlines of the curriculum, both now and in the more distant future.

Quality assurance of teaching is based on the Plan-Do-Check-Act (PDCA) cycle. This cycle means that you first plan things (P), then you do them (D), check whether they went well (C) and finally draw conclusions and formulate improvement actions (A). Then you start the cycle again. The PC mainly operates in the Check and Act stages. The FGW [Guide to Teaching Quality Assurance](#) gives more information about our Faculty's system of teaching quality assurance, how this system is structured, the tasks and roles of the various actors, and the instruments for measuring quality and transparently monitoring improvement plans.

This Manual offers information, guidelines, tips and examples that will help your Programme Committee to perform the important tasks correctly. Where relevant, this Manual refers to information, legislation and regulations that are available online elsewhere. It is also coordinated with the content of [the Small Private Online Course](#) (SPOC) that is offered by Leiden University to all (new) PC members.

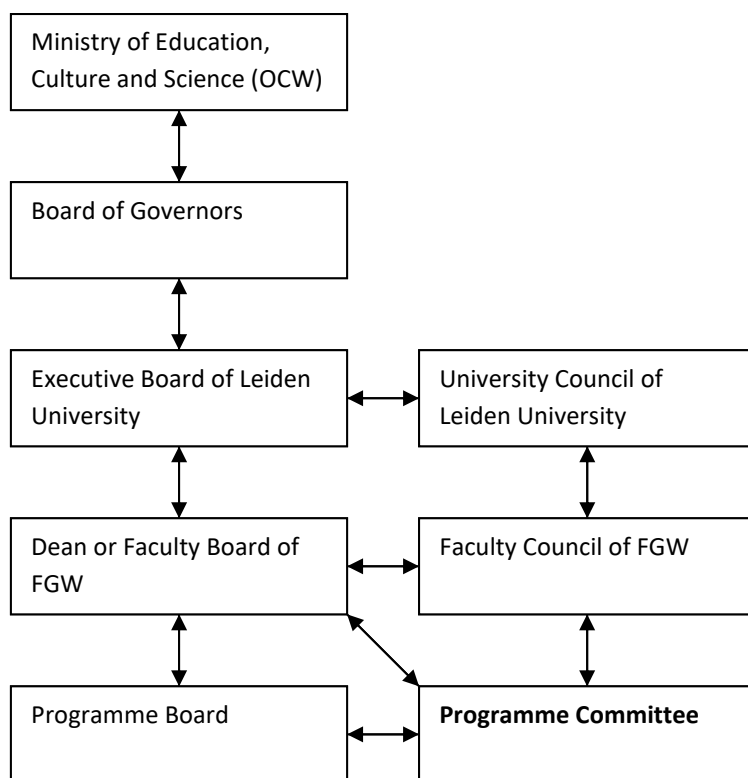
If teaching staff members or student members of a PC have any questions or recommendations concerning the tasks and responsibilities of the Programme Committee, they are welcome to contact the Educational Advice and Quality Assurance Team (O&K): [oenk@hum.leidenuniv.nl](mailto:oenk@hum.leidenuniv.nl)

## 1. Position of the Programme Committee in the organisation

### 1.1 Co-participation body

The PC is primarily a co-participation body at the study programme level. By giving consent to certain plans and regulations and by issuing advice, the PC has an important influence on the quality of the study programme. The right of consent which is granted to the Programme Committee (PC) regarding parts of the Course and Examination Regulations (CER) means that the PC's effective consent is required for these parts. Also, the PC's additional 'advisory' right is actually more binding than the term might suggest. Right of prior consultation means that the PC *must* be consulted about the respective subjects in the CER.

## 1.2 Organisation structure



To function well as the PC, it is important to know the organisation structure of the study programme, the Faculty and the University. A brief explanation will now be given of some aspects of the structure.

A PC is a legally required co-participation body, established for a single programme or a group of programmes. The activities of the PC therefore mainly take place at the programme level, and the most important interaction with the administrative organisation takes place with the Programme Board (see also the figure above).

### *Relationship programme – Faculty – University*

The Programme Board sees to it that the announced courses are actually organised and meet the quality standards. Programme Boards have the scope to take decisions for their programmes about the content and delivery of the teaching. However, a number of matters are decided and adopted at higher levels in the organisation and must also be implemented in the programmes, within the agreed frameworks. For example, there are the [Faculty Regulations](#) and a [Faculty Teaching Evaluation Framework](#). Other teaching policy is adopted at a yet higher level, that of the University. This policy applies to all the faculties and all the study programmes; examples of this are the [Student Charter](#) and the [Binding Study Advice of Leiden University](#). Finally, the University in turn must implement policy of the Ministry of Education, Culture and Science (OCW).

The Higher Education and Research Act (WHW) stipulates that the PC must be given the opportunity to hold discussions with the Board about a proposed decision or a matter of current relevance on which the PC wishes to issue advice. In addition, the PC has the statutory right to inspect all relevant documents relating to teaching evaluation and teaching quality. The Act also stipulates that the Programme Board or the Faculty Board must inform the PC within two months regarding the way in which the PC's advice is being followed. If the advice is not being followed, the Board must inform the PC in writing of its/his/her reasons for not – or not yet - complying with the advice.

### *Boards of Examiners and Boards of Admissions*

In addition to Programme Boards and PCs, there are also Boards of Admissions and Boards of Examiners operating at the programme level. Boards of Admissions are responsible for implementing the programme's admissions policy. They check whether candidates can be admitted to the study programme. Boards of

Examiners are the most important of the bodies bearing responsibility for ensuring that all diplomas that are awarded represent a sufficient final level of the graduates. For this, the Board of Examiners checks, among other things, whether the programme's entire assessment system guarantees that the learning outcomes are attained and also, for instance, whether the quality and level of examinations, internships and theses are sufficient. The responsibilities of these Boards are clearly distinct from those of the PC. More information about the relationship between the PC's work and that of the Board of Examiners is given in 4.4.

### 1.3 Other co-participation and advisory bodies

Programme Committees are not the only bodies that represent a group of students and/or teaching staff, and provide the programme or Faculty with advice. Contact with other co-participation bodies, study association(s) and the assessor can help the PC to do its work better or to have more influence.

#### *Assessor*

The assessor is the student member of the Faculty Board, and must ensure that the student perspective is taken into account during the Board's policy making and decision making. The assessor also acts as the Faculty's complaints coordinator. The assessor's tasks include, among other things, the professionalisation of the Programme Committees by organising training courses or meetings, in consultation with the PC trainer (see also Chapter 10).

The assessor is also the point of contact for the student members of the PC if they want to issue advice to the Faculty Board: [assessor@hum.leidenuniv.nl](mailto:assessor@hum.leidenuniv.nl)

#### *Faculty Council and University Council*

The Faculty Council and University Council are important co-participation bodies at the Faculty and University level respectively. To a certain extent, the role they play at those levels is similar to that of the PC at the programme level. However, because Faculty policy can also have important consequences for individual programmes, a PC can also give advice directly to the Faculty Board, and it is important that the Faculty Board and the Faculty Council know what issues are currently relevant within the programmes. The University Council and Faculty Council also have a role in relation to the Course and Examination Regulations (CER), which is described in more detail in 2.1.1.

Contact with the Faculty Council can be important, for instance regarding matters for which the Council has the right of consent and the PC has the right of prior consultation (advisory powers), or vice versa. The PCs can help to ensure that the Faculty Council is well-informed and knows what issues are currently relevant within the programmes. The PC has a statutory obligation to inform the Faculty Council about the advice that it issues. This is described in more detail in section 4.7.

#### *Standing Committee for Education*

The Faculty of Humanities has a *Standing Committee for Education*, which issues advice to the Faculty Board or Programme Boards about the teaching policy, the policy on teaching quality assurance, the (Faculty part of the) Course and Examination Regulations and curricula in the Faculty. This Committee also functions as the regular Programme Committee for e.g. the Faculty's core curriculum courses and advises on these to the Faculty Board. The Committee can be contacted at: [commissie\\_onderwijs@hum.leidenuniv.nl](mailto:commissie_onderwijs@hum.leidenuniv.nl)

## 2. Tasks and responsibilities of the Programme Committee

### 2.1 Statutory tasks

The formal tasks of the Programme Committee are set down in the [Higher Education and Research Act](#) (WHW, Article 9.18). The central task of programme committees is to advise degree programmes on improving and maintaining their quality. Moreover, the PC has:

1. Right of consent and right of prior consultation with respect to parts of the programme's Course and Examination Regulations (CER).
2. The task of annually evaluating the method of implementing the CER.

3. The task of issuing advice and proposals, on its own initiative or on request, to the Programme Board and the Faculty Board about all matters concerning the programme's teaching.
4. The task of discussing the advisory report of the assessment panel (visitatiecommissie).

These statutory tasks will now be explained in more detail.

### **2.1.1 Right of consent and right of prior consultation with respect to the programme's CER**

#### *University's model CER, Faculty part of the CER, and programme-specific appendix of the CER*

The Course and Examination Regulations (CER, OER in Dutch) contain the applicable procedures and rights and obligations regarding teaching and examination. The CERs of Leiden University have been formulated according to a central format adopted by the University Council (the 'model CER'). Some specific articles in this are adopted in the same way for the whole University. The right of consent of the University Council also applies to these articles.

For other articles, which are not determined at the university level, text proposals are offered in the model CER for the faculties and study programmes. This means there is scope for individual interpretation of those points.

In our Faculty, the model CER is converted into two parts, namely:

1. A Faculty part, which applies for all the bachelor's programmes or all the master's programmes of the Faculty;
2. A programme-specific part, which applies specifically for the programme (a.k.a. OSO).

The Faculty part sets down, among other things, general rules for freedom of choice, examination opportunities, period of validity of examination components, judicia and study advice. The programme-specific part contains e.g. the programme's learning outcomes, its curriculum (via a link to the Prospectus) and, in the case of master's programmes, the admission requirements. Much of the programme information in the Prospectus is regarded as an appendix, and hence also as an integral part of the (programme-specific) CER.

The draft version of the Faculty parts of the bachelor's and master's CER are prepared each year by the Faculty Board and are submitted for consent and advice to the PC's and Standing Committee for Education. Together with the advice of these committees, the Faculty CERs are then submitted to the Faculty Council, which has the right of consent and right of prior consultation regarding important elements of the Faculty part of the CER. The Faculty Council must first give its consent to those elements, before the CERs can be adopted by the Faculty Board.

The draft version of the programme-specific part of the CER is prepared each year by the Programme Board (sometimes assisted by the study coordinator) and submitted to the PC. It is helpful if the Programme Board indicates clearly any changes from the previous year's CER. The PC has the right of consent regarding some elements of the CER, and the right of prior consultation regarding other elements. The PC gives its consent and advice around April about the CER that will come into effect in the September of that year.

For an overview of the statutory right of consent and consultation rights of the Faculty Council (FC) and the PC, please refer to Appendix 3. When one looks closely at how these rights are divided between the FC and the PC in the Enhanced Governance Powers (Higher Education) Act, it is evident that in some cases this legislation is not based on an entirely logical choice. Thus, the FC has the formal right of consent regarding some topics for which it would be better and much more logical to ask the PC for consent. The Faculty therefore requests both the FC and the PCs to work mainly in the spirit of the Enhanced Governance Powers (Higher Education) Act, rather than adhering 100% to the formal rights of prior consultation and consent, a small proportion of which appear to be counterintuitive.

#### *Amendments to the CER*

Some elements of the programme-specific CER, such as the learning outcomes (also called achievement levels) or admission requirements, should preferably remain unchanged for several years. However, there are sometimes good reasons to change the learning outcomes. In all cases, it is important to ascertain that the programme curriculum is a good reflection of the learning outcomes. In other words, the composition of the

curriculum must be such that all students (in all specialisations) are able to achieve those learning outcomes. Specific admission requirements (for master's and some bachelor's programmes) should also usually remain unchanged for a longer period.

Changes in the curriculum, on the other hand, occur quite frequently. However, nearly all changes in the CER do not suddenly come 'out of the blue'. Many proposals for change in the study programme are also previously known to the Programme Board. It is highly recommended that these proposed changes should already be discussed in the PC as soon as they have become crystallised to some extent, which can sometimes be early in the academic year, before the definitive consent or advice on the new CER has been placed on the agenda. By doing this, it is possible to avoid the PC and the PB having insufficient time during Spring to look carefully at specific matters and attempt to reach further agreement with each other about them.

The CERs are valid for one year, until the next CER enters into effect. Sometimes this means that transitional provisions must be included, for example to ensure that students who started the programme earlier are not confronted with regulations or a curriculum that cannot reasonably be declared applicable to them. Advice on such transitional arrangements should also be given by the Standing Committee for Education and the Programme Committee.

The Prospectus is an appendix of the CER. As part of the statutory tasks, the PC can therefore also reflect on the information supplied via the e-Prospectus. The Prospectus will be fleshed out based on the 'programme schedule' for the degree programme. In this programme schedule, the content of the examination programme is established, and also what the study load of the individual courses is, and what education forms are implemented in the different components. The PC is contacted for consent and/or advice on the various components of the programme schedule, regarding which it has consent or consultation rights. The PC may then also issue recommendations to further enhance the clarity, accuracy and completeness of the information provided in the Prospectus.

#### *Written consent and advice*

The Programme Committee's consent and advice on the CER is provided to the Programme Board in writing, as is the advice provided by the Standing Committee for Education to the Faculty Board. In accordance with the Act, such written advice is also made available to the Faculty Council. This is described in more detail in section 4.7.

#### *Further information*

More information about the contents of a CER and the status of a CER is given in Leiden University's [Small Private Online Course](#) (SPOC) for PCs. The approach that the PC must take to the CER is also covered in the Faculty training course that is offered to student members of PCs (see also Chapter 10).

### **2.1.2 Annually evaluating the method of implementing the CER**

The second task assigned to the PC by the Act is evaluating the *method of implementing the CER*. This task can perhaps best be translated into the following sub-tasks:

1. Evaluating whether the regulations of the CER (Faculty part + programme-specific part) have indeed been (correctly) applied in the programme, but also evaluating whether certain regulations perhaps have unintended or undesirable effects on the programme, or on the students or teaching staff.
2. Evaluating whether the programme curriculum is indeed being delivered as set down in the CER (and the Prospectus) and evaluating whether the quality of the offered teaching and the learning environment / facilities meet the requirements that may be imposed for them.

Teaching evaluations are important instruments for obtaining insight in the matters listed above. One can think of organising course evaluations or internship evaluations, but also e.g. periodically evaluating the entire curriculum. More information about teaching evaluation in our Faculty is given in section 2.2 of this Manual and in the Guide to Quality Assurance of Teaching.



In addition, there are all kinds of other ways in which the PC can keep a finger on the pulse, in order to form a judgement about the 'ups and downs' of the programme. Good contact with the represented groups, both students and teaching staff, is essential for this. More details about this are given in Chapter 5.

Evaluating the implementation of the CER and the quality of the teaching is not necessarily restricted to a specific time period of the year. The PC conducts activities in this area throughout the year. However, when a new CER and Prospectus become available in spring / summer, it is a good idea to reflect on this statutory task, and to evaluate whether, on the basis of collected information, the PC can formulate further advice for the Programme Board or Faculty Board, or formulate plans for itself to give closer scrutiny to specific topics in the future.

### **2.1.3 Issuing advice to the Programme Board and/or Faculty Board on the programme's teaching**

The Programme Committee has the task of issuing advice, on its own initiative or on request, to the Programme Board and the Faculty Board about all matters concerning the programme's teaching.

In addition to issuing advice on the content of the CER (2.1.1) and on the method of implementing the CER (2.1.2), the PC is free to issue advice - solicited or unsolicited - on the basis of its own investigations or serious opinions expressed by the represented groups. If the advice relates to matters specifically concerning the programme, then it is addressed to the Programme Board. If the advice relates to the quality of assessment or grading, it is advisable to also send that advice to the responsible Board of Examiners.

If the advice relates to matters above the programme level, it is addressed to the Faculty Board. Where applicable, the Faculty Board will discuss advice that it receives from the PC with any relevant Institute Boards and Programme Boards.

### **2.1.4 Discussing the advisory report of the assessment panel**

The final task of the PC, specified in the Act relates to discussing the report of the assessment panel (*visitatiecommissie*). Once every six years, each programme is assessed by an independent committee consisting of peers which then sets down its judgments and recommendations in an assessment report. The PC must discuss this report and advise the Programme Board on the improvement plan initiated by the study programme in response to this assessment. More information on this can be found in 2.4.

## **2.2 Teaching evaluation**

Teaching evaluation is an important instrument for revealing, monitoring and improving the quality of the teaching. The PC plays a central role in this. The purpose of evaluation is to improve the quality of our teaching on the basis of collected information.

### **2.2.1 Faculty Teaching Evaluation Framework**

Our Faculty has a [Teaching Evaluation Framework](#) that is applicable to all the Faculty's programmes. This Framework includes attention to teaching evaluation of programme components (e.g. course, internship, thesis) and of programme curricula (e.g. first year, minor, entire curriculum). In addition to the method of evaluation, it also gives attention to the follow-up of evaluations and feedback on this to the students.

The Evaluation Framework serves as a source of information and as guidelines for teaching staff, Programme Boards, Programme Committees and other relevant parties. Methods, procedures and Faculty formats for e.g. questionnaires are given in the appendices of this Evaluation Framework Procedures, formats and examples that are only relevant for the PC are given as an appendix to this Manual.

The Faculty Evaluation Framework and its appendices form an important basis for the work of the PC and are an integral part of this Manual. Matters that are described in the Evaluation Framework are in principle not repeated in this Manual, so for more information, please see this Faculty Teaching Evaluation Framework.

### **2.2.2 Analysing evaluation results, reporting and formulating recommendations**

Not only the Programme Committee but also e.g. the teaching staff in question and the Programme Board need to work on the results of evaluations, therefore Chapter 4 of the Faculty Teaching Evaluation Framework gives attention to the follow-up of teaching evaluation. This Manual for PCs will discuss it in more detail insofar as this is useful for the PCs' work.

It is important for the PC to realise that the benefits of teaching quality assurance are mainly to be found in the *follow-up* of teaching evaluation. The PC plays an important role in this, by giving good advice. 'Good advice' is usually also nuanced advice, which takes account of the context in which the teaching and the teaching staff are located. However, it is also important that the PC should check what has been done about PC advice from the past, and should notify the Programme Board if previously observed improvement points have received insufficient attention. When planning evaluations, you should therefore be aware that evaluating *all* courses, or *a large number* of courses is not necessarily good. You should be particularly careful to also ensure that the PC gives attention to the subsequent trajectory, even if this means that fewer courses are evaluated.

When assessing evaluation results, the PC must always consider whether those results are sufficiently valid and reliable. Have enough students filled in the evaluation to give a reliable picture? Has a specific question elicited unintended specific responses, because of the way it was formulated? And do specific critical expressions not represent the opinion of just one or a few student(s), while the vast majority of students perhaps had a different opinion? It is also worth noting that regular course evaluations (using closed questions) can provide an indication that something is going well or is not going well, but often cannot exactly specify what is or is not going well. If desired, this requires further investigation, for example in the form of (interim) evaluation interviews.

#### *Reporting and recommendations arising from course evaluations*

When formulating advice, it is good to first look in a *structural* manner at the quality of a course. It is helpful here to use a structured format. A format for reporting / advice makes it possible, on the basis of a number of fixed aspects that determine the quality of teaching, to briefly formulate what its strengths and weaknesses are, and what advice the PC gives to make further improvements. The PC fills in a format of this kind partly on the basis of the results of the teaching evaluations (e.g. the EvaSys report) and any additional information that is available. Please refer to appendix 4 for a (non-mandatory) format.

When formulating a definitive report + advice, it is desirable that the teaching staff member him/herself is given the opportunity to respond to it, and possibly to give additional interpretation of the results of evaluations and/or the PC's judgement of them. This can be done in writing or in a personal interview. This feedback from the teaching staff member, via the Programme Board or otherwise, will perhaps not always take place or can take time. The PC can therefore also decide to provisionally issue a report + advice, to which an addendum with feedback from the teaching staff member can be added later, if necessary. In the most ideal case, the definitive version of the evaluation documentation will contain a clear agreement in which the teaching staff and the Programme Board agree what must be retained in the teaching and what will be given further attention.

#### *Reporting and recommendations arising from curriculum and other evaluations*

In a similar way to the above-mentioned format for reporting and advice arising from teaching evaluations, it can also be helpful to use a fixed format / structure for reporting and advice arising from curriculum evaluations or other evaluations conducted by the PC (or external parties).

Since 2019, a standard programme evaluation has been carried out throughout the university. This programme evaluation is one of the instruments for monitoring progress regarding the quality agreements and the ambitions outlined in the vision on education (see also attachment 5). Students are asked to fill in the questionnaire once they have completed their degree programme. The aggregated results are made available to the department in the autumn.

The most important external curriculum evaluation is the National Student Survey (NSE in Dutch). The PC therefore discusses the NSE results every year, and formulates advice on the basis of these. The NSE factsheet that is provided yearly also includes the average scores for the various NSE themes in the country. You can compare the scores of your own programme(s) with these to gain a clearer picture of the satisfaction level of

your students compared with those averages. For a few (small) FGW programmes, however, the number of respondents is too low to use the NSE as a valid and reliable information source.

Some tips for writing advice can be found in Chapter 4 of the [OC-Wijzer \(PC Guide\) of the Dutch Student Union \(LSVb\)](#).

## 2.3 Annual Programme Report

All programmes write an Annual Programme Report (Opleidingsjaarverslag) each year. This is a report of an academic year, which is written in the Autumn. The report falls under the responsibility of the Programme Board, which produces the report in conjunction with the Programme Committee. The Annual Report gives information about the activities of the Programme Board and the PC, and reflects on the strengths and weaknesses of the curriculum (partly on the basis of teaching evaluations and the data on the Annual Programme Card), the delivered teaching and the effects of recent changes in the programme. It also describes intended improvements. Every Annual Programme Report gives attention not only to new evaluation results but also to the (follow-up of) action points and intentions from the previous Annual Report.

The Annual Programme Reports also form an important starting point for the programme's self-evaluation in preparation for the programme assessment and midterm review (see section 2.4).

## 2.4 Programme assessment and midterm review

### *Programme assessment*

Every six years, our programmes are assessed in terms of their quality and content by an independent assessment panel (*visitatiecommissie*). On the basis of this committee's advisory report, the Accreditation Organisation of the Netherlands and Flanders (NVAO), on behalf of the government, extends the *accreditation* of the programme for six years. This accreditation is required for issuing recognised diplomas and is a condition for student grants to be awarded to students.

Before the visit of the assessment panel, an information dossier is sent to it, in most cases including the *self-evaluation report*, in which the programme describes the current situation, strengths and weaknesses, and its ambitions. A chapter on behalf of the students or an advice provided by the PC itself is included as an appendix or separate chapter in this self-evaluation report. In this appendix, students can say how they experience the programme and what they see as possible development points and opportunities for the programme's future. Use must be made here, if possible, of valid and representative student evaluations (e.g. the NSE, curriculum evaluations, etc.). Preferably, the student members of the PC coordinate the production of this chapter. In addition, input and feedback is requested from the PC as a whole for the other chapters of the self-evaluation report.

During the visit, the assessment panel often speaks with members of the PC about the content and quality of the programme and the role played by the PC in the programme's improvement policy. The PC's most important preparation for a programme visitation assessment is that it should function properly over the years and constantly monitor the programme's content, quality and quality assurance.

After the programme assessment, the programme writes an *action plan* based on the visitation committee's recommendations, placing the emphasis on what improvements and developments will be continued or introduced. The PC must discuss the advisory report of the visitation committee and its input and advice is also required for producing the action plan.

### *Midterm review*

Three years after the assessment, the programme is again visited by a committee of experts, for a *midterm review*. On this occasion, the programme is assessed again by the experts, although in less depth than for a formal programme assessment. A midterm review is not required by law, but is conducted as standard by many universities as part of the internal quality assurance cycle. The purpose of the midterm review is partly to see how and to what extent the programme is complying with the recommendations made three years earlier by the assessment panel. In addition, it can involve discussion of other, e.g. more current, topics.

The preparations of the midterm review committee include reading Annual Programme Reports, Annual Reports of the Board of Examiners, the CER and numerical data on intake, success rate and student satisfaction. The review committee also takes a random sample of theses from recent years, grades them and then compares this grade with the one given earlier by the programme itself. Finally, the programme also submits a number of specific questions to the review committee. Therefore, no separate self-evaluation is written in advance, and the PC does not have any specific tasks in relation to preparing for the midterm review. However, the midterm review committee will also speak with members of the PC during its visit.

After the midterm review, another action plan is written, or the existing action plan is supplemented and updated. For this the PC's advice and input is again requested.

Further information about the programme assessment and midterm reviews can also be found in the [Guide to Teaching Quality Assurance](#).

## 2.5 Contact point

Apart from the organised teaching evaluations, a PC also functions as a contact point for students and teachers. It must be possible for them to report any complaints, suggestions and problems about courses, examinations and teachers to the members of the PC. You should therefore inform students very clearly about how you can be contacted for this purpose (e.g. consultation hours, Brightspace, email address, etc.).

However, you should also be aware that there can be better routes for many complaints or objections. The FGW assessor also acts as the complaints coordinator for the whole Faculty. If necessary, the assessor will refer students to another desk, contact point or e.g. the Examination Appeals Board. The [University website](#) explains clearly what route must be taken for the various kinds of complaints or objections.

## 3. Composition and functions

### 3.1 Composition

A PC always has an equal number of students and teaching staff from the programme(s) for which it is responsible. An appendix of the [Implementing Regulations for Administrative Bodies of Study Programmes](#) (Uitvoeringsregeling bestuurlijke gremia opleidingen) states how many members are in each PC.

### 3.2 Functions and their associated tasks and responsibilities

The PC elects a chair and secretary from among its members. The chair is elected from among the staff members. In electing the secretary, preference should be given to one of the student members, so that shared responsibility and co-participation can also be manifested in this form.

An *example* will be given below of how the tasks and responsibilities of the various functions within a PC can be divided. This is just an example; therefore your PC can make different agreements about the division of tasks. The agreements are laid down in the Rules of Procedure of your PC.

#### 3.2.1 Chair

The chair has a leading, coordinating and representative role in the PC. The chair of the PC reports to the chair of the Programme Board, the Faculty Council and the Faculty Board. The position of chair is allocated 0.04 FTE (66 hours per year).

The chair:

- is responsible for ensuring that the PC functions well;
- monitors the appointment of members by the Faculty Board;
- encourages the knowledge and training of the members;
- occasionally holds preparatory discussions with the secretary;
- prepares the content of the meeting and produces an agenda;

- chairs the meetings (asks people to speak, summarises actions and decisions, and can have the deciding vote in a decision of the PC);
- holds periodic discussions with the Programme Board and, if necessary, occasional discussions with the Board of Examiners and other co-participation and advisory bodies of the Faculty about teaching matters.
- works on the further professionalisation and improvement of the degree programme;
- is responsible for the PC's archive and the handover to new members.

Profile of the chair of the PC:

- Professor, Associate Professor, Assistant Professor or Lecturer;
- expert in the field of the degree programme, minor or other unit of study or cluster of degree programmes concerned;
- demonstrable experience in education and didactics, as well as extensive teaching experience (preferably within various degree programmes and in various years of the BA, MA and ResMA);
- has a professional vision for academic education, in line with the faculty's strategy;
- experience of educational administration within the faculty, preferably as a member of the PC;
- good listening skills and able to communicate a clear message;
- works well as part of a team.

It is recommended that a deputy chair should also be appointed within the PC, who will take over the chair's tasks and responsibilities in the event of his/her absence, but e.g. also when teaching activities of the chair are being discussed.

### 3.2.2 Secretary

The secretary:

- monitors and deals with incoming post / email;
- schedules the meetings and reserves the meeting room;
- prepares meetings, together with the chair, and sends out the agenda in good time;
- takes minutes of every meeting, or at least records a list of actions and decisions, and sends this out soon after the meeting;
- promotes efficient discussion and ensures that information is supplied to the PC members;
- draws attention to relevant frameworks and regulations;
- coordinates the production of an Annual Plan (and a PC Annual Report, if applicable);
- sends the advice on behalf of the PC.

### 3.2.3 Other members

Under the responsibility of the chair of the PC, a member of the PC is charged with monitoring the quality of a programme's curriculum. The position is allocated 0.03 FTE (50 hours per year).

The other members:

- ensure that they are aware of the PC's vision of the programme, the CER, the curriculum, the teaching quality;
- analyse teaching evaluations and other information and, on the basis of this, contribute to the formulation of advice;
- contribute to the practical organisation of teaching evaluations;
- implement and report on project-based activities of the PC;
- provide input for the Annual Plan; the Annual Programme Report; action plans and other relevant (quality assurance) documents.
- follow up action points assigned to them;
- maintain contact with colleagues and/or students.

Profile of the PC member:

- Professor, Associate Professor, Assistant Professor, Lecturer or student;

- expert in the field of the degree programme, minor or other unit of study or cluster of degree programmes concerned;
- able to work as part of a team;
- good listening skills and able to communicate a clear message.

### 3.3 Recruitment of student members

Before the election and appointment of student members of the PC, it is important to recruit motivated students as possible who wish to stand for election. The current PC can play an important role in this each year. The more visible the PC is to students during the year, the newer students will stand as candidates each year. Experience shows that recruitment by email is not effective. Recruitment during lectures (by the chair of the Programme Board, a student ambassador and/or current student members of the PC) is usually much more effective, preferably in the first or second week of lectures in September.

### 3.4 Election and appointment of members

#### *Teaching staff members*

The PC teaching staff members are appointed by the Faculty Board for three years from among the staff who deliver the teaching of the relevant programme(s). The Faculty Board appoints teaching staff members on the recommendation of the chair of the authorised Programme Board.

#### *Student members*

Student members are elected by and from among the students of the relevant programme(s), and on the basis of this are appointed for one year by the Faculty Board. The Programme Board concerned organises the elections for this. Elections usually take place in the month of September and the term of office normally starts on 15 October.

The appointment and election of teaching staff members and student members respectively are regulated by the [Faculty Regulations](#) (Article 29) and the [Implementing Regulations for Administrative Bodies of Study Programmes](#) (Articles 1 and 4). Therefore for more information on this, please see these documents.

## 4. Cooperation, meetings and reporting

### 4.1 Rules of Procedure of the Programme Committee

PCs must have established Rules of Procedure (*Huishoudelijk Reglement*). The Rules of Procedure are statutorily prescribed regulations for matters of a procedural nature. The PC describes its internal agreements with respect to e.g. the division of tasks within the PC, meetings, and reporting. The Faculty has developed a format for these Rules of Procedure. All PCs implement this format in their own ways, establish their rules and send them to the responsible programme boards and the Faculty board (email address of faculty board: [bestuursondersteuning@hum.leidenuniv.nl](mailto:bestuursondersteuning@hum.leidenuniv.nl)). If a PC decides to change its Rules of Procedure in the interim, the new version must again be sent to the respective boards.

### 4.2 Annual Plan, Annual Calendar, and Evaluation Timetable

#### *Annual Plan / Annual Calendar*

It is important to produce an Annual Plan or work schedule at the start of an academic year. This can take the form of an Annual Calendar, as attached in Appendix 7. An Annual Plan is handy for a variety of reasons:

- the PC sets down concisely but clearly in advance what it explicitly wants to work on and what it wants to achieve;
- it is clear to every member what will be worked on when, and how the tasks will be divided;
- the Annual Plan can help to spread the workload over the year, or to make choices for what will and will not be done (e.g. with respect to which evaluations will be executed during the upcoming year);

- the Annual Plan makes clear when specific topics, quality assurance documents, or survey results can be expected to appear on the PC's agenda. The PC can therefore also notify relevant parties if it does not receive specific information or documents (in time), in order to give advice on them;
- the Annual Plan helps with handover or induction of new PC members;
- the Annual Plan can be published, so that everyone knows what the PC is working on.

#### *Evaluation Timetable*

The Evaluation Timetable is part of the Annual Plan. At the start of each academic year (before 1 October), the PC formulates an Evaluation Timetable. This Timetable states which courses / lectures will be evaluated and when. The Evaluation Timetable helps not only the PC, but also the other parties involved in teaching evaluation (including e.g. the teaching administration), to ensure that the process runs as smoothly as possible.

N.B. the teaching administration wants to know in good time which courses will be evaluated, because forms need to be produced by ICLON, not only stating e.g. the name of the course, but also being able to take account of including e.g. the names of various teaching staff in the questionnaire. Blank forms (without the course name) run the risk of being lost.

### 4.3 Meetings and their preparation

Holding meetings is an art in itself, and many books have been written about it. Just a few tips are given here:

#### *Preparation*

- Produce an Annual Plan and follow it, unless there are good reasons to diverge from it (see also section 4.2).
- You should preferably choose a fixed time to hold meetings and/or schedule several meetings a long time in advance.
- You could consider having certain topics thoroughly prepared by just a few members of the Committee. This can save a lot of time for the Committee as a whole.
- Ask people to submit agenda items in advance, so that an invitation and the relevant documents can be sent in good time.
- Ensure that topics of importance for students are at the top of the agenda.
- If relevant, organise a preliminary meeting for only the student members. It often helps with creating good understanding and opinion formation if students have already discussed something in advance among themselves.

#### *During the meeting*

- A good decision stands or falls with a good discussion. This does not necessarily have to be a long discussion, but it has to be thorough. A good method is the 3-phase model of decision-making: Definition, Judgement, Decision (in Dutch, 'BOB': *Beeldvorming, Oordeelsvorming, Besluitvorming*). The first phase involves brainstorming, and collecting as much information as possible. In the second phase, the various standpoints are inventoried, and connections are made between them. Finally, a decision is made.
- The chair should ensure that everyone has the opportunity to speak, and that repetitions are avoided.
- Members should allow each other to finish speaking and should take each other seriously.
- Consensus decision-making (the 'polder model') is part of Dutch culture, but sometimes (if necessary) allow a decision to be made by voting, instead of too readily assuming that consensus has already been reached and hence a decision has been made.

The PC must be able to collectively give sufficient attention to the results and follow-up of the different types of evaluations that it has organised itself. In addition, it must also give attention to the results of 'external' surveys (e.g. the NSE), to evaluating the method of implementing the CER, and to advising on Annual Programme Reports, action plans, and so on. This means that a PC will hold regular meetings. On average, PCs in the Netherlands have seven or eight meetings a year.

#### 4.4 Cooperation within and outside the PC

##### *One single committee*

Although the Programme Committee consists of student members and teaching staff members, it is primarily one single committee with a shared goal: to improve the teaching. Interests of students and teaching staff are certainly not always conflicting, and there is no reason to unnecessarily cultivate the distinction between teaching staff members on the one hand and student members on the other. It is also important to make good use of the diversity within the PC; multiple viewpoints can often result in a clearer picture of the situation and hence in better advice. The strength of the PC depends mainly on the extent to which all members feel free to provide input from their own perspectives and on the extent to which student and staff members cooperate constructively with each other. Good cooperation also makes the PC's work more informative, enjoyable, efficient and effective.

Some topics that must be considered by PCs should first be thoroughly researched, and the results of this research analysed, before they can usefully and efficiently be discussed in a meeting. It is advisable to take a somewhat project-based approach to these activities. For example, two members can be designed to carry out a project together, and the topic can be put on the agenda of the whole PC later. These pairs could, for example, consist of one teaching staff member and one student member.

##### *Programme Board and Board of Examiners*

It is important that the Programme Board and the Board of Examiners and the PC know what one another are doing, and that they coordinate their activities, where necessary. A periodic 'triangular meeting' between the PB, PC and Board of Examiners offers good opportunities for that coordination. This meeting does not need to be attended by all the members of the bodies, but by at least one or a few representatives of each. Obviously, PC minutes and reports are also sent to the Programme Board.

To supplement the formal meetings with the Programme Board, the student members of the PC can choose to have quite regular informal discussions with the student member of the Programme Board. This can also help to further improve the coordination between the PC and PB.

The Faculty Board and the Programme Board are required to provide information to the PC. They must provide timely information that the PC needs for the performance of its task and/or any information the PC may request to fulfil its task, in accordance with the principles of reasonableness and fairness. The Programme Committee is authorised to invite the Programme Board (respectively the Faculty Board) at least twice a year to discuss the proposed policy, following an agenda prepared by the PC.

The responsibilities of Boards of Examiners and PCs are strictly separate, but nonetheless Programme Committees can assist Boards of Examiners in their tasks, for instance by passing on complaints and/or evaluation results with regard to (setting of) examinations and final examinations to the Board of Examiners. If PC advice relates to the quality of assessment or grading, it is advisable to also send that advice to the responsible Board of Examiners.

##### *Study coordinator*

The work of the study coordinator includes tasks in the area of the programme's organisation and information supply. The study coordinator is also the study advisor for individual students. Study coordinators can therefore be an important source of information for the PC, not only about how the programme is organised but also about e.g. the problems encountered by individual students or groups of students.

The study coordinator is therefore regarded as a permanent advisor of the PC. In this capacity, he/she can attend meetings of the PC either as standard practice or only when the PC requests this. However, the study coordinator does not perform any tasks that are included in the PC's designated tasks.

##### *Study association(s)*

A study association is affiliated with a specific programme and organises various study-related activities. Given that the study associations represent many members, it is important that the student members of the PC are in close contact with the board of the relevant study association. This will make it possible for complaints, questions or comments to be passed on immediately to the PC. In addition, close cooperation increases the visibility of the PC.



### *Faculty advisors*

Within the Faculty, staff have been appointed with expertise in the area of education studies, training studies, assessment, teaching evaluation, ICT & teaching, quality assurance of assessment, student recruitment, internship and career guidance, internationalisation, diversity and inclusion, and so on. You should not hesitate to ask their advice for important topics on which the PC works and issues advice. The assessor or the Educational Advice and Quality Assurance Team (O&K) can refer you to the appropriate section or staff member.

### *Other PCs*

PCs will sometimes need to have contact with each other, or give each other information, for instance regarding evaluation of courses that are included in different programmes. For this, see also section 2.3.2 of the Faculty Evaluation Framework. Evaluation reports can be requested from the Educational Advice and Quality Assurance Team, or from the responsible PC.

In addition, PCs can learn from each other and adopt each other's 'good practices' in order to do their own work better or more efficiently. Leiden University organises an annual themed meeting in which PC members from the whole University can exchange ideas with each other. Meanwhile, of course, any PC is free to contact another PC of our Faculty for advice about a specific topic.

### *Email address*

The members who comprise PCs change regularly. Moreover, it is often not clear for students, staff or Board of the Faculty who is a member of the PC and what function they fulfil within the PC. For them, it is important to be able to communicate with the PC via a permanent email address, i.e. the functional mailbox of the PC. The PC is therefore requested, where possible, to make use of the PC's functional mailbox and to ensure that it is also properly managed for 12 months of the year. In case of any problem with the functional mailbox the PC can contact: [bestuursondersteuning@hum.leidenuniv.nl](mailto:bestuursondersteuning@hum.leidenuniv.nl)

## **4.5 Minutes, reports and other communication**

It is important that minutes are taken of PC meetings, or that reporting takes place in another way, stating the most important topics discussed and the decisions or advice arising from the meetings. It is advisable to appoint a dedicated member of the PC who will be taking the minutes. In most cases, this member will also act as the secretary. Minutes or reports are not only important for the functioning of the PC itself, but can also be requested by e.g. assessment panels. In general, it is advised: minutes or reports should not be longer than is strictly necessary.

In programmes where the lines are very short, and coordination and feedback are easy to arrange informally 'in the corridors', there is a risk that certain PC matters will not be written down, but settled orally. However, it is emphatically recommended that the PC's decisions or advice should always be concisely recorded in writing and then archived. This can perhaps be in the form of a short email message, confirming an oral discussion or otherwise, which is sent later to e.g. a teaching staff member or the Programme Board chair.

## **4.6 Annual Report and Transfer of Tasks**

There is no obligation for the PC to write an Annual Report of its own, but it is always involved in, and makes a contribution to the Annual Programme Report (*Opleidingsjaarverslag*) (see 2.3). Nonetheless, it is recommended that a separate PC Annual Report is written. This Annual Report may also serve as a handover document, setting out current issues and identifying points for attention for the coming year. The Annual Report helps new members to familiarise themselves with those matters which the PC has already dealt with and those which were not concluded in the previous academic year.

A PC Annual Report is not so much a reflection on the current situation or quality of the programme (this is the function of the Annual Programme Report) but more a reflection on the work of the PC and the functioning of quality assurance and teaching evaluation. In addition, a PC Annual Report can be used in the feedback to your represented group(s) (the students in the programme(s)) and for demonstrating to e.g. a midterm review committee how the PC functions. It can be handy to write not only a confidential version (which remains

internal and is used in the handover) but also a (summarised) public version to be published (e.g. in Brightspace).

#### 4.7 Reporting to Faculty Council and archiving

The Act (WHW, Art. 9.18) stipulates that the PC sends the advice on the CER, and advice issued to the Programme Board or the Faculty Board on matters relating to the programme, to the Faculty Council for perusal. The Faculty Council of FGW likes to have access to the PCs' advice, so that this can be included in its opinions and advice, where necessary. For this purpose, when the PC sends the advice to the Programme Board, it must include the following email address of the Management Support Department (Afdeling Bestuursondersteuning) in the cc: [Bestuursondersteuning@hum.leidenuniv.nl](mailto:Bestuursondersteuning@hum.leidenuniv.nl). The secretary of the Faculty Council will then upload the PC advice to a SharePoint, to which the members of the Faculty Council have access.

Further information on and frameworks for archiving the most important documents from the teaching quality assurance and of the Programme Committee can be found in the Faculty Evaluation Framework.

#### 4.8 Good functioning of the PC

Several years ago a survey was conducted among PCs and programme managers in the Netherlands to find out the preconditions for good functioning of PCs in higher education. The participants were also asked about possible measures to improve the functioning. For information, a few results from this survey are presented briefly below:

##### *Five essential preconditions for good functioning*

1. Proper communication / argumentation of the board's decisions based on the Committee's advice
2. Composition and membership of the Committee
3. Good cooperation between teaching staff and students in the Committee
4. Good attendance at meetings
5. Knowledge and understanding of the Committee members

##### *Five measures that can improve the functioning*

1. The programme management must respond adequately to the Committee's advice
2. Structured, well prepared and frequent meetings
3. Good coordination with other consultative bodies, by e.g. specifying its own tasks more precisely
4. Good induction and sufficient training of new members
5. Good publicity for the content and importance of the Programme Committee's tasks

The above preconditions and measures can also serve well as self-evaluation criteria on which the PC can base the periodic evaluation of its own functioning.

Should any problems rise in relation to the proper functioning of the PC, the Educational Advice and Quality Assurance Team may be able to give support to the PC. In such cases please contact: [oenk@hum.leidenuniv.nl](mailto:oenk@hum.leidenuniv.nl)

A national online platform provides information, news and best practices for Programme Committees. PCs are invited to share their valuable knowledge and good practices with each other on this web platform. You should therefore regularly take a look at: [www.opleidingscommissies.nl](http://www.opleidingscommissies.nl)

Further information and tips can also be found in the [PC Guide \(OC-wijzer\) of the Dutch Student Union](#) (LSVb).

## 5. Visibility of the PC and contact with the represented groups

The PC must be well informed about what is currently happening in the programme(s), which means that you must maintain good contact with the represented groups. This is naturally done to a large extent via teaching evaluations, but it can also be achieved by e.g. actively contacting people. In addition, the PC must especially be visible and approachable, so that students and teaching staff know where to find the PC when necessary.

Presented below are a number of 'good practices' that primarily can help to increase the visibility and approachability of the PC, and can also contribute to the PC's good functioning and sometimes to better communication, quality and satisfaction within the programme in general. With all types of communication, you should be particularly careful with regard to privacy-sensitive information (see also section 6).

#### *Brightspace – SharePoint – MS Teams*

With the transition from Blackboard to Brightspace, it was decided that the online learning environment should only be used for educational activities. This means that PCs can no longer set up their own course/module to communicate with their colleagues. They can, however, create a tab within the 'programme module' in Brightspace. This module is managed by the study coordinator and/or the Programme Board. Here you can post announcements or invitations, as well as provide insight into the results of the National Student Survey, publish short reports on the activities of the PC and report on actions and measures that have been taken in response to the results of evaluations. For communication between PC members, it is recommended to use SharePoint or MS Teams. You can also upload all meeting documents to these environments, for example.

#### *Programme webpage*

Make sure that a webpage of the programme gives concise information about, for instance, what a PC is and what its work entails. Also list the members of the PC and explain how students can keep informed in other ways (e.g. give references to the means of communication listed below) and how they can contact the PC, if they wish.

#### *Email*

Consider sending out an email in the first semester via the study coordinator to students in the programme, in which the PC student members introduce themselves, and you give references to more detailed online information and share any other relevant information. One of the findings from a student conference in December 2018 was that most Leiden University students by far prefer to receive feedback on important evaluation results (e.g. of the NSE) in the form of an email from the study programme; they do not feel that social media, for instance, are appropriate for this.

#### *Walk-in consultation hours / discussion meeting*

(Online) Walk-in consultation hours, whether or not combined with a pre-announced discussion meeting, can allow students to give their opinion on specific themes or issues that are currently relevant in the programme.

#### *Presentation during lectures / meetings*

PC members can personally introduce themselves, e.g. at the beginning of each academic year, to the students of the various cohorts within the programme. You can take this opportunity to briefly explain what the tasks and responsibilities of the PC are, what the PC's main points for attention will be during the coming year, and say that the PC is accessible and open for different forms of feedback. This PC presentation will preferably be planned as a part of, or following a lecture that a large number of students are expected to attend.

#### *Administering teaching evaluations*

PC members can (occasionally) be involved in administering teaching evaluations (handing out and/or collecting paper evaluation forms). If possible, the students can also ask the PC a few questions, or the PC can make short announcements or requests.

#### *Evaluation discussions*

When students and teaching staff attend evaluation discussions organised by the PC (e.g. in the context of a curriculum evaluation), this makes a direct contribution to (personal) contact between the represented groups and the PC, and to familiarity with the agenda / work of the PC.

#### *Social media*

Social media may give the PC direct contact with students (and teaching staff) for collecting feedback and providing information about the PC's work in general.

### *Year representatives*

The PC can consider designating one or a few students in each year of the programme, who will act as the primary contact person for the PC to give information about the most important issues that are currently relevant in a specific cohort.

### *Letterbox*

A physical letterbox or complaints box can give students the opportunity to also bring specific topics to the attention of the PC anonymously.

### *Collecting and also supplying information*

It is important to realise that the good contact with the represented groups consists not only of the PC collecting sufficient information on which to base its advice, but also of the PC giving sufficient attention to providing students (and teaching staff) with information about e.g. the results and follow-up of teaching evaluations and about the activities of the PC in general.

More information about supplying the represented groups with documents relating to teaching evaluation or the PC's work in general can be found in Chapter 2 of this Manual (Annual Plan / Calendar, Annual Report) and in Chapter 4.6 of the Teaching Evaluation Framework.

## **6. Privacy and data protection**

Staff and student members of PCs have access to information that is sometimes privacy-sensitive, for example in relation to teaching evaluations. PC members must respect the privacy of students and staff, and must always regard personal data, or sensitive information that can be traced back to an individual, as confidential (even after their PC membership has ended). To protect personal and other data as effectively as possible, the University applies an information security policy. Further information on privacy, data protection and how to work securely online (e.g. email communication, archive management, online file sharing) can be found on the [University website](#).

## **7. Official language**

In principle, Programme Committees that are responsible for a programme in which a language other than Dutch is the language of instruction should be accessible for both Dutch and international students. The University realises that the language of its administrative communication – which is predominantly Dutch – can form an obstacle in this context. If this is the case, a solution should be found at the correct level. This can be e.g. holding meetings in two languages, adding an English summary to documents, offering Dutch or English language courses or, in the most extreme case, switching completely to documents and information in English. International staff and students who wish to participate in a PC are encouraged and facilitated to obtain at least passive skills in the Dutch language.

In the Rules of Procedure, the PC lays down which language is used for communication within the PC (in meetings, email correspondence, minutes).

If your PC encounters problems regarding the University's use of two languages, or you would like advice on how best to handle this, please contact the assessor or the Educational Advice and Quality Assurance Team (O&K). The Faculty cannot promise that all administrative communication (some of which can also come from e.g. the Ministry) can be translated into English for PCs.

## **8. Disputes**

If there is a profound disagreement between the PC and the Programme Board or the Faculty Board regarding a subject for which legal consent or consultation rights apply, the board will ensure that the PC is given ample opportunity to conduct further consultation.

### *Issues related to right of consent*

If, after extensive consultation, the Programme Committee does not give its consent, the board may opt to adjust its plan so that it can count on the PC's consent. The board may also withdraw its plan or ask for mediation with a higher body within the faculty/institution, for instance the Executive Board of Leiden University. If the mediation fails to resolve the difference and the board still wishes to implement its plan, the board may file a petition with the National Committee for Disputes in Co-participation in Higher Education (Landelijke Commissie voor Geschillen Medezeggenschap Hoger Onderwijs). This committee will first attempt to settle the dispute between the two parties in an amicable manner. If this fails, the Committee will issue a binding decision. In so doing, the Committee will determine whether the law has been followed and whether considerations and actions were reasoned and measured.

#### *Issues related to the right of prior consultation*

If the profound difference concerns a matter for which the Programme Committee's consultation right applies, the PC may decide, after extensive consultation and mediation, to file a petition with the National Committee if the board refrains from following the PC's proposal or recommendation.

Recourse to the National Committee for Disputes should preferably be avoided by both the boards and the programme committees. If a concrete dispute arises in your PC, you may seek legal advice elsewhere (outside the University). In consultation with the PC, the Faculty Board will provide financial means for legal support.

## 9. Facilities, support and training

The PC has legal rights to facilities, support and training. The PCs of our Faculty are provided with at least the following facilities and support:

- their own email address (see also 4.4);
- a pigeonhole in (the teaching administration of) the programme;
- space on the programme page (via the Faculty's web editor) and possibly also in the Prospectus;
- access to the programme module in Brightspace for posting messages;
- meeting space, to be reserved via the teaching administration;
- training via a [University SPOC](#) (Small Private Online Course) and via additional Faculty training sessions (see Chapter 10);
- this written Manual;
- committee membership grant for students (see Chapter 11).
- support from the Administrative Support department, including in the selection and appointment of PC members and providing relevant documents and manuals to newly appointed PC members;
- the assessor and programme committee trainer from our Faculty, function as facilitators for student members of PCs;
- the Educational Advice and Quality Assurance Team (O&K) are available for general questions and advice regarding the operations of PCs, education evaluations and whatever else. O&K can also serve as a service desk for forwarding questions to, for example, Legal Affairs, Administrative Support or a programme committee trainer/assessor;
- whenever needed, the university's Legal Affairs department advises and supports the PCs in legal questions and procedures.

For further information and the contact details of Faculty support, please refer to Appendix 8C.

## 10. Promoting expertise

The PC has legal rights to facilities, support and training. The PCs of our Faculty are provided with at least the following facilities and support:

Leiden University offers a [SPOC](#) (Small Private Online Course) for PC members. The purpose of this SPOC is to enable PC members to acquire basic knowledge and expertise regarding the tasks and responsibilities of a PC. Every new PC member (student member and teaching staff member) is recommended to follow this SPOC. Invitations to follow the SPOC are sent out each Autumn. This SPOC supports on campus training sessions and serves as a reference guide for PC members.

Besides the SPOC, PC members are offered faculty training sessions. The first session takes place in November or December and covers the organisational structure of the University including the way in which co-participation is organised, as well as the role and tasks of the PC's. The second session takes place in February or March and is all about the Course and Examination Regulations. These training sessions are primarily geared towards students but may also be useful to staff members, especially those who are still rather new to PC work. The PC trainer will inform the student members about these sessions in good time each year.

In addition, Leiden University organises annual themed meetings for PCs. Invitations to these will be sent out in good time to the PC's functional mailbox.

Finally, reading and using this Manual will hopefully help you to perform your tasks within the PC as effectively as possible.

Teaching staff members of the Programme Committee are permitted to follow PC training in working time and with full pay. Any costs incurred for this will be paid by the Faculty.

## 11. Time investment and remuneration

Students receive a grant for their work as a PC member. This remuneration is based on the duration of the appointment. For a student member who is appointed for one year, the remuneration is €300 (€150 in case of an appointment for half a year). Application for payment of the grant should be made to the Faculty's assessor, using the form 'Financial Support – Board Membership (Financiële ondersteuning bestuursplaats' (FOB). The Faculty grants this remuneration for work as a PC member on two conditions. Firstly, the student must attend both training sessions for PC members (one each semester). Secondly, students must have completed the [SPOC](#) for PC's successfully. When submitting the application, you must also prove that you were registered with Leiden University in the year of your PC membership. In June, the assessor informs the student members on the application procedure and deadline. International students from countries outside of the European Economic Area no longer need to apply for an employment permit, if they want to receive the financial remuneration for their PC work.

It is difficult to give an indication of the number of hours that student members will spend on PC work. On average, one should think of around 5-6 hours per month. However, the actual time investment can greatly depend on e.g. the number of programmes / tracks that are covered by the PC, and on the division of tasks within the PC.

Teaching staff do not receive financial compensation for their work as a PC member. Nevertheless, the Faculty Board considers it important that teaching staff members of Programme Committees have enough time to perform their tasks well. Therefore, the Faculty Board, in consultation with the institutes, formulated principles for quantifying the time required for tasks of teaching staff members of administrative bodies. In 2020-21, the following hours are applicable for teaching staff members of Programme Committees:

	Chair		Member	
	FTE	Hours per year	FTE	Hours per year
Programme Committee	0.04	66	0.03	50

The above principles are intended as an indication of the amount of time involved in performing the tasks. The institutes have promised to use these principles when allocating staff to the curricula. The principles are explicitly not intended as a fixed norm. The institutes will take account of the entire interplay of tasks (teaching and administrative tasks) when determining the workload.

## Appendices and further information

Appendix 1. Hyperlinks to relevant laws, regulations and policies

Appendix 2. Hyperlinks to relevant information/websites

Appendix 3. Rights of the Faculty Council and Programme Committee regarding the Course and examination regulations

Appendix 4. Example/format for reporting on course evaluations

Appendix 5. Quality Agreements

Appendix 6 Checklist Programme Committees

Appendix 7. Format for Annual Calendar of FGW Programme Committees

Appendix 8. Email addresses of student administrations, PC's, etc.

### Appendix 1 - Hyperlinks to relevant laws, regulations and policies

- [Wet op het hoger onderwijs en wetenschappelijk onderzoek/ Higher Education and Research Act](#): especially art.7.13 en art. 9.18 (in Dutch)
- [Regulations of the Faculty of Humanities](#) (Faculteitsreglement)
- [Implementing Regulations for administrative bodies of study programmes](#) (Uitvoeringsregeling bestuurlijke gremia opleidingen)
- [FGW Teaching Evaluation Framework](#)
- [Guide to Teaching Quality Assurance FGW](#)
- [Course and examination regulations FGW](#) (in Dutch and English)

### Appendix 2 - Hyperlinks to relevant information/websites

- [National online platform for Programme Committees](#) (partly in English)
- ['Degree programme committees 2016'](#) (in English)
- [Nationale Studenten Enquete](#) (NSE) (also in English)
- [Dutch Student Union](#) (LSVb, also in English) and LSVb's [OC-wijzer](#)
- [National Committee for Disputes in co-participation in Higher Education](#) (in Dutch)
- [Database commissies FGW](#) (members and supporting staff of teaching boards and committees)
- [Online kennisbank voor docenten \(reference for teachers\) FGW](#)
- [Teaching and Learning Guide](#) (Leiden University guide for teachers and programme management)
- [Qualtrics](#) web-based survey software to design and use questionnaires.

### Appendix 3 - Rights of the Faculty Council and Programme Committee regarding the Course and examination regulations

WHW, Artikel 7.13, lid 2 (in Dutch)	Rights of the Faculty Council	Rights of the PC
<i>In de onderwijs- en examenregeling worden, onverminderd het overigens in deze wet terzake bepaalde, per opleiding of groep van opleidingen de geldende procedures en rechten en plichten vastgelegd met betrekking tot het onderwijs en de examens. Daaronder worden ten minste begrepen:</i>		
<b>a.</b> de inhoud van de opleiding en van de daaraan verbonden examens,	Advice may be given <sup>1</sup>	Right of prior consultation <sup>2</sup>
<b>a1.</b> de wijze waarop het onderwijs in de desbetreffende opleiding wordt geëvalueerd,	Advice may be given	Right of consent
<b>b.</b> de inhoud van de afstudeerrichtingen binnen een opleiding,	Advice may be given	Right of consent
<b>c.</b> de kwaliteiten op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven, <i>[betreft eindkwalificaties]</i>	Advice may be given	Right of consent
<b>d.</b> waar nodig, de inrichting van praktische oefeningen,	Advice may be given	Right of consent
<b>e.</b> de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden,	Advice may be given	Right of consent
<b>f.</b> de nadere regels, bedoeld in de artikelen 7.8b, zesde lid, en 7.9, vijfde lid, <i>[betreft studieadvies propedeutische fase (regelingen t.a.v. studieresultaten, voorzieningen (w.o. studiebegeleiding) en termijn van waarschuwing en regeling t.a.v. eventuele verwijzing binnen opleiding naar andere studierichtingen)]</i>	Advice may be given	Right of prior consultation
<b>g.</b> ten aanzien van welke masteropleidingen toepassing is gegeven aan artikel 7.4a, achtste lid, <i>[betreft studielast van masteropleidingen groter dan 60 EC]</i>	Advice may be given	Right of consent
<b>h.</b> het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden,	Right of consent	Right of prior consultation
<b>i.</b> de voltijdse, deeltijdse of duale inrichting van de opleiding,	Right of consent	Right of prior consultation
<b>j.</b> waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van de tentamens en examens,	Right of consent	Right of prior consultation
<b>k.</b> de nadere regels bedoeld in artikel 7.10, vierde lid, <i>[betreft beperking geldigheidsduur van met goed gevolg afgelegde tentamens]</i>	Right of consent	Right of prior consultation
<b>l.</b> of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,	Right of consent	Right of prior consultation



<b>m.</b> de wijze waarop studenten met een handicap of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen,	Right of consent (without prejudice to Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>n.</b> de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>o.</b> de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>p.</b> de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeelde werk,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>q.</b> de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>r.</b> de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>s.</b> waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>t.</b> waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen,	Right of consent	Right of prior consultation
<b>u.</b> de bewaking van studievoortgang en de individuele studiebegeleiding	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>v.</b> indien van toepassing: de wijze waarop de selectie van studenten voor een speciaal traject binnen een opleiding, bedoeld in artikel 7.9b, plaatsvindt, en <i>[betreft een speciaal traject dat is gericht op het behalen van een hoger kennisniveau van studenten]</i>	Advice may be given	Right of consent
<b>x.</b> de feitelijke vormgeving van het onderwijs.	Right of consent	Right of prior consultation
<b>y.</b> not applicable (concerns higher vocational education (hbo)) <sup>3</sup>	n.a.	n.a.

<b>z.</b> de taal waarin het onderwijs wordt verzorgd en waarin de examens worden afgenomen,	Advice may be given	Right of consent
<b>aa.</b> de mate waarin de instelling uitvoering geeft aan de bevordering van de uitdrukingsvaardigheid van studenten in het Nederlands,	Right of consent (without prejudice to the Right of consent of the University Council regarding the model CER)	Right of prior consultation
<b>bb.</b> de selectiecriteria, indien er sprake is van een capaciteitsfixus van de opleiding.	Right of consent	Right of prior consultation

1. Advice may be given: means that the board is *not legally obliged to ask for advice*, but the Faculty Council may still give advice.
2. Right of prior consultation: means that the board *must consult* the co-participation body.
3. Items y, z, aa, and bb anticipate upcoming changes in the Act (WHW) (at the time of writing it is not yet sure when these will come into force).

Note: For other topics that are specified in the CER but are not mentioned in Article 7.13, second paragraph of the Higher Education and Research Act (WHW) (see list above), in principle, the Faculty Council has the right of consent (without prejudice to the right of consent of the University Council regarding the model CER), with the exception of prior education requirements for the bachelor's programme (model-CER Article 5.2.3) and the qualitative admission requirements for the master's programme (model-CER Article 5.2.4). In principle, the PC has the right to prior consultation with respect to the CER, with the exception of topics for which this Committee has the right of consent (see list above).

## Appendix 4 – Example/format for reporting on course evaluations

### Course Evaluation Report – Programme committee . . . .

Course name :  
 Year/semester/block :  
 Teacher(s) :  
 Report written by :  
 Date :

Number of respondents in evaluation	
Average students' rating of this course on a scale from 1 to 10	
Pass rate for this course	
Average score for exam	
....	

<b>Main remarks on the quality of teaching, instructional methods, course content, assignments, assessment</b>	
Strongest points	Main points for improvement
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.

<b>Main remarks on the quality of study materials, use of ICT/Brightspace, communication, facilities, timetable, course load</b>	
Strongest points	Main points for improvement
1.	1.
2.	2.
3.	3.
4.	4.

<b>Most important points for improvement for this course</b>	
Most important points for improvement in last (year's) evaluation (max. 5)	Most important points for improvement in this year's evaluation (max. 5). (in <b>bold</b> topics that needed improvement last time and still need improvement this time)
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

<b>Concrete points of advice of the programme committee for adjustment/improvement of this course</b>
1.
2.
3.

## Appendix 5 – Quality Agreements Faculty of Humanities

With the introduction of the student loan system, resources have been made available for investment in higher education. In 2018, the Netherlands Association of Universities of Applied Sciences (VH), the Association of Universities in the Netherlands (VSNU), the student organisations ISO and LSVb and the Ministry of Education, Culture and Science agreed in the [Quality Agreements](#) that these resources would be used to improve the quality of education by investing in one or more of these specific themes:

1. more intensive, smaller-scale teaching;
2. educational differentiation;
3. study success, including transition to other programmes, accessibility and equal opportunities;
4. opportunities for the professionalisation of lecturers;
5. more and better supervision of students;
6. suitable and high-quality teaching facilities

At Leiden University, the resources for the Quality Agreements (MKA) are being spent on the first five themes, since the sixth theme is being addressed through the resources for real estate development (including the new Humanities Campus). It has also been agreed that the themes will be further elaborated at faculty level, in coordination with the Faculty Council. FGW decided to formulate a number of spending targets, many of which cover more than one of the above-mentioned themes. The spending targets for 2020-2024 are:

1. The faculty's implementation of the vision on teaching and learning in the [Educational Innovation](#) programme;
2. The provision of resources for more lecturers (including a budget for thesis supervision).
3. The professionalisation of lecturers;
4. [Humanities lab](#), the Humanities Honours College programme (until 2020, after which the Humanities Lab will be funded from other sources);
5. The [Faculty Research Traineeship Programme](#);
6. The [Expertise Centre for Academic Skills](#), including the faculty's Writing Centre;
7. Budget for the [Uhlenbeck scholarship programme](#). This programme offers (research) master's students a (supplementary) scholarship for their stay abroad;
8. The Matching/Online Experience project;
9. Improving student mentorship for first-year students in 2020 and 2021;
10. Digitisation of teaching.

The Faculty Council monitors the quality of the faculty's MKA plans and the correct use of the resources; it has the right of consent in this regard. Furthermore, the Faculty Council tries (as far as possible) to take into account the measurable effects of the quality resources.

If you have any questions about the allocation of the resources for the Quality Agreements, please contact the department of Education Advice & Quality Assurance: [oenk@hum.leidenuniv.nl](mailto:oenk@hum.leidenuniv.nl)

## Appendix 6 – Checklist for Programme Committees

The following checklist can help the PC to periodically reflect on whether its tasks and responsibilities are correctly guaranteed and executed. If the checklist reveals that certain topics may need extra attention in the future, the actions proposed for this purpose can be included in the PC's improvement agenda.

<b>Tasks, responsibilities, conditions</b>	<b>Yes</b>	<b>No</b>
Teaching evaluation		
Discussion of/advising on the course evaluations		
Discussion of/advising on curriculum evaluations		
Discussion of/advising on the results of the NSE		
Discussion of/advising on evaluation of supervision and grading of final papers / theses / research projects / internships		
Discussion of/advising on results of surveys of alumni and the professional field		
Availability of templates / standard questionnaires for various types of evaluations		
Advice to Programme Management about giving feedback on evaluation results (NSE, curriculum evaluation) to the represented groups (teaching staff and students)		
Giving feedback on PC advice / action points to the represented groups (teaching staff and students)		
Attention to privacy of teaching staff and students in e.g. (online) communication and archiving		
CER and other policies		
Giving consent and issuing advice regarding a number of topics in the CER		
Advising on the implementation of (the rules in) the CER		
Advising the Programme Management on other educational policies, the future of the study programme and other programme- / education-related matters		
Advising on the provision of information in the e-Prospectus and/or in study handbooks		
Communication / information		
Supplying information about PC activities to the represented groups		
Sending issued PC advice to the Faculty Council		
Good information supply from the Programme Management		
Procedures, continuity and promoting expertise		
Formulating an annual report of the activities (PC Annual Report)		
Formulating an Annual Plan each year		
Rules of Procedure formulated for the PC		
Clear allocation of tasks between the PC members has been made		
Good attendance at meetings		
Good reporting / minute-taking of the meetings		
Adequate handover to / induction of new PC members		
Good archiving (incl. advice, minutes, reports)		
Sufficient offer by University / Faculty of resources for promoting expertise (e.g. Manual for PCs, training, meetings, workshops and/or knowledge sharing with other PCs)		
Sufficient use of / participation in resources for promoting expertise by PC members		
PC composition		
As far as possible, the student section and teaching staff section are representative of the represented groups		
Time for tasks and support		
PC members have enough time to carry out their tasks		
Official secretary (not a member of the PC)		

Secretarial support		
---------------------	--	--

## Appendix 7 - Format for Annual Calendar of FGW Programme Committees

The Annual Calendar is intended as a guideline, not as a mandatory template. The calendar can not only serve as a checklist, but can also be helpful when scheduling meetings and/or issuing advice.

Date of meeting	Completed	Topic	Action holders	Action
<b>September/ October</b>	<b>Moved to</b>			
		Meetings schedule for the upcoming semester / academic year		For adoption
		Policy goals/annual calendar of PC – new academic year		For discussion and adoption
		Evaluation Plan for the academic year		Formulate (no later than 1 October)
		Rules & Regulations for examinations – new academic year		For information
		Evaluation of courses and/or learning pathways – remainder of evaluations of 2 <sup>nd</sup> semester of previous academic year		For discussion, formulate improvement points, (if necessary) add to PB and feedback to students and teaching staff
		Range of minors offered in Leiden Register* and minor evaluation - next academic year		PC advice on range of minors to PB
		If applicable, desired changes in curriculum/ programme – next academic year		For discussion. If applicable draft advice about changes in the new CER
		Reporting on BSA and study success rate – previous academic year		For discussion, formulate improvement points
		Election / selection of new student members		(appointment by Faculty Board around 15 October)
		Results of National Student Survey and programme-evaluation		For discussion, formulate improvement points, advice to PB
<b>November/ December</b>				
		Rules of procedure/PC Manual: tasks, responsibilities and procedures of the PC		For discussion (for new members)
		Annual programme report(s)		For approval
		Range of programmes offered (incl. specialisations and language of instruction) in Leiden Register – year after next academic year		If necessary, PC advice on new programme or new specialisation, or discontinuation. Consent on language of instruction and content of the specialisations.
		Assessment Plan – previous academic year		Discuss <i>implementation</i> of Assessment Plan, advice to PB / Board of Examiners, if necessary
		Annual report of the Board(s) of examiners– previous academic year		For information

		Nominations for Faculty teaching prize		
<b>January/ February</b>				
		Learning outcomes of programme		For discussion/evaluation, (if necessary) changes for new CER
		Admission requirements of programme		For discussion/evaluation, (if necessary) changes for new CER
		Course and Examination Regulations – current academic year		Evaluation of implementation
		Assessment Plan – next academic year		Advice on adjustments in line with planned curriculum changes
		Evaluation of courses and/or learning pathways –results of 1 <sup>st</sup> semester of current academic year		For discussion, formulate improvement points, feedback to students and teachers
		Contact hours of first bachelor’s year – next academic year		For discussion > advice to PB
		Faculty section of the CER + format for the programme-specific CER – next academic year		For discussion > advice to Faculty Board
<b>March/April</b>				
		Course and Examination Regulations + Assessment Plan – next academic year		Definitive consent or advice > to Programme Board
<b>May/June</b>				
		Report of success rate (drop-out, change of programme, re-enrolment rate, excellence) – previous academic year		For discussion, formulate improvement points
		Annual Track Report of Honours College		For discussion, formulate improvement points
		Action plan relating to visitation / midterm review		For discussion: <i>current situation</i> ; (re-)formulate action points / timeline
<b>July/August</b>				
		Evaluation of courses and/or learning pathways – results of 2 <sup>nd</sup> semester of current academic year		For discussion, formulate improvement points
		Archive all advice		Archive, insofar as not yet done
		PC’s annual report, drafting transfer document		Optional

\* All the courses offered at Leiden University (study programmes, specialisations, minors) are set down in the Leiden Register. The Executive Board adopts the offered study programmes and specialisations each year at the beginning of June, and the minors at the beginning of March. The Leiden Register is always one year in advance of the current academic year. The Register has the function of recording the courses, and also forms the basis for checking the offered courses against Leiden University’s quality standards and the quality assurance requirements.



## Appendix 8 - Email addresses of student administrations, PCs, and others

### A. Functional mailboxes of student administrations

<b>Functional mailbox</b>	<b>Bachelor's programme</b>
<a href="mailto:osz-oa-vrieshof@hum.leidenuniv.nl">osz-oa-vrieshof@hum.leidenuniv.nl</a>	Chinastudies Japanstudies Koreastudies Midden-Oostenstudies Oude Nabije Oosten-studies Religiewetenschappen South and Southeast Asian Studies
<a href="mailto:osz-oa-arsenaal@hum.leidenuniv.nl">osz-oa-arsenaal@hum.leidenuniv.nl</a>	Duitse taal en cultuur Engelse taal en cultuur Film- en literatuurwetenschap Kunstgeschiedenis Griekse en Latijnse talen en culturen
<a href="mailto:osz-oa-reuvenplaats@hum.leidenuniv.nl">osz-oa-reuvenplaats@hum.leidenuniv.nl</a>	Afrikaanse talen en culturen Dutch Studies Franse taal en cultuur Latijns-Amerika Studies Nederlandse taal en cultuur Russische Studies Taalwetenschap
<a href="mailto:osz-oa-huizinga@hum.leidenuniv.nl">osz-oa-huizinga@hum.leidenuniv.nl</a>	Filosofie Geschiedenis Humanities Lab
<a href="mailto:osz-admin-thehague@hum.leidenuniv.nl">osz-admin-thehague@hum.leidenuniv.nl</a>	International Studies Urban Studies
<b>Functional mailbox</b>	<b>Master's programme</b>
<a href="mailto:osz-oa-vrieshof@hum.leidenuniv.nl">osz-oa-vrieshof@hum.leidenuniv.nl</a>	Asian Studies (60 EC) Asian Studies (120 EC) Asian Studies (ResMA) Middle Eastern Studies Middle Eastern Studies (ResMA) Religious Studies
<a href="mailto:osz-oa-reuvenplaats@hum.leidenuniv.nl">osz-oa-reuvenplaats@hum.leidenuniv.nl</a>	African Studies African Studies (ResMA) Latin American Studies Latin American Studies (ResMA) Linguistics Linguistics (ResMA) Russian and Eurasian Studies Neerlandistiek
<a href="mailto:osz-oa-arsenaal@hum.leidenuniv.nl">osz-oa-arsenaal@hum.leidenuniv.nl</a>	Arts and Culture Arts and Culture (ResMA) Classics and Ancient Civilizations

Classics and Ancient Civilizations (ResMA)  
 Literary Studies  
 Literary Studies (ResMA)  
 Media Studies  
 North American Studies

[osz-oa-huizinga@hum.leidenuniv.nl](mailto:osz-oa-huizinga@hum.leidenuniv.nl)

European Politics and Society  
 History  
 History (ResMA)  
 International Relations  
 Philosophy (60 EC)  
 Philosophy (120 EC)

[bestuursondersteuning@hum.leidenuniv.nl](mailto:bestuursondersteuning@hum.leidenuniv.nl)

Kerncurriculumvakken (BA-programmes)

## B. Email addresses of Programme Committees

The current membership of the various committees and boards relating to teaching within the Faculty is maintained in a database that can be accessed online. This database also contains the (functional) email addresses of the Programme Committees and other committees and boards: <https://fgw-commissies.leidenuniv.nl/>

## C. Email addresses of Faculty support bodies

**Management Support Departement** (*Beleids- en Bestuursondersteuning, BBO*):

- for questions or comments about e.g. election and appointment of PC members, the PC's mailbox, the Faculty Regulations and the Implementing Regulations for Administrative Bodies, contact with the Standing Committee for Education and the Faculty Council, and management of the online Database of Committees and Boards of the Faculty of Humanities: [bestuursondersteuning@hum.leidenuniv.nl](mailto:bestuursondersteuning@hum.leidenuniv.nl)
- for questions and comments about e.g. this Manual, issues relating to advice on teaching evaluation in general, the Faculty Evaluation Framework, disputes and other legal affairs, etc. contact the Educational Advice and Quality Assurance Team (O&K) at [oenk@hum.leidenuniv.nl](mailto:oenk@hum.leidenuniv.nl)

**Assessor:** the assessor acts as the Faculty's complaints coordinator and as a source of information for student members of the PCs. The assessor is also the point of contact in case PC student members wish to advise the Faculty Board on a specific topic: [assessor@hum.leidenuniv.nl](mailto:assessor@hum.leidenuniv.nl)

**PC trainer:** for e.g. training of new student members and for questions or comments arising from the [SPOC](https://www.hum.leidenuniv.nl/en/education/pc-trainer) or the Faculty training sessions: [olctrainer@hum.leidenuniv.nl](mailto:olctrainer@hum.leidenuniv.nl)