

# **Teaching and Examination Regulations**

**Master's programme in Theology and Religious Studies (60 EC)**

**Faculty of Religion and Theology**

**Academic year 2021-2022**

- A. Faculty section
  - B1. Programme specific section - general provisions
  - B2. Programme specific section – content of programme

## Index

<b>Section A: Faculty section</b> .....	<b>4</b>
<b>1. General provisions</b> .....	<b>4</b>
Article 1.1 Applicability of the Regulations .....	4
Article 1.2 Definitions.....	4
<b>2. Study programme structure</b> .....	<b>5</b>
Article 2.1 Structure of academic year and educational components .....	5
<b>3. Assessment and Examination</b> .....	<b>5</b>
Article 3.1 Signing up for education and interim examinations .....	5
Article 3.2 Type of examination .....	6
Article 3.3 Oral interim examinations .....	6
Article 3.4 Determining and announcing results.....	6
Article 3.5 Examination opportunities .....	6
Article 3.6 Marks .....	7
Article 3.7 Exemption .....	7
Article 3.8 Validity period for results .....	7
Article 3.9 Right of inspection and post-examination discussion.....	7
<b>4. Academic student counselling and study progress</b> .....	<b>8</b>
Article 4.1 Administration of study progress and academic student counselling .....	8
Article 4.2 Facilities for students with a disability.....	8
<b>5. Hardship clause</b> .....	<b>9</b>
Article 5.1 Hardship clause.....	9
<b>Appendix I Overview of articles that must be included in the OER</b> .....	<b>10</b>
<b>Appendix II Overview of advisory and approval rights of Programme Committees (OLC) and Faculty Joint Assembly (FGV)</b> .....	<b>11</b>
<b>Appendix II (English) Overview of advisory and approval rights of Programme Committees (OLC) and Faculty Joint Assembly (FGV)</b> .....	<b>12</b>
<b>Appendix III Ordinances VU CvB and Binding Guidelines (richtlijn)</b> .....	<b>13</b>
<b>Appendix IV Article 2.1 of the Higher Education and Research (Implementation) Act (<i>Uitvoeringsbesluit</i>)</b> ....	<b>14</b>
<b>Appendix IV (English) Article 2.1 of the Higher Education and Research (Implementation) Act</b> .....	<b>15</b>
<b>Appendix V Pre-master's Regulations</b> .....	<b>16</b>
<b>Section B1: Programme specific – general provisions</b> .....	<b>17</b>
<b>6. General programme information and characteristics</b> .....	<b>17</b>
Article 6.1 Study programme information .....	17
Article 6.2 Teaching formats used and modes of assessment .....	17
Article 6.3 Academic student counselling .....	17
<b>7. Further admission requirements</b> .....	<b>17</b>
Article 7.1 Intake date(s) .....	17
Article 7.2 Admission requirements.....	18
Article 7.3 Selection criteria .....	19
Article 7.3a Capacity restriction .....	19
Article 7.4 Pre-Master's programme.....	19
<b>8. Interim examinations and results</b> .....	<b>19</b>
Article 8.1 Sequence of interim examinations .....	19
Article 8.2 Validity period for results .....	19
<b>Section B2: Programme specific – content of programme</b> .....	<b>20</b>
<b>9. Programme objectives, tracks/specializations, exit qualifications and language</b> .....	<b>20</b>
Article 9.1 Workload .....	20

Article 9.2 Tracks and/or specializations .....	20
Article 9.3 Programme objective.....	20
Article 9.4 Exit qualifications .....	20
Article 9.5 Language of instruction .....	23
<b>10. Curriculum structure .....</b>	<b>24</b>
Article 10.1 Composition of the programme .....	24
Article 10.2 Compulsory educational components .....	24
Article 10.3 Elective educational components .....	24
Article 10.4 Practical exercise .....	24
Article 10.5 Participation in practical exercise and seminars.....	25
<b>11. Evaluation and transitional provisions .....</b>	<b>25</b>
Article 11.1 Evaluation of the education.....	25
Article 11.2 Transitional provisions.....	25
<b>Appendices .....</b>	<b>26</b>
Appendix 1 .....	27

## Section A: Faculty section

### 1. General provisions

#### Article 1.1 Applicability of the Regulations

1. These Regulations apply to anyone enrolled in the programme, irrespective of the academic year in which the student was first enrolled in the programme.	Advice OLC, approval FGV (9.38 sub b)
2. These Regulations enter into force on 1 September 2021.	Advice OLC, approval FGV (9.38 sub b)
3. An amendment to the Teaching and Examination Regulations is only permitted to concern an academic year already in progress if this does not demonstrably damage the interests of students.	Advice OLC, approval FGV (9.38 sub b)

#### Article 1.2 Definitions

The following definitions are used in these Regulations (*in alphabetical order*) :

- a. academic year: the period beginning on 1 September and ending on 31 August of the following calendar year;
- b. CvB: the Executive Board of Vrije Universiteit Amsterdam.
- c. EC (European Credit): an EC credit with a workload of 28 hours of study;
- d. educational component: a unit of study of the programme within the meaning of the WHW;
- e. examination: the final examination of the Master's programme;
- f. FGV: Faculty joint assembly – assembly of the faculty student council and faculty staff council;
- g. interim examination: an assessment of the student's knowledge, understanding and skills relating to a course component. The assessment is expressed in terms of a final mark. An interim examination may consist of one or more partial examinations. A resit always covers the same material as the original interim examination;
- h. joint degree: a degree awarded by an institution together with one or more institutions in the Netherlands or abroad, after the student has completed a study programme (a degree programme, a major or a specific curriculum within a degree programme) for which the collaborating institutions are jointly responsible;
- i. OLC: programme committee;
- j. period: a part of a semester;
- k. practical exercise: the participation in a practical training or other educational learning activity, aimed at acquiring certain (academic) skills. Examples of practical exercises are:
- researching and writing a thesis or dissertation
  - carrying out a research assignment
  - taking part in fieldwork or an excursion
  - taking part in another educational learning activity aimed at acquiring specific skills, or
  - participating in and completing a work placement;

l. programme:	the totality and cohesion of the course components, teaching activities/methods, contact hours, testing and examination methods and recommended literature;
m. SAP/SLM:	the student information system ( <i>Student Lifecycle Management</i> );
n. semester:	the first (September - January) or second half (February - August) of an academic year;
o. specialization	optional route of study within a degree programme indicating a deepening of the (inter/multi) disciplinary context of the programme;
p. study guide:	the guide for the study programme that provides further details of the courses, provisions and other information specific to that programme. The Study Guide is available electronically at: <a href="https://www.vu.nl/en/study-guide">https://www.vu.nl/en/study-guide</a>
q. study monitor ( <i>studiemonitor</i> ):	dashboard for students and academic advisors with data of the student and that provides insight into the student's study progress;
r. subject	see ' <i>educational component</i> ';
s. track	a study pathway within a broader Bachelor's or Master's degree programme, such as a fully English-language study pathway within a Dutch-language Bachelor's or Master's degree;
t. thesis:	a component comprising research into the literature and/or contributing to scientific research, always resulting in a written report;
u. university:	Vrije Universiteit Amsterdam;
v. WHW:	the Dutch Higher Education and Research Act ( <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> );
w. workload:	the workload of the unit of study to which an interim examination applies, expressed in terms of credits = EC credits (ECTS = European Credit and Transfer Accumulation System). The workload for 1 year (1,680 hours) is 60 EC credits.

The other terms have the meanings ascribed to them by the WHW.

## 2. Study programme structure

### Article 2.1 Structure of academic year and educational components

1. The study programme will be offered in a year divided into two semesters.	Ordinance CvB, see appendix III
2. Every semester consists of three consecutive periods of eight, eight and four weeks	Ordinance CvB, see appendix III
3. An educational component comprises 6 EC or a multiple thereof.	Ordinance CvB, see appendix III
4. By way of exception to paragraph 3, the Executive Board may in special cases and on request of the Faculty Board, stipulate that a unit of study comprises 3 EC or a multiple thereof.	Ordinance CvB, see appendix III

## 3. Assessment and Examination

### Article 3.1 Signing up for education and interim examinations

1. Every student must sign up to participate in the educational components of the programme, the examinations and resits. The procedure for signing up is described in	Ordinance CvB, see appendix III
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an annex to the Student Charter.	
2. Signing up may only take place in the designated periods.	Ordinance CvB, see appendix III

### Article 3.2 Type of examination

1. At the examiner's request, the Examination Board may permit a different form of interim examination than is stipulated in the study guide. At the student's request, the Examination Board may, in consultation with the examiner, permit a different form of interim examination than is stipulated in the study guide.	Advice OLC, Approval FGV (7.13 l)
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### Article 3.3 Oral interim examinations

1. An oral assessment is public unless the Examination Board in special cases determines otherwise.	Advice OLC; approval FGV (7.13 l and n)
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### Article 3.4 Determining and announcing results

1. The examiner determines the result of a written interim examination as soon as possible, but at the latest within ten working days. By way of departure from that stipulated in the first clause, the marking deadline for theses [and final assignments] is no longer than twenty working days. The examiner will then immediately ensure that the marks are registered and also ensures that the student is immediately notified of the mark, taking due account of the applicable confidentiality standards.	Ordinance CvB, see appendix III
2. The examiner determines the result (i.e. mark) of an oral examination as soon as possible, but at the latest within two working days after the examination has finished and informs the student accordingly. The third clause of the first paragraph applies.	Advice OLC; approval FGV (7.13 o)
3. In the case of assessments other than oral or written examinations, the Examination Board determines in advance how and by what deadline the student will be informed of the results.	Advice OLC; approval FGV (7.13 o)

### Article 3.5 Examination opportunities

1. a. Per academic year, two opportunities to take examinations per educational component will be offered. b. By way of exception to a., the options for retaking practical components, work placements and theses are detailed in the relevant work placement manual, teaching regulations or graduation regulations.	Ordinance CvB, see appendix III
2. The most recent mark will apply in the event of a resit. A retake is allowed for both passed and failed units of study.	Ordinance CvB, see appendix III
3. The resit for a (partial) interim examination must not take place within ten working days of the announcement of the result of the (partial) examination being resat.	Advice OLC; approval FGV (7.13 j)
4. The Examination Board may allow a student an extra opportunity to sit an examination if that student: a) is lacking only those credits to qualify for their degree; and b) has failed the examination during all the previously offered attempts unless participation in an examination was not possible for compelling reasons. The extra opportunity can only be offered if it concerns a written examination, a paper or a take home examination. This provision excludes the practical assignments and the Master's thesis. Requests for an additional examination opportunity must be submitted	Ordinance CvB, see appendix III

to the Examination Board no later than 1 July. If necessary, the method of examination may deviate from the provisions in the study guide.	
5. If an educational component is no longer offered in the academic year following its termination, at least one opportunity will be provided to sit the interim examination(s) or parts thereof and a transitional arrangement will be included in the programme-specific section for the subsequent period.	Advice OLC, approval FGV (7.13 j)

### Article 3.6 Marks

1. Marks are given on a scale from 1 to 10 with no more than one figure after the decimal point.	Ordinance CvB, see appendix III
2. A final mark between 5 and 6 will be rounded to the nearest whole number: up to 5.50, rounded down; 5.50 or higher, rounded up. All other final marks will be expressed in whole or half marks.	Ordinance CvB, see appendix III
3. To pass a given course or unit, a final mark of 6 or higher is required.	Ordinance CvB, see appendix III
4. The Examination Board can allow to use symbols rather than numbers, for example; V(voldaan=pass), G(goed=good), NVD(niet voldaan=fail), etc.	Ordinance CvB, see appendix III

### Article 3.7 Exemption

1. At the written request of the student, the Examination Board may exempt the student from taking one or more examination components, if the student: <ol style="list-style-type: none"> <li>has passed a course component of a university or higher professional education programme that is equivalent in terms of subject area and level;</li> <li>has demonstrated through their work and/or professional experience that they have sufficient knowledge and skills with regard to the relevant course component.</li> </ol>	Advice OLC; approval FGV (7.13 r)
2. The Master's thesis is excluded from this exemption possibility.	Advice OLC; approval FGV (9.38 sub b)

### Article 3.8 Validity period for results

1. The validity period of interim examinations passed and exemption from interim examinations is unlimited, unless otherwise specified in Section B.	Legal provision
2. The validity period of a partial examination is limited to the academic year in which it was sat or until the end of the unit of study concerned, as stipulated for the relevant unit of study in Section B.	Advice OLC; approval FGV (9.38 sub b)

### Article 3.9 Right of inspection and post-examination discussion

1. Within twenty working days after the announcement of the results of a written interim examination, but at least ten working days before the resit opportunity, the student can, on request, inspect their assessed work, the questions and assignments set in it, as well as the standards applied for marking. The place and time referred to in the previous clause will be announced at the time of the examination or on Canvas in all cases.	Advice OLC; approval FGV (7.13 p en q)
2. If a collective post-examination discussion has been organized, individual post-examination discussions will be held only if the student has attended the collective discussion or if the student was unable to attend the collective discussion through no fault of their own.	Advice OLC; approval FGV (7.13 q)

3. Students who meet the requirements stipulated in paragraph 2 can submit a request for an individual post-examination discussion to the relevant examiner. The discussion shall take place at a time and location to be determined by the examiner.	Advice OLC; approval FGV (7.13 p en q)
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#### 4. Academic student counselling and study progress

##### Article 4.1 Administration of study progress and academic student counselling

1. The faculty board is responsible for the correct registration of the students' study results. After the assessment of an educational component has been registered, every student has the right to inspect the result for that component and also has a list of the results achieved at their disposal in VUweb.	Advice OLC; approval FGV (7.13 u)
2. Enrolled students are eligible for academic student counselling. Academic student counselling is in any case provided by <ol style="list-style-type: none"> <li>a. The Student General Counselling Service</li> <li>b. Student psychologists</li> <li>c. Faculty academic advisors</li> </ol>	Advice OLC; approval FGV (7.13 u)

##### Article 4.2 Facilities for students with a disability

1. A student with a disability can, at the moment of registration to VUweb, or at a later instance, submit a request to qualify for one or more special facilities with regard to teaching, practical training and interim examinations. These facilities will accommodate the student's individual disability as much as possible, but may not alter the quality or degree of difficulty of a unit of study or an examination. In all cases, the student must fulfil the exit qualifications for the study programme.	Advice OLC; approval FGV (7.13 m)
2. The request referred to in the first paragraph must be accompanied by a statement from a doctor or psychologist. If possible, an estimate should be given of the potential impact on the student's study progress. In case of a chronic disability a single (one time) request suffices.	Advice OLC; approval FGV (7.13 m)
3. Students who have been diagnosed with dyslexia must provide a statement from a BIG, NIP or NVO registered professional who is qualified to conduct psychological evaluation.	Advice OLC; approval FGV (7.13 m)
4. The faculty board, or the responsible person on behalf of the faculty board, decides on teaching facilities and facilities regarding logistics. The Examination Board will decide on requests for facilities with regard to examinations.	Advice OLC; approval FGV (7.13 m)
5. In the event of a positive decision in response to a request as referred to in paragraph 1, the student can make an appointment with the academic advisor to discuss the details of the provisions.	Advice OLC; approval FGV (7.13 m)
6. A request for one or more facilities can be refused if it would place a disproportionate burden on the organization or the resources of the faculty or university were it upheld. Any such refusal will be substantiated.	Advice OLC; approval FGV (7.13 m)
7. If the disability justifies an extension of the interim examination time, the responsible person on behalf of the Examination Board will register in SAP this entitlement to an extension. If a disability justifies other measures to be taken, the academic advisor can take the necessary measures. The student can consult the study monitor to check which facilities have been granted to them.	Advice OLC; approval FGV (7.13 m)
8. The decision as referred to in paragraph 5 may specify a limited validity of the facilities granted.	Advice OLC; approval FGV (7.13 m)



## 5. Hardship clause

### Article 5.1 Hardship clause

In instances not regulated by the Teaching and Examination Regulations or in the event of demonstrable extreme unreasonableness and unfairness, the faculty board responsible for the study programme will decide, unless the matter concerned is the responsibility of the Examination Board.	Advice OLC; approval FGV (9.38 sub b)
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**Appendix I****Overview of articles that must be included in the OER**

Based on Article 7.13, paragraph 2, of the WHW and other Articles of the Act.

## Section A: Faculty section

<b>2. Study programme structure</b>	
Article 2.1 Structure of academic year and educational components	7.13 paragraph 2 sub e
<b>3. Assessment and Examination</b>	
Article 3.2 Type of examination	7.13 paragraph 2 sub h, l, j
Article 3.3 Oral interim examinations	7.13 paragraph 2 sub l, n
Article 3.4 Determining and announcing results	7.13 paragraph 2 sub o
Article 3.5 Examination opportunities	7.13 paragraph 2 sub h, j
Article 3.7 Exemption	7.13 paragraph 2 sub r
Article 3.8 Validity period for results	7.13 paragraph 2 sub k
Article 3.9 Right of inspection and post-examination discussion	7.13 paragraph 2 sub p, q
<b>4. Academic student counselling and study progress</b>	
Article 4.1 Administration of study progress and academic student counselling	7.13 paragraph 2 sub u
Article 4.2 Facilities for students with a disability	7.13 paragraph 2 sub m

## Section B1: Programme specific – general provisions

<b>6. General programme information and characteristics</b>	
Article 6.1 Study programme information	7.13 paragraph 2 sub i, r
Article 6.2 Teaching formats used and modes of assessment	7.13 paragraph 2 sub l, x
[option:] Article 6.3 Academic student counselling	7.13 paragraph 2 sub u
<b>7. Further admission requirements</b>	
Article 7.2 Admission requirements	7.30b paragraph 1
Article 7.3 Selection criteria	7.30b paragraph 2, 5
<b>8. Interim examinations and results</b>	
Article 8.1 Sequence of interim examinations	7.13 paragraph 2 sub h, s, t
[option 1:] Article 8.2 Validity period for results	7.13 paragraph 2 sub k
[option 2:] Article 8.2 Validity period for results	7.13 paragraph 2 sub k

## Section B2: Programme specific – content of programme

<b>9. Programme objectives, tracks/specializations, exit qualifications and language</b>	
Article 9.1 Workload	7.13 paragraph 2 sub g
Article 9.2 Tracks and/or specializations	7.13 paragraph 2 sub a
Article 9.3 Programme objective	7.13 paragraph 2 sub a
Article 9.4 Exit qualifications	7.13 paragraph 2 sub b, c
Article 9.5 Language of instruction	9.18 (implementation expected in 2020)
<b>10. Curriculum structure</b>	
Article 10.1 Composition of the programme	7.13 paragraph 2 sub a
Article 10.2 Compulsory educational components	7.13 paragraph 2 sub a
[Optional] Article 10.3 Elective educational components	7.13 paragraph 2 sub a
[Optional] Article 10.4 Practical exercise	7.13 paragraph 2 sub d
Article 10.5 Participation in practical training and tutorials	7.13 paragraph 2 sub d
<b>11. Evaluation and transitional provisions</b>	
Article 11.1 Evaluation of the education	7.13 paragraph 2 sub a1
Article 11.2 Transitional provisions	7.13 paragraph 2 sub a

## Appendix II Overview of advisory and approval rights of Programme Committees (OLC) and Faculty Joint Assembly (FGV)

(English underneath)

Onderwerpen Onderwijs – en Examenregeling (OER) 7.13 lid 2 WHW	FGV		OpIC	
	I	A	I	A
a. de inhoud van de opleiding en van de daaraan verbonden examens				
a1. de wijze waarop het onderwijs in de desbetreffende opleiding wordt geëvalueerd				
b. de inhoud van de afstudeerrichtingen binnen een opleiding				
c. de kwaliteiten op het gebied van kennis, inzicht en vaardigheden die een student zich bij beëindiging van de opleiding moet hebben verworven				
d. waar nodig, de inrichting van praktische oefeningen				
e. de studielast van de opleiding en van elk van de daarvan deel uitmakende onderwijseenheden				
f. de nadere regels, bedoeld in de artikelen 7.8b, zesde lid, en 7.9, vijfde lid (BSA)				
g. ten aanzien van welke masteropleidingen toepassing is gegeven aan artikel 7.4a, achtste lid ( <i>verhoogde studielast</i> )				
h. het aantal en de volgtijdelijkheid van de tentamens alsmede de momenten waarop deze afgelegd kunnen worden				
i. de voltijdse, deeltijdse of duale inrichting van de opleiding				
j. waar nodig, de volgorde waarin, de tijdvakken waarbinnen en het aantal malen per studiejaar dat de gelegenheid wordt geboden tot het afleggen van de tentamens en examens				
k. waar nodig, de geldigheidsduur van met goed gevolg afgelegde tentamens, behoudens de bevoegdheid van de examencommissie die geldigheidsduur te verlengen				
l. of de tentamens mondeling, schriftelijk of op een andere wijze worden afgelegd, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen				
m. de wijze waarop studenten met een handicap of chronische ziekte redelijkerwijs in de gelegenheid worden gesteld de tentamens af te leggen				
n. de openbaarheid van mondeling af te nemen tentamens, behoudens de bevoegdheid van de examencommissie in bijzondere gevallen anders te bepalen				
o. de termijn waarbinnen de uitslag van een tentamen bekend wordt gemaakt alsmede of en op welke wijze van deze termijn kan worden afgeweken				
p. de wijze waarop en de termijn gedurende welke degene die een schriftelijk tentamen heeft afgelegd, inzage verkrijgt in zijn beoordeelde werk				
q. de wijze waarop en de termijn gedurende welke kennis genomen kan worden van vragen en opdrachten, gesteld of gegeven in het kader van een schriftelijk afgenomen tentamen en van de normen aan de hand waarvan de beoordeling heeft plaatsgevonden				
r. de gronden waarop de examencommissie voor eerder met goed gevolg afgelegde tentamens of examens in het hoger onderwijs, dan wel voor buiten het hoger onderwijs opgedane kennis of vaardigheden, vrijstelling kan verlenen van het afleggen van een of meer tentamens				
s. waar nodig, dat het met goed gevolg afgelegd hebben van tentamens voorwaarde is voor de toelating tot het afleggen van andere tentamens				
t. waar nodig, de verplichting tot het deelnemen aan praktische oefeningen met het oog op de toelating tot het afleggen van het desbetreffende tentamen, behoudens de bevoegdheid van de examencommissie vrijstelling van die verplichting te verlenen, al dan niet onder oplegging van vervangende eisen				
u. de bewaking van studievoortgang en de individuele studiebegeleiding				
v. indien van toepassing: de wijze waarop de selectie van studenten voor een speciaal traject binnen een opleiding, bedoeld in artikel 7.9b, plaatsvindt ( <i>excellentietraject binnen een opleiding</i> )				
x. de feitelijke vormgeving van het onderwijs				
<i>alle overige onderwerpen die in de OER zijn geregeld maar die niet als zodanig zijn genoemd in art. 7.13 WHW onder a t/m x.</i>				

De lettering komt overeen met de lettering van artikel 7.13 lid 2 WHW

### Afkortingen:

FGV: Facultaire Gezamenlijke Vergadering  
 OpIC: Opleidingscommissie  
 I: Instemmingsrecht  
 A: Adviesrecht

## Appendix II (English) Overview of advisory and approval rights of Programme Committees (OLC) and Faculty Joint Assembly (FGV)

*Disclaimer: this is a translation which only serves as an aid. No rights may be derived from it. The Dutch document prevails.*

Article 7.13, paragraph 2, of the Higher Education and Research Act	FGV		OpIC	
	I	A	I	A
a. content of the programme and associated examinations				
a1. the manner in which teaching and education in the relevant programme are evaluated				
b. the content of the specializations offered as part of the programme				
c. the programme's final attainment levels with regard to the knowledge, understanding and skills				
d. where applicable, the design of practical exercises				
e. the study load of the programme and of each of its constituent educational units				
f. the detailed rules referred to in Article 7.8b, sixth paragraph, and Article 7.9, fifth paragraph (recommendation on continuation of studies)				
g. the Master's programmes to which Article 7.4a, eighth paragraph, applies (elevated study load)				
h. the number and sequence of examinations and the times at which these can be taken				
i. the full-time, part-time or work-study structure of the programme				
j. where necessary, the order, and the periods in which and the number of times per academic year that the opportunity to sit examinations and final degree assessments is given				
k. where necessary, the period of validity for pass grades awarded for examinations, notwithstanding the authority of the Examination Board to extend this period of validity				
l. whether examinations are administered in oral, written or another form, notwithstanding the authority of the Examination Board to decide otherwise				
m. the way in which students with a disability or chronic health condition are given a reasonable opportunity to take the examinations				
n. the public nature of oral examinations, subject to the right of the Examination Board to determine otherwise in special cases				
o. the period within which the results of an examination must be announced, together with details of whether this period can be altered and if so in what way				
p. the way in which and the period within which students who have taken an examination are given the opportunity to inspect their marked work				
q. the way in which and the period within which information can be provided about the questions asked and exercises given in the framework of a written examination and about the standards used for assessment				
r. the grounds on which the Examination Board could grant exemption from the taking of one or more examinations to students who have previously passed examinations in higher education or have acquired knowledge or skills outside higher education				
s. where necessary, the stipulation that students must pass certain examinations as a condition for admission to other examinations				
t. where necessary, the obligation to take part in certain practical exercises with a view to admission to the examination in question, subject to the authority of the Examination Board to grant exemption from this obligation, with or without the imposition of alternative requirements				
u. the monitoring of academic progress and individual student support and guidance;				
v. where applicable, the manner in which students are selected for a special track within a programme as referred to in Article 7.9b (excellence track within a programme)				
x. the actual design of the education provided.				
<i>All other matters that are regulated in the Academic and Examination Regulations but which are not mentioned as such in Article 7.13 of the Higher Education and Research Act under points a to x.</i>				

### Abbreviations used:

- FGV: Faculty Joint Assembly  
 OLC: Programme Committee  
 I: right of approval  
 A: right of advice

**Appendix III Ordinances VU CvB and Binding Guidelines (richtlijn)**

<b>Section A, article:</b>	<b>Concerns:</b>	<b>CvB ordinance / guideline</b>
2.1.1, 2.1.2	Year planning two semesters 8-8-4 (uniforme jaarkalender VU-UvA)	29-9-2008 (period 2009-2015) 22-05-2014 (periode 2016-2025)
2.1.3, 2.1.4	Educational components	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017
3.1	Signing up for education and interim examinations	CvB ordinance 30-09-2010, prior consent USR.
3.4.1	Determination and publication of the results (1) Grading deadline exams 10 workdays (2) Theses 20 workdays	(1) Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017 (2) Quality demand 11 from the VU assessment policy, CvB ordinance 15-05-2012
3.5.1	Two possibilities to take examinations per year	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017
3.5.2	Retake: most recent grade is valid. A pass can be retaken	Taken from the UvA guidelines, as part of the harmonization, CvB ordinance 24-02-2014
3.5.4	Extra retake last year	Included in (prior) model OER 16-17 following a request from committee O&O and adopted by CvB op 27-10-2015
3.6	Grades	CvB ordinance 30-09-2010, with University council's consent. As a result of harmonization UvA, the guideline: 5.5 is a pass, has been added. CvB ordinance 24-02-2014.
<b>Section B1, article:</b>	<b>Concerns:</b>	<b>CvB ordinance / guideline</b>
7.2	Admission criteria; at least WO Bachelor's degree	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017
7.3	Selection criteria; type of criteria	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017
<b>Section B1, article:</b>	<b>Concerns:</b>	<b>CvB ordinance / guideline</b>
10.1	Composition programme	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017
10.2	Categorization of components	Richtlijn Bachelor en Masteronderwijs, revised on 6 June 2017

**Appendix IV Article 2.1 of the Higher Education and Research (Implementation) Act (*Uitvoeringsbesluit*)**  
*(English underneath)*

1 De persoonlijke omstandigheden bedoeld in de artikelen 7.8b, derde lid, en 7.9, derde lid, van de wet, zijn uitsluitend:

- a. ziekte van betrokkene,
- b. lichamelijke, zintuiglijke of andere functiestoornis van betrokkene,
- c. zwangerschap van betrokkene,
- d. bijzondere familie-omstandigheden,
- e. het lidmaatschap, daaronder begrepen het voorzitterschap, van:
  1. bij universiteiten: de universiteitsraad, faculteitsraad, het orgaan dat is ingesteld op grond van de medezeggenschapsregeling, bedoeld in artikel 9.30, derde lid, onderscheidenlijk artikel 9.51, tweede lid, van de wet, het bestuur van een opleiding of de opleidingscommissie, alsmede het lidmaatschap van het bestuur van een stichting die blijkens haar statuten tot doel heeft de exploitatie van voorzieningen, behorende tot de studentenvoorzieningen, dan wel van een daarmee naar het oordeel van het instellingsbestuur gelet op de taak gelijk te stellen orgaan,
  2. bij hogescholen: de medezeggenschapsraad, deelraad, studentencommissie of opleidingscommissie.
- f. andere in de regelingen, bedoeld in de artikelen 7.8b, zesde lid, en 7.9, vijfde lid, van de wet door het instellingsbestuur aan te geven omstandigheden waarin betrokkene activiteiten ontplooit in het kader van de organisatie en het bestuur van de zaken van de instelling,
- g. het lidmaatschap van het bestuur van een studentenorganisatie van enige omvang met volledige rechtsbevoegdheid, dan wel van een vergelijkbare organisatie van enige omvang, bij wie de behartiging van het algemeen maatschappelijk belang op de voorgrond staat en die daartoe daadwerkelijk activiteiten ontplooit.
- h. andere in de onderwijs- en examenregeling, bedoeld in artikel 7.13 van de wet, op grond van artikel 7.13, tweede lid, onderdeel f, van de wet, vast te leggen persoonlijke omstandigheden,
- i. andere dan in de onderdelen a tot en met h bedoelde persoonlijke omstandigheden die, indien zij door het instellingsbestuur niet in de beoordeling zouden worden betrokken, zouden leiden tot een onbillijkheid van overwegende aard.

2 Het instellingsbestuur kan voor de toepassing van het eerste lid, onderdeel g, nadere regels vaststellen omtrent het aantal bestuursleden dat ten hoogste per organisatie per studiejaar in aanmerking komt, zomede omtrent welke bestuursfuncties in aanmerking komen.

#### Appendix IV (English) Article 2.1 of the Higher Education and Research (Implementation) Act

*Disclaimer: This is a translation which only serves as an aid. No rights may be derived from it. The Dutch document prevails.*

1. The extenuating personal circumstances referred to in Article 7.8b, paragraph 3 and 7.9, paragraph 3 of the Act (WHW) are limited to:

- a. illness of the person concerned,
- b. physical, sensory or other impairment of the person concerned,
- c. pregnancy of the woman concerned,
- d. extenuating family circumstances,
- e. membership, including the chairmanship of:

1. universities: the university council, faculty council, the body established under the participation regulation referred to in Article 9.30, paragraph 3 or Article 9.51, paragraph 2 of the Act, the programme management or the Programme Committee, or membership on the board of a foundation whose bylaws allow for the exploitation of facilities belonging to the student services, or an equivalent body with regard to its activities in the opinion of the board of the institution,
2. universities of applied sciences: the participation council, district council, student committee or Programme Committee.

- f. other circumstances to be designated by the board of the institution in the regulation as referred to in Article 7.8b, paragraph 6 and Article 7.9, paragraph 5 of the Act in which the person concerned engages in activities within the framework of the organization and the administration of the affairs of the institution,
- g. membership on the board of a student organization of a certain size with full legal capacity, or a similar organization of a certain size, whose primary task regards general societal interest and which actually develops activities for this purpose.
- h. other personal circumstances set out in the Teaching and Examination Regulations as referred to in Article 7.13 of the Act, pursuant to Article 7.13, paragraph 2, clause f of the Act,
- i. personal circumstances other than those referred to in a – h above which, if overlooked by the governing bodies of the institution, would lead to an obviously unfair outcome.

2. The institutional board may, for the purposes of the first paragraph, part g, establish specific rules regarding the maximum number of eligible board members per organization per academic year, as well as the eligible administrative offices.

## Appendix V Pre-master's Regulations

See [Premasterregeling FRT 2021-2022 EN Def.pdf \(vu.nl\)](#)



## Section B1: Programme specific – general provisions

### 6. General programme information and characteristics

#### Article 6.1 Study programme information

1.	The programme Master Theology and Religious Studies CROHO number 60824 is offered on a full-time and part-time basis.	Advice OLC; approval FGV (7.13 i)
1a	The part-time programme has a nominal duration of study of 2 year(s).	Advice OLC; approval FGV (7.13 i)

#### Article 6.2 Teaching formats used and modes of assessment

1.	The degree programme uses the following teaching formats: <ul style="list-style-type: none"> <li>• Lecture</li> <li>• Tutorial</li> <li>• Workshop</li> <li>• Seminar</li> <li>• Online lecture</li> <li>• Work visit</li> <li>• Internship</li> <li>• Summer school</li> </ul>	Advice OLC; approval FGV (7.13 x)
2.	The modes of assessment used per educational component are specified in the study guide. The modes of assessment that the student actually encounter can depend on the track students choose. <ul style="list-style-type: none"> <li>• Written examination</li> <li>• Take home exam</li> <li>• (Written) assignment</li> <li>• Paper</li> <li>• Presentation</li> <li>• Essay</li> <li>• Participation</li> <li>• Portfolio</li> <li>• Log</li> <li>• Internship report</li> <li>• Thesis</li> </ul>	Advice OLC; approval FGV (7.13 l)

#### Article 6.3 Academic student counselling

The programme offers the academic student counselling as described in section A.

### 7. Further admission requirements

#### Article 7.1 Intake date(s)

The programme starts on 1 September.	Advice OLC; approval FGV (9.38 sub b)
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### Article 7.2 Admission requirements

<p>1. Admission to the Master's programme is possible for an applicant who has obtained a Bachelor's degree obtained at an institution of academic higher education, which demonstrates the following knowledge, understanding and skills:</p> <ol style="list-style-type: none"> <li>knowledge of human behaviour</li> <li>understanding of diversity in world views</li> <li>skills to apply hermeneutical research methods</li> </ol> <p>Directly admissible are:</p> <ol style="list-style-type: none"> <li>Students with a WO Bachelor's degree in Theology or Religious Studies</li> <li>Students with a WO Bachelor's degree in Social Sciences, Humanities, Law and Behavioral Sciences</li> <li>Students with a WO Bachelor's degree in all other sciences, if they have followed 30EC Theology/Religious Studies/Humanistic Studies;</li> <li>Students with a Bachelor's degree in Theology at the Christelijke Hogeschool Ede (CHE) with an integrated academic minor (academische opstapminor)</li> </ol>	<p>Partly legal provision &amp; ordinance CvB, see appendix III. Admission requirements excepted from participation in WHW</p>
<p>2. Applicants who wish to follow the track <b>Spiritual Care</b> must, in addition to the provisions in paragraph 1, also meet the following requirements with regard to:</p> <ol style="list-style-type: none"> <li>knowledge of the world's religions, sexuality, loss and mourning, psychopathology and substantial knowledge of their own tradition/religion</li> <li>understanding of the consequences of sexual abuse, loss and psychological illnesses on persons, their behaviour, and their world views</li> <li>skills to communicate as a caretaker, negotiating between one's own and the other's perspective and/or religion</li> </ol> <p>Directly admissible are:</p> <ol style="list-style-type: none"> <li>Students with a WO Bachelor's degree in Theology or Religious Studies and the minor Spiritual care</li> <li>Students with a WO Bachelor's degree in a study other than Theology/Religious Studies if they have either 30EC in Theology/Religious studies or the premaster Theology/Religious Studies, as well as the minor Spiritual Care</li> <li>Students with an Bachelor's degree in Theology at the <i>Christelijke Hogeschool Ede</i> (CHE) with an integrated academic minor (academische opstapminor) and the minor Spiritual Care</li> </ol> <p>For the year 2021-2022, student could not have done the minor Spiritual Care in advance, since that minor starts in September 2021. Therefore, the following students will be able to have direct access to the track Spiritual Care without the abovementioned minor:</p> <ol style="list-style-type: none"> <li>Students from a WO Theology/Religious Studies/Humanistic studies</li> <li>Students from our own Premaster preparing themselves in 2020-2021 for the track Spiritual Care</li> </ol>	<p>Partly legal provision &amp; ordinance CvB, see appendix III. Admission requirements excepted from participation in WHW</p>
<p>3. Applicants with a Bachelor's degree obtained at an institution outside the Netherlands may be asked for additional methods to prove that they meet the admission requirements.</p>	<p>Advice OLC; approval FGV (9.38 sub b)</p>

<p>4. Applicants should demonstrate that they have sufficient level of proficiency in English by meeting at least one of the following standards, no more than two (2) years before the start of the programme at VU:</p> <ul style="list-style-type: none"> <li>- (academic) IELTS: 6.5</li> <li>- TOEFL paper based test: 580</li> <li>- TOEFL internet based test 92</li> </ul>	<p>Advice OLC; approval FGV (9.38 sub b)</p>
<p>5. Applicants who:</p> <ul style="list-style-type: none"> <li>- completed an English-taught secondary or higher education degree in Canada, the United States, the United Kingdom, Ireland, New Zealand or Australia or</li> <li>- have earned a Bachelor's or Master's degree in an English-taught programme accredited by NVAO in the Netherlands, or</li> <li>- have earned a Bachelor's or Master's degree in an accredited English-taught programme in another member state of the European Union</li> <li>- have obtained a Cambridge Certificate of Proficiency in English (CPE) or a Cambridge Certificate of Advanced English (CAE) with at least a score of A, B or C, or</li> <li>- have a Dutch vwo diploma</li> </ul> <p>are exempted from the requirements referred to in paragraph 4.</p>	<p>Advice OLC; approval FGV (9.38 sub b)</p>

#### Article 7.3 Selection criteria

Not applicable

#### Article 7.3a Capacity restriction

Not applicable

#### Article 7.4 Pre-Master's programme

<p>Applicants with a Bachelor's degree of a university of applied sciences (HBO) in a field</p> <p>1. that corresponds to a sufficient extent with the subject area covered by the Master's programme, or a Bachelor's degree from an institution of academic higher education (WO) who wish to enter the programme but do not fulfil the admission requirements as stipulated in Article 7.2 can request admission to the pre-Master's programme.</p>	<p>Advice OLC; approval FGV (9.38 ub b)</p>
<p>2. Further conditions and the procedure are set out in the relevant Pre-Master regulations of the <b>faculty (see Appendix V of the A-section).</b></p>	<p>Advice OLC; approval FGV (9.38 sub b)</p>

## 8. Interim examinations and results

#### Article 8.1 Sequence of interim examinations

<p>1. Students may participate in interim examinations [or practical exercises] of the components below only if they have passed the interim examination or examinations for the components mentioned hereinafter:</p>	<p>Advice OLC; approval FGV (7.13 h, s &amp; t)</p>
<p>Internship (G_INTERN) after obtaining 12 EC, of which at least one specialization module (6 EC)</p>	
<p>Thesis (G_1MATHES) after obtaining 18 EC.</p>	

#### Article 8.2 Validity period for results

<p>1. If the student's skills, understanding or knowledge evaluated in the exam are demonstrably outdated, the Examination Board may impose a supplementary or</p>	<p>Advice OLC; approval FGV (7.13 k)</p>
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replacement examination for a course for which an examination was passed more than 6 years ago.	
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## Section B2: Programme specific – content of programme

### 9. Programme objectives, tracks/specializations, exit qualifications and language

#### Article 9.1 Workload

1. The programme has a workload of 60 EC	Advice OLC; (7.13 a)
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#### Article 9.2 Tracks and/or specializations

The programme has the following tracks: - Interreligious Studies - Exploring a Discipline - Peace, Trauma and Religion - Spiritual Care - Media (closed for admission, graduation possible until 31-8-2022)	Approval OLC (7.13 b)
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#### Article 9.3 Programme objective

<p>1. The Master's has a final attainment level corresponding to the Dublin Descriptors (the Framework of Qualifications for the European Higher Education Area) and the Higher Education Qualifications Framework in the Netherlands.</p> <p>2. The degree programme aims to:</p> <p>a. educate students by giving them the knowledge, understanding and skills described each in the programme-specific section;</p> <p>b. guide students in scientific practice;</p> <p>c. prepare students for professional practice in the relevant field;</p> <p>d. foster independent, academic thinking and practice as well as communication at an academic level in the language or languages of instruction;</p> <p>e. foster the independent application of specialist academic knowledge in a wider philosophical and social context.</p> <p>3. The degree programme focuses on the student's personal development and promotes his or her awareness of social responsibility.</p>	Advice OLC; (7.13 a)
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#### Article 9.4 Exit qualifications

<p>1. The Master of Theology and Religious studies programme seeks to enable students:</p> <p>1. to show in-depth theoretical knowledge in the subjects that belong to the chosen subprogram;</p> <p>2. to reflect theologically and critically on the issues that pertain to the chosen subprogram and to place them in a multi-disciplinary frame of reference;</p> <p>3. integrate the contextual and hermeneutical character of research in Theology and Religious Studies and therefore approach issues in this field in a dialogical way by critically reflecting on one's own perspective, by taking into account the tension between</p>	Approval OLC (7.13)
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confessional, theological, and religious studies perspectives and/or by using inter- and multidisciplinary approaches;

4. to make independent critical judgments on the basis of limited data and with an eye on the social and ethical implications;
5. to communicate the results of research efforts to diverse audiences of specialists and non- specialists;
6. to study largely self-directed or autonomously and to conduct independent scholarly research within the area of the chosen subprogram, as shown in the thesis;
7. to develop a coherent overview of a professional field linked to the chosen subprogram and to develop basic skills of a starting professional in this field through participation.

2.

These aims of the programme are realized in the tracks as follows:

*a Exploring a Discipline*

The Master of Theology and Religious studies track Exploring a Discipline seeks to enable students:

1. to show in-depth theoretical knowledge in the subjects that belong to the chosen discipline;
2. to reflect theologically and critically on the issues that pertain to the chosen discipline and to place them in a multi-disciplinary frame of reference;
3. integrate the contextual and hermeneutical character of research in Theology and Religious Studies and therefore approach issues in this field in a dialogical way by critically reflecting on one's own perspective, by taking into account the tension between confessional, theological, and religious studies perspectives and/or by using inter- and multidisciplinary approaches;
4. to make independent critical judgments on the basis of limited data and with an eye on the social and ethical implications;
5. to communicate the results of research efforts to diverse audiences of specialists and non- specialists;
6. to study largely self-directed or autonomously and to conduct independent scholarly research within the area of the chosen discipline, as shown in the thesis;
7. to develop a coherent overview of the professional field linked to the chosen discipline and to develop basic skills of a young professional in this field through participation.

*b Media*

The Master of Theology and Religious studies track Media seeks to enable students:

1. to show in-depth theoretical knowledge in the area of media and communication in relation to religion and spirituality, media sociology and media ethics and understanding of the religious dimensions and development of today's media culture, the implications of these for established religions, religious communities and individuals;
2. to reflect theologically and critically on the function of media in religion, religion in the media and reflect theologically and creatively on one's own (non-)religious identity in relation to popular culture and to place these in a multi-disciplinary frame of reference;
3. to identify the various definitions of hermeneutics as a basis for developing an adequate hermeneutic theory and dialogical praxis and to apply various hermeneutic theories in

cases in which mediation of religion is involved;

4. to make independent critical judgments on the basis of limited data and with an eye on the social and ethical implications;
5. to communicate the results of research efforts to diverse audiences of specialists and non-specialists;
6. to study largely self-directed or autonomously and to conduct independent scholarly research within the area of Media, religion/theology and culture;
7. to develop a coherent overview of the professional field of media, communication and religion and to develop basic skills of a young professional in this field through participation.

#### *c Spiritual Care*

The Master of Theology and Religious studies track Spiritual Care seeks to enable students:

1. to show in-depth theoretical knowledge in the key concepts which define the domain of Spiritual Care;
2. to reflect critically (from the perspective of theology and religious studies) on the way of recognizing, analyzing, and approaching the vulnerability of human lives both in religious and non-religious traditions;
3. integrate the contextual and hermeneutical character of research in Theology and Religious Studies and therefore approach issues in this field in a dialogical way by critically reflecting on one's own perspective, by taking into account the tension between confessional, theological, and religious studies perspectives and/or by using inter- and multidisciplinary approaches;
4. to make independent critical judgments on the basis of limited data and with an eye on the social and ethical implications as well as the relation with other disciplines, the organizational context and religious authorities;
5. to communicate the results of research efforts to diverse audiences of specialists and non-specialists and to communicate appropriately and respectfully about one's own and other religious and/or spiritual traditions;
6. to study largely self-directed or autonomously and to conduct independent scholarly research within the area of Spiritual Care;
7. to develop a coherent view of the professional field of Spiritual Care, to develop the ability to situate oneself authentically in this field and to develop the skills required for an initial start as a professional in this field.

#### *d Interreligious Studies*

The Master of Theology and Religious studies track *Interreligious Studies* seeks to enable students:

1. to show in-depth theoretical knowledge in the emerging field of interreligious studies: (1) be able to distinguish this field from both religious studies, comparative religion and theology of religions; (2) be able to identify the main scholarly positions in the field; (3) understand why this field requires a multidisciplinary approach
2. to reflect critically on the way dominant scholarly and/or societal assumptions with regard to religion (what religion is; how it relates to violence; the division between religion and the secular...) impacts the way diversity related conflicts are framed and analyzed.

<p>3. integrate the contextual and hermeneutical character of research in Theology and Religious Studies and therefore approach issues in this field in a dialogical way by critically reflecting on one's own perspective, by taking into account the tension between confessional, theological, and religious studies perspectives and/or by using inter- and multidisciplinary approaches;</p> <p>4. to be able to connect theory and praxis, and to analyse judgements and propose on concrete solutions to cases about diversity related problems;</p> <p>5. to communicate the results of research efforts to diverse audiences of specialists and non-specialists;</p> <p>6. to study largely self-directed or autonomously and to conduct independent scholarly research within the field of interreligious studies.</p> <p>7. to develop a coherent overview of the professional field of interreligious studies and develop basic skills of a young professional in this field through participation.</p> <p><i>e Peace, Trauma and Religion</i></p> <p>The Master of Theology and Religious studies track Peace, Trauma and Religion seeks to enable students:</p> <p>1. To show in depth theoretical knowledge in contemporary studies on peace and reconciliation and/or trauma and healing in contexts of conflict and war and in postconflict contexts;</p> <p>2. To reflect theologically and critically on the the role played by religious traditions in legitimizing conflict and violence and creating conflicting identities;</p> <p>3. integrate the contextual and hermeneutical character of research in Theology and Religious Studies and therefore approach issues in this field in a dialogical way by critically reflecting on one's own perspective, by taking into account the tension between confessional, theological, and religious studies perspectives and/or by using inter- and multidisciplinary approaches;</p> <p>4. To make independent critical judgments on the basis of limited data and with an eye on social and moral implications;</p> <p>5. To communicate the results of research efforts to diverse audiences of specialists and non-specialists;</p> <p>6. To study largely self-directed or autonomously and to conduct independent scholarly research within the field of Violence, Religion and Reconciliation in a religious/theological perspective;</p> <p>7. To gain a coherent knowledge and overview in the field of conflict-studies, peacebuilding and trauma-healing mechanisms and to develop the basic skills of a young professional in this field through participation.</p>	
<p>2. Language proficiency is taken into account in the assessment of (interim) examinations.</p>	<p>Approval OLC (7.13 c)</p>

#### Article 9.5 Language of instruction

<p>1. The language of instruction of the tracks Interreligious Studies, Media, Peace, Trauma and Religion and Exploring a Discipline is English. The languages of instruction of the track Spiritual Care are Dutch and English.</p>	<p>Approval OLC (9.18)</p>
<p>2. The 'Gedragscode vreemde taal' (code of conduct foreign languages) applies</p>	<p>Ordinance CvB, see appendix III</p>

## 10. Curriculum structure

### Article 10.1 Composition of the programme

1. The programme comprises at least a package of compulsory components and an individual Master's thesis or academic internship.	Ordinance CvB, see appendix III
2. Additionally the programme can offer: - Practical exercises - Electives - Supervision	Advice OLC; (7.13 a)
3. Educational components are categorized as specialized (400), research oriented (500) and highly specialized (600) level.	Ordinance CvB, see appendix III
4. It is possible to graduate in two tracks within the Master's programme Theology and Religious Studies. The following requirements apply: a) All compulsory modules of the two tracks must be successfully completed, whereby the overlapping modules (with the same module code) only need to be completed once; the master seminar also only needs to be completed once; b) The student does two internships of 12 EC each or one combined internship of 18 EC in total; c) An exception to the stipulation in paragraph b is that the professional internship for the track Spiritual Care cannot be combined; d) The student shall write two theses of 12 EC each or one combined thesis of 18 EC in total; e) Core courses of the first track may be used as electives for the second track and vice versa; f) Only students that meet the admission requirements for the track Spiritual Care as stipulated in art. 7.2.2 can combine this track with one of the other tracks. The number of credits in the master's programme with two theses with a combined thesis and a combined internship is therefore at least 78 ec.	Advice OLC; (7.13 a)

### Article 10.2 Compulsory educational components

See appendix 2. A detailed description per educational component can be found in the Study Guide.	Advice OLC; (7.13 a)
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### Article 10.3 Elective educational components

1. See appendix 2. A detailed description per educational component can be found in the Study Guide.	Advice OLC; (7.13)
2. If the student wishes to take a different educational component than listed, advance permission must be obtained in writing from the Examination Board.	Advice OLC; (7.13 a)

### Article 10.4 Practical exercise

The following components can be considered as practical exercises:				Approval OLC (7.13 d)
Name of educational component	course code	nr of EC	level	
Thesis	G_1MATHES	12	500	
Internship	G_INTERN	12	500	
Stage Spiritual Care	G_STAGESC	12	500	
Hermeneutics	G_MAHERMN	6	400	



Research & Professional Skills	G_RASP	6	500	
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#### Article 10.5 Participation in practical exercise and seminars

1. In the case of a practical training, the student must attend at least 80 % of the practical sessions. Should the student attend less than 80 %, they must repeat the practical training, or the Examination Board or the examiner may have one or more supplementary assignments issued.	Approval OLC (7.13 d)
2. In the case of a seminar, the student must attend at least 80 % of the practical sessions. Should the student attend less than 80 %, they must repeat the practical training, or the Examination Board or the examiner may have one or more supplementary assignments issued.	Approval OLC (7.13 d)
3. In exceptional circumstances, the Examinations Board may, at the request of the student, permit an exemption from this requirement if, in the opinion of the Board, the assessment of the intended skills is also possible with a lesser percentage of participation, with or without the imposition of supplementary requirements	

## 11. Evaluation and transitional provisions

### Article 11.1 Evaluation of the education

1. The education provided in this programme is evaluated in accordance with the evaluation plan (appendix 1). The faculty evaluation plan offers the framework.	Approval OLC (7.13 a1)
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### Article 11.2 Transitional provisions

By way of departure from the Teaching and Examination Regulations currently in force, the following transitional provisions apply for students who started the programme under a previous set of Teaching and Examination Regulations:		Advice OLC (7.13 a)
<b>Cancelled course</b>	<b>Replacement Course</b>	
Building Interreligious Relations 3 (G_BIR3)	Religion in the Public Debate (G_IS1)	
Building Interreligious Relations 4 (G_BIR4)	Judaism, Christianity, Islam and the Secular (G_IS2)	
Master Seminar (G_MASEM)	Research and Professional Skills (G_RASP)	

Advice and approval by the Programme Committee on 30 April 2021

Approved by the Faculty Joint Assembly on 3 June 2021

Adopted by the board of the Faculty on 19 July 2021

### Appendices

1. Evaluation of the education in the Faculty
2. [Programme overviews](#)
3. [Addendum pertaining to the TER 2021-2022](#)

## Appendix 1

### Evaluation of the education in the Faculty of Religion and Theology

Course and curriculum evaluations aim to improve the quality of education. The VU draws up questionnaires for this purpose with a number of key questions, which are always asked. In addition, the faculty has the option of adding its own questions to the lists.

Within the Faculty of Religion and Theology, questionnaires are distributed digitally. In this way, the anonymity of students is guaranteed and the PDCA cycle - which serves educational improvement - can be run properly.

When the results of the evaluation are ready, the course coordinator is notified. The course coordinator formulates a response to the results of the evaluation and can also report to the students what they are going to change about the course for the next academic year as a result of the results. Students will have access to a selection of the evaluation results and the course coordinator's response.

The evaluation results are available to the examiner, the instructor members of the program committee, the program director, and the evaluation coordinator. The Annual Evaluation Plan states when the evaluation results will be available. The program committees can adjust their meeting schedule accordingly, if desired. The program committees present an analysis of the evaluations in their annual report.

#### Courses to be evaluated

The following criteria are used to designate a module as requiring evaluation:

- Each course is evaluated (at least) once every three years, this means that one third of all courses are covered anyway. This is spread over periods so that not all students of one year level are asked to fill in questionnaires each time;
- all newly developed courses / new curriculum;
- courses taught by new teachers;
- all less well evaluated courses from 2020-2021 based on criteria as defined in the Annual Evaluation Plan;
- all courses from the university minor Islam;
- courses addressed in the annual plan of the Assessment Chamber;
- courses, with more than 8 students enrolled, that were identified as requiring evaluation in the previous year, but for which there are no evaluation results.

#### Curriculum Evaluations

The basic principle is that a curriculum is evaluated at least before the start of a midterm review or visitation and after every (thorough) curriculum change. BA and MA questionnaires are distributed digitally. The program director may add additional questions to this questionnaire. The period in which the questionnaire is distributed is determined in consultation with the programme director. In addition to the programme committee, the results of curriculum evaluations may be discussed with the work field advisory board.

#### Other forms of evaluation

Besides digital evaluation, there are other ways to evaluate education. The chapter on Educational Evaluations in the VU's Handbook on Educational Quality provides an overview of qualitative forms of educational evaluation, such as panel discussions, peer review, and quick inventories of strengths and suggestions. These forms of evaluation are encouraged within the faculty.

#### National Student Survey (NSE)

The Vrije Universiteit participates in the National Student Survey (*Nationale Studenten Enquete*), which is conducted each spring. The NSE can provide useful information about how students experience their program. The annual reports of the programmes reflect on the results of the NSE.