

Programme Committee Guide

Faculty of Arts

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*The Educational Quality Assurance Handbook (2021), the Guide for Programme Committees (2020) and the Vade Mecum Quality Assurance in Education (2021).*¹

¹ For the *Educational Quality Assurance Handbook* and the *Vade Mecum*, visit:

<https://www.radboudnet.nl/letteren/onderwijs/kwaliteitszorg-onderwijs/kwaliteitszorg/cursusevaluaties-olc/>.

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1. The programme committee and its goal

Radboud University's programme committees (OLCs) play an important role in the educational quality assurance. Now that you have been appointed as member of the programme committee of your study programme, you are expected to help maintain the quality of teaching. You won't be doing this on your own, of course. Together with the other student and lecturer members you will focus on the quality of your study programme. Based on your own experience and perspective, you will be systematically weighing possible options to improve your study programme. This will require a particular awareness of the matters that you find essential to good teaching. That means that besides bringing up practical topics in the OLC, there is also room to discuss the more fundamental aspects of good teaching with each other, such as modes of instruction, the use of digital tools (blended learning), how 'current' the literature is, whether important topics are missing from the curriculum, a safe and inclusive class room, and so forth.

Generally, you could say that there are two primary guidelines that you should follow in the course of this year:

- 1) Are we doing the right things in teaching?
- 2) Are we doing those things well?

2. What are the OLC's tasks?

Each study programme has their own programme committee.² In short, the OLC is responsible for everything concerned with the study programme's teaching. In practice, this involves a number of tasks that you will for the most part execute in meetings together with the whole OLC, but also outside of meetings.

The composition of the OLC

The OLC is made up of students and lecturers. The students and lecturers are always equal in number, with the exact number being dependent on the number of students in a study programme.³

The lecturer members are appointed by the dean for a period of two years. Who gets appointed to the OLC is decided on within the study programme during the distribution of the tasks for the new academic year.

At the start of each academic year, one of the lecturer members is appointed to chair by the whole programme committee. The OLC ensures that the name of the appointed chair is sent to the Education Office (bureauonderwijs@let.ru.nl) with the department secretary in the CC as soon as possible after the appointment. Until the chair is officially appointed, the chair of the previous year remains the primary contact for the faculty.⁴

The tasks of the OLC chair, who generally also serves as quality assurance coordinator of the study programme, include among other things, organising and leading meetings, making an inventory of agenda items and serving as the primary point of contact of the OLC, for example for the Faculty Board or the Education Office.⁵

Each year, the student members are appointed by the students of the study programme. The elections for the OLCs of Bachelor's programmes are usually held around June. The OLCs for Master's programmes are chosen in September/October. If there are fewer or an equal number candidates than open vacancies, there will be no election and the candidates will be appointed directly.

One of the other members is appointed as vice-chair by the programme committee. The vice-chair supports the chair of the OLC in various ways. If the chair, for example, cannot lead a

² Exceptions within the FdL include the History Bachelor's programme and Master's programme (combined programme committee) and the Classical Languages and Cultures Bachelor's Programme and the *Oudheidstudies* (Classical Studies) Master's programme (also a combined programme committee).

³ This occurs with the help of an allocation key established in the [faculty regulations](#).

⁴ In the event that the chair of the previous year is no longer an OLC member, the proposed new chair shall act as the primary contact for the faculty.

⁵ For a comprehensive explanation of the tasks of the quality assurance coordinator, refer to the [Vade Mecum Quality Assurance in Education](#).

meeting, then the vice-chair takes over. If the vice-chair is a student member, they can also streamline the contact between the student members and the lecturer members by serving as spokesperson for the student members. This can be useful in moments when the members of the OLC need to communicate with each other a lot, such as when parts of an EER have to be discussed. By extension, the vice-chair also generally serves as the point of contact for the Faculty of Arts Student Council (FSCA; Dutch: FSRL). In addition, the vice-chair plays an important role in the transfer from the sitting OLC to the new one in the following year. The vice-chair is responsible for maintaining a document over the course of the year with concise information about the meetings and possible current affairs. After this 'growing document' has been checked and completed by the OLC chair, it can subsequently (generally via the OLC lecturer members, who have a longer term of office) be provided to any new student members or lecturer members so that they can read up on what is going on in the OLC.

Because the elections for the OLCs of the Bachelor's programmes already take place in June, there are officially no B1 students in the OLC. It is therefore strongly recommended to allow a first-year student to join the OLC meetings as a shadow member or find some other way within the study programme to provide the programme committee with input from the first-years, for example by means of panel discussions.

When working with a shadow member, the recruitment of a member can be combined with a lecture by the student members of the OLC to new first-year students. After a short explanation of the issues that concern the OLC, the first-year students can be asked whether anyone among them would like to service as shadow member of the OLC, because this cohort of students isn't represented in the OLC.⁶

Once a shadow member has been found, the chair is to forward their name and e-mail address to the Education Office (bureauonderwijs@let.ru.nl), so that the shadow member can receive and sign a confidentiality agreement. After signing the agreement, the shadow member gains access to Evalytics.⁷ It is important to clearly communicate that the shadow member – as opposed to officially elected student members – has no voting rights and will not receive compensation for committee work during the recruitment process.

At an OLC meeting, minutes will be taken. This can be done by one of the OLC members (during the meeting or – when using a Dictaphone⁸ – afterwards), but possibly also by an external party, such as a member of the Staff Secretarial Office. Agreements on this topic will be made during the first meeting. If the choice falls on an external party, the chair will make sure that this person is present during the meetings.

⁶ Discuss in advance in the OLC how the selection takes place should several students respond to this call. Will the OLC members choose one of them?

⁷ The signing of the confidentiality agreement is connected to candidacy with all other OLC members.

⁸ Dictaphones can be borrowed from the Secretarial Office on the 7th floor.

Moreover, other people can be present in the OLC meetings by default or by invitation, should there be agenda items where their presence would be desirable or meaningful for some other reason. This can be a student advisor or a programme coordinator, for example. The latter will be joining at least twice a year, as is described in the [faculty regulations](#). In any case, the OLC chair ensures that both the **student advisor** and the **programme coordinator** always receive the agenda and any documents. If they do not usually attend and have not been invited to the meeting, but based on the agenda they see reason to attend, they can also proactively ask the OLC chair to attend.

Tasks of the OLC

The task of the OLC is to maintain the quality of the teaching within the study programme. Several important tasks can be distinguished in this area:

- a. issuing solicited or unsolicited advice on teaching;
- b. issuing advice on a study programme's EER;
- c. judging the execution of the EER.

The OLC concerns itself with the first task over the course of the entire year. When *asked for* advice, a concrete question is raised by a body such as the Faculty Board. The programme coordinator can also, for example, field a question about changes in the curriculum. In addition, the OLC can also provide unsolicited advice: this can be on matters going awry regarding the teaching and which cannot be solved within the OLC. In these sorts of cases, the programme coordinator is the first point of contact. If the programme coordinator cannot solve it either, the problem can be presented to the Director of Education of the department or – if his intervention also proves insufficient – the Faculty Board.

The second most important task of the OLC is the issuing of advice on the Education and Examination Regulations (EER). This document is basically the legal backbone of the study programme. Each study programme is therefore required to have an EER (Higher Education Act article 7.13). This document describes all procedures, rights and obligations concerning teaching and examinations (such as, among other things, the course offering, the amount of exam moments, the grading period and the knowledge requirements). Because the EER is a legal document, students can derive their rights from it. The EER is recompiled every year. The OLC's task is to issue advice on the new EER. Due to the composition of the OLC, the regulations of the following year can be evaluated based on the perspectives of both students and lecturers and supplied with proposed changes.

On the one hand, the EER describes general provisions for the whole faculty, but on the other hand it details provisions about your own study programme, such as the course offering. It is important that the OLC receives the draft of the EER on time and in the relevant languages, so that they can read it thoroughly and provide commentary. Subsequently, the EER will be

discussed in an OLC meeting and the OLC then issues an advice. This advice will then be presented to the Faculty Student Council Arts (FSCA; Dutch: FSRL) and the Representative Council of Arts (RC; Dutch: OC), who will ultimately vote on the EER. It is therefore of great importance that the EER is handled carefully by the OLC, so that the FSCA and the RC can vote based on sound advice. In addition, the OLC judges the execution of the EER. If there are matters that do not conform to the EER, the study programme can be notified by any OLC member.

For several years, digital course evaluations via Evalytics have been used within the Faculty of Arts to monitor the quality of teaching. All members of the OLC are granted access, so that they can review the evaluation results and the lecturers' responses within this digital environment. You can find several manuals on the intranet page that can help you on your way. If you have problems logging in or you can't find what you're looking for, please contact the Education Office (bureauonderwijs@let.ru.nl).

Valid course evaluations and the lecturer's response will be discussed in the OLC. Based on this discussion, possible follow-up actions can be put in motion, such as informing the programme coordinator about the outcomes and sending the feedback to the students through the quality assurance coordinator. To inform teachers of the results of the discussion in the OLC, you can refer them to the feedback that the quality assurance coordinator sends via Evalytics. This is also visible to teachers.

Besides these tasks within the internal quality assurance process, the OLC also fulfils several tasks in external quality assurance, such as the review and accreditation cycle that happens every six years. The OLC provides input for the critical self-evaluation that forms the basis for the appraisal of the study programme by the review committee. The OLC members are also invited to discussions with the review committee when they are visiting. More information on the internal and external quality assurance cycle can be found in the [Vade Mecum Quality Assurance in Education](#).

Implementation

The most important OLC tasks are mentioned above, but how is this put into practice? Most of the work is done in preparation of and during the OLC meetings. The agenda of these meetings naturally depends on the topics that members want to present, but also on possible requests from the study programme or the faculty to issue advice on certain documents, such as the EER.

Some agenda items are structurally present on the OLC's agenda, such as the discussion of the course evaluations of the preceding period, the general state of affairs and any possible complaints. In addition, other items can always be brought up by any member of the OLC. It is therefore important to remain in contact with your 'constituency'. Keep your eyes and ears

peeled for possible matters that are at play amongst your fellow students that should be discussed and solved in the OLC. This can be done informally in the lecture hall or on the work floor, but OLC members can also, for example, organise more formal meetings.

In addition to these structural matters, there are yearly recurring matters, such as the EER, the National Student Survey and the education awards.

It is also important to think about the matter of succession, particularly of the student members, on time. Incumbent student members could theoretically be re-elected indefinitely as long as they remained registered for the relevant study programme. The recruitment of new student members through lectures or an e-mail to all study programme students has to be considered and discussed within the OLC on time, especially if the OLC has had difficulty finding new student members. Therefore, take the timeframe of the elections into account. The timeframe can be found on the [election office's website](#). This document sets out a week by week timetable on how you should go about recruiting candidates, compiling the list of candidates, and when the elections take place.

Because the OLC meetings are often the first moment when a topic is discussed within the OLC, it would be smart, especially for student members, to discuss important topics among themselves beforehand. A pre-consultation with just the student members can help to coordinate things and gauge opinions before the meeting or to agree who will speak on what. The vice-chair could initiate this pre-consultation and collect possible additional input for the agenda from the student members and send it to the chair.

All OLCs have their own email address to keep the OLC easily accessible to students and staff.⁹ At the start of the year, all student members' student email addresses will be linked to this functional email address. From this moment forward, student members can consult the inbox of the OLC from their own personal email address. [Here](#) you can find a short explanation.

⁹ A list of all functional email addresses can be found here <https://www.ru.nl/facultyofarts/stip/facilities-support/facilities/programme-committee/>.

3. The OLC and the participational structure

The university has participational bodies in each layer. Each faculty has a Faculty Joint Assembly (FJA; Dutch: FGV) and the university has the University Joint Assembly (UJA; Dutch: UGV) at a central level. The FJA and the UJA meet with the Faculty Board and the Executive Board respectively. These meetings involve both students and staff. The students in the FJA are united in the Faculty Student Council (FSR) and in the UGV in the University Student Council (USR). In addition, the Faculty Board is always joined by an assessor. The assessor advises the Faculty Board.

Furthermore, each study programme has a programme committee (OLC). At Radboud University the OLC does not have the status of a participational body as is the case at other universities, but as an OLC student member, you will be in contact with the FSCA. The FSCA regularly organises meetings with the student members of the OLCs to exchange information and to offer the OLCs the opportunity to issue advice on current affairs. If the FSCA, for example, is allowed to make a decision on the allocation of funds for teaching, they can consult with the student body of the OLCs for advice.

4. Organisation of the Faculty of Arts

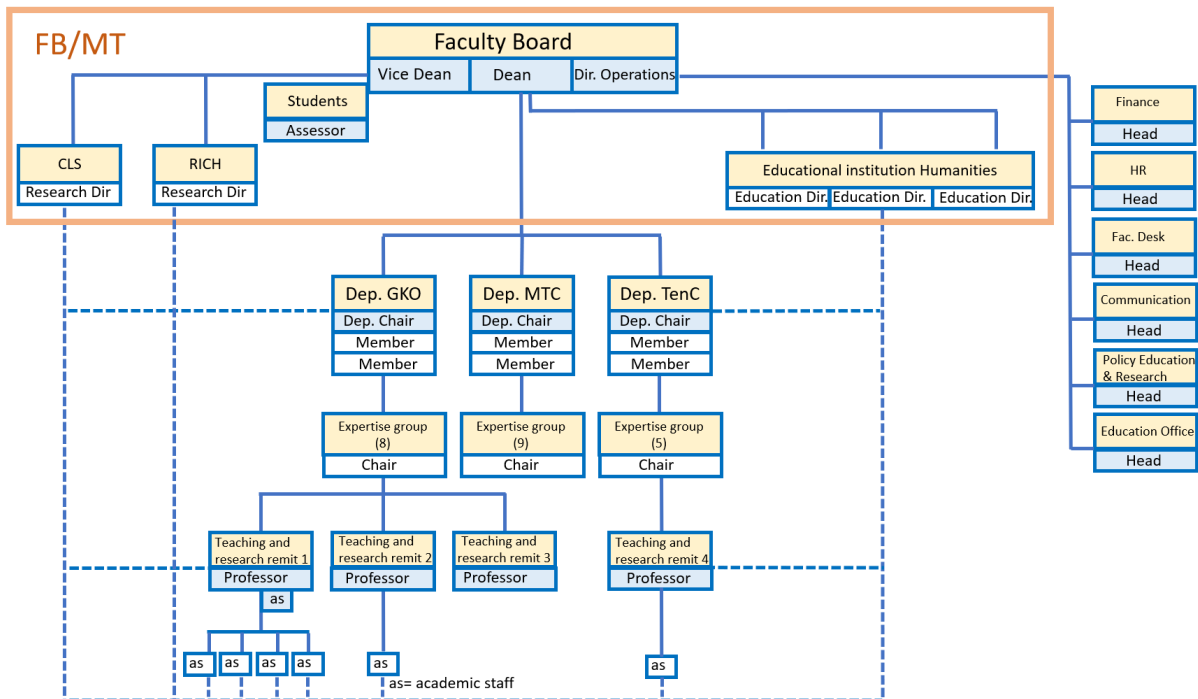


Figure 1: Organisational chart of the Faculty of Arts, from <https://www.radboudnet.nl/facultyofarts/faculty/>

At certain moments, it is useful to know how the faculty is constructed in terms of organisation. In addition, it is good to know that the faculty is run by the Faculty Board (FB), consisting of the dean, the vice dean and the Administrative Director. They are assisted by the executive secretary and the student assessor. The Faculty Board is ultimately responsible for the provided teaching.

On the topic of teaching, the faculty is split up in three different departments. These departments are run by a department board and each department has a director of education, who is responsible for the design and management of the teaching in the department. The directors of education collectively also make decisions concerning the global design of the faculty-wide teaching (such as: the RADAR and the minor programmes). For the sake of completeness, all departments are shown below with their abbreviations and their study programmes:

- Modern Languages and Cultures (Dutch: MTC)
 - BA Algemene Cultuurwetenschappen (Cultural Studies)
 - BA Duitse Taal en Cultuur (German Language and Culture)
 - BA English Language and Culture
 - BA Nederlandse Taal en Cultuur (Dutch Language and Culture)
 - BA Romaanse Talen en Culturen (Romance Languages and Cultures)
 - MA Europese Studies (European Studies)

- MA North American Studies
- MA Letterkunde (Literary Studies)
- MA Kunst- en Cultuurwetenschappen (Arts and Culture)
- MA Educatie in de Taal- en Cultuurwetenschappen (Education in Arts and Culture)
- Language & Communication (Dutch: TenC)
 - BA Communicatie- en Informatiewetenschappen (Communication and Information Studies)
 - MA Communicatie- en Informatiewetenschappen (Communication and Information Studies)
 - BA Taalwetenschap (Linguistics)
 - MA Linguistics
 - ReMa Linguistics and Communication Sciences (Research)
- History, Art History and Classics (Dutch: GKO)
 - BA Geschiedenis (History)
 - BA Griekse en Latijnse Taal en Cultuur (Classical Languages and Culture)
 - BA Kunstgeschiedenis (Art History)
 - MA Geschiedenis (History)
 - MA Oudheidstudies (Classical Studies)
 - MA Educatie in de Mens- en Maatschappijwetenschappen (Education in the Humanities)
 - ReMa Historical, Literary and Cultural Studies (research)

Within the study programme, the programme coordinator is the first point of contact for matters of teaching. The programme coordinator discusses, among other things, the internal cohesion of the study programme with all people involved, keeps an eye on the study feasibility of the programme and helps consider which lecturers should take care of which courses. To find out how the teaching is being experienced, the programme coordinator stays in close contact with the OLC by regularly meeting with the OLC chair and by joining an OLC meeting at least twice a year.

The quality assurance coordinator has, as the name suggest, the primary task of coordinating quality assurance. In the Faculty of Arts, this means that the quality assurance coordinator – whether or not in discussion with the OLC and/or the programme coordinator – decides which courses will be evaluated that year and makes sure that every course is evaluated at least once every three years.¹⁰ The quality assurance coordinator, following the discussion in the OLC, also sends feedback regarding the outcomes of the evaluations via Evalytics to students. If these evaluations from separate courses reveal that the coordination between courses is suboptimal, the quality assurance coordinator can decide in collaboration with the OLC to

¹⁰ Lecturers who, for example, want their course to be evaluated in the framework of the UTQ track, can indicate this to the quality assurance coordinator.

start a broader evaluation (curriculum evaluation), in which the cohesion between separate parts of the programme is interrogated. An overview of the remaining tasks of the quality assurance coordinator, such as the compilation of an Annual Degree Programme Report, can be found in the [Vade Mecum Quality Assurance in Education](#).

The minors have an interdisciplinary character, which is why they don't fall under a study programme (and programme committee) in terms of administration, but under the faculty, divided across the three departments (see the table below). For the quality assurance surrounding these courses, a Quality Assurance Committee (QAC) has been founded, that (primarily but not exclusively) monitors the quality of the fixed components of the minors (theme course, *Academia and Society* and the think tank) based on the course evaluations. Students and lecturers receive an email about this committee at the start of the academic year, which explains how they can sign up for this. The ones responsible for the content are excluded from this committee (minor coordinators and directors of education).

If anyone in the OLC has any comments on a specific minor, they can send them to the relevant minor coordinator. If it involves the minors as a whole, forward the comments to the Education Office (bureauonderwijs@let.ru.nl) or members of the Quality Assurance Committee via QAC-minors@let.ru.nl.

GKO	MTC	TenC
Conflict en Coöperatie in de Mediterrane Wereld	Data and Society	Beleid, organisatie en communicatie
Cultureel Erfgoed en Publiek	Gender and Diversity: A World of Difference	Het Menselijk Taalvermogen
Spiritualiteit en Cultuur	European Culture and National Identities	Multilingualism in Europe
Migration and Cultural Contacts	Literature in Society – Society in Literature	Buitenlandminor / Study Abroad minor
	Teacher-training minor	

5. Best Practices

Priority Areas

There are different matters that you can take on as OLC. That is why it is prudent to think about a couple of priority areas at the start of the year with all members: themes that deserve more attention, matters that the OLC wants to set in motion, and so forth. Based on these priority areas, the OLC can immediately take pointed and direct action.

Lecture to raise awareness of the OLC

At the start of the academic year, students belonging to certain OLCs visit lectures of the different study years of their study programme to inform students about the OLC and to speak on what the OLC does and can mean for students. This can also be useful for finding successors: this way you as students can make each other enthusiastic for the following academic year.

It might also be a good idea for all OLC members to think about the ways you can keep students informed throughout the year about the things the OLC has discussed and/or achieved (newsletter, socials, ...).

Ambassadors for digital evaluation

As an OLC member, you know how important it is that as many students as possible fill out the course evaluations. A greater response leads to a more accurate image of the current state of affairs and to more representative outcomes. If you as a student member notice that there is little motivation within the study programme to fill out the evaluations, try to convince the students of the importance of the evaluation, but also listen well to the reasons that students bring up explaining why they don't fill out the evaluations.

The same applies to the lecturers: if you notice that there is little willingness among your colleagues to free up time in the final lecture for the students to fill in the evaluation, try to find out why.

Bring your findings up during an OLC meeting, so that the entire OLC can look at what can be done at the study programme level to raise the response quota. If the possible solutions transcend the study programme, send your suggestions to the Education Office (bureauonderwijs@let.ru.nl).

Quality of and satisfaction with the study programme

Course evaluations are not the only evaluations that are useful to OLC members. The results of the National Student Survey can offer important insights into the student's satisfaction with (the quality of) the study programme that don't come to the fore as prominently in separate course evaluations. The alumni survey and the evaluations of the Bachelor's and Master's graduates are also valuable sources of information.

Period round-up or other sorts of feedback sessions

It is useful to receive input from students and lecturers of the study programme through an accessible feedback session. An example of this is the period round-up that student members of certain OLCs organise after the last exam of a period. They meet with all the students of the study programme or, for example, study year to conclude the period and receive feedback from fellow students on the teaching and the exams of the period. They might possibly arrange snacks and something to drink to make it fun and attractive to come. This way, the OLC can hear from students how they experienced the teaching and examination period and which tips and 'tops' they might have. Other moments in the year, such as critique hours or drop-in consultation hours, can also be used to collect input from students.

Contact with the Faculty Student Council Arts

For the members of the OLCs, it is wise to stay in close contact with the FSCA (Dutch: FSRL) and Representative Council of Arts (RC; Dutch: OC). This contact can be especially useful regarding the EER. The FSCA and RC are part of the Faculty Joint Assembly (FJA; Dutch: FGV), who ultimately has voting rights regarding the EER. If there are great problems with the EER, the FJA can decide to not agree to the vote. The FSCA and RC also generally have more information on other current affairs within the participational structure than the members of the OLCs. For student members the OLC lunches organised by the FSCA are the ideal moment to acquire this information.

Pre-consultation

Several days before the OLC meeting, after the (draft) agenda has been sent, it is useful to plan a pre-consultation as the student body of the OLC. Topics can be discussed in the pre-consultation that can be further discussed in the 'real' meeting with the complete OLC. The pre-consultation is also a great moment to discuss the messages that have been received on the OLC email address or via social media and the comments that you have heard fellow students share with each other. Based on this input, but also on your own ideas, you can collectively discuss in the pre-consultation which topics you want to make agenda items at the OLC meeting. If the vice chair is a student member, they can initiate this pre-consultation and compile an agenda for this meeting. Notes about this meeting can be included in the carryover document.

Timeframe EER

It is prudent to keep a close eye on the timeframe of the EER and sound the alarm if components aren't presented to the OLC on time. The OLC requires enough time to review the components so that a well-considered advice can be issued. In addition, the FSCA organises an EER training for student members of the OLC in the second semester of each year. This training is very useful for those who want to know more about the different rights that the OLC members have regarding the EER.

Safe document sharing

It is important that OLC documents are archived and shared safely. Therefore, every OLC has **an STD workgroup folder** for sharing documents (and the agenda). This is a file folder that is suitable for the safe storage of all kinds of information to which students can also have access. Information on how to apply for this type of folder can be found [here](#). Please note that access must be updated annually. At the same time, this allows the information about OLC meetings to be archived in one central place and any new members to read up on it.

Points of improvement or complaints about a course/lecturer?

On the one hand, in the OLC you talk about teaching policy and themes that transcend individual courses. On the other hand, the OLC is also the place for students to issue points for improvement or complaints.

The moment that you receive a suggestion or complaint, first try to find out on behalf of whom it was issued. Is it broadly felt or only by one or a few students?

If it turns out to be about an individual case, there are several ways to deal with this. Naturally, these possibilities are strongly influenced by the nature of the problem.

The basic principle is that it is important to recommend to a student with a suggestion for improvement or complaint to first try to resolve this with the relevant lecturer. The student may find this difficult or challenging, therefore, try to offer help to the student or guide this contact.

If the individual student and lecturer cannot work it out together, it is important to raise the issue in the OLC. The next step is for the OLC chair to discuss the problem with the lecturer or course coordinator concerned. Whether the programme coordinator is also involved varies from case to case.

In any case, it is important that – after discussing a complaint – a follow-up takes place to see if the situation has improved. If the complaint persists, the OLC chair can discuss the further steps in consultation with the programme coordinator and also raise the problem at a higher level, for example with the chair of the expertise group (or supervisor) or even the director of education.

It is possible that you, as OLC member, receive a complaint about one of the lecturer members of the OLC. Even a topic like this can be discussed in the OLC in a constructive manner, assuming that the general atmosphere within the OLC is one of openness, mutual respect and trust. If this proves to be a difficult situation, especially as a student member, please contact the FSCA. They might have tips or suggestions on how to deal with this.

Carryover

As OLC-members, it is wise to maintain a carryover document, a 'growing document' if you will (see tasks vice-chair). This document can contain important information on the priority areas of that year, the meetings, the decisions made in said meetings and other ongoing matters outside of the meetings. New student members can use this document to rapidly get

up-to-date on the current affairs in the OLC. The vice-chair can take the lead in keeping this document up to date and submit it to the chair for a quick check and completion. In addition, it would be wise for new members to (where possible) remain in contact with members of the previous year, should questions about the previous year arise.¹¹

¹¹ Depending on the number of meetings and the size of the minutes, it may also suffice to share a previous year's minutes with new members.

6. Relevant (additional) information

University-wide documents and frameworks

- [Structure Regulations of Radboud University](#)
- [Management and Administration Regulations Radboud University](#)
- Management Model of Radboud University (not published yet)
- [Student Charter](#)
- [Handbook Quality Assurance](#)
- [Guide for Programme Committees \(Radboud University\)](#)

Faculty-wide documents, manuals and frameworks

- [Vade Mecum Quality Assurance in Education](#)
- [Ealytics manuals](#)
- [Faculty Regulations](#)

Programme-specific documents

- [Education and Examination Regulations](#)