Education agenda
Vrije Universiteit Amsterdam

Adopted by the Executive Board on 26 February 2019*

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1. Introduction

1.1 VU Education Agenda

The 2015-2020 Strategic Plan outlines our educational ambitions. We aim to have students who are well-rounded and socially engaged. Our education must appeal to a wide target group and, as a result, alumni should feel a lifelong association with Vrije Universiteit Amsterdam. This goal can only be achieved in a professional educational organization that promotes commitment and responsibility among lecturers.

The Education Agenda has served as a tool to help achieve the university’s goals in recent years. Clear results have been achieved by working with a single agenda that combines all of our educational plans and in which the implementation and results of those plans are carefully monitored, under the supervision of the Consultative Body for Portfolio Holders for Teaching (Dutch: Overleg Portefeuillehouders Onderwijs). In order to stay on this course, it is our aim to continue using an Education Agenda in the coming years.

Other reasons for continuing to work with an Education Agenda are the agreements reached between the minister of Education, Culture and Science and the institutions for higher education, as set out in the Sector Agreement of 19 April 2018. It was agreed that the institutions will use the student finance system funds that became available by abolishing student financing to improve the quality of education, based on one or more of the six quality themes set out in the Agreement. Each institution is responsible for drawing up a quality management plan describing the plans for investing in the improvement of its education in the coming years. Although the objectives from the Education Agenda are broader and more comprehensive than the themes in the Quality Agreement, the objectives and themes are well aligned. As a result, Vrije Universiteit has decided to also use the Education Agenda as an instrument to monitor the progress of the VU Quality Plan in the coming years. In § 1.2 of this chapter we will discuss in greater detail the objectives of the Education Agenda and how these objectives relate to the quality themes outlined in the Sector Agreement.

1.2 Educational objectives and quality themes

The educational objectives for the next five years build on those established in recent years. The emphasis is shifting from achieving a strong performance in certain areas to making changes that will last. The five most important objectives for the coming years are:

1) Boosting the quality culture;
2) Improving student performance;
3) Developing a well-balanced and internationally-appealing education portfolio;
4) Further innovation of education;
5) Continued optimization of student and educational support.

The six quality themes outlined in the Sector Agreement are as follows:
1. More intensive and small-scale teaching (intensity of teaching);
2. More and improved guidance of students;
3. Student performance;
4. Educational differentiation;
5. Suitable and excellent educational facilities;
6. Further professionalization of lecturers (lecturer quality).

Because Vrije Universiteit has used an Education Agenda since 2013, in which the educational policy instruments are divided based on faculty and VU-wide plans, the connection between the goals of the Education Agenda and the six themes can clearly be established (see table 1). Below we explain what we intend to achieve for each objective and how this objective is connected to the quality themes of the Sector Agreement.

**Table 1: relationship between the VU educational objectives and the quality themes**

<table>
<thead>
<tr>
<th>Education Agenda Objective</th>
<th>Theme sector agreement</th>
<th>Boosting the quality culture</th>
<th>Improving student performance</th>
<th>Balanced portfolio</th>
<th>Innovation of education</th>
<th>Optimization of student and teaching support</th>
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<tbody>
<tr>
<td>More intensive and small-scale teaching</td>
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<td>X</td>
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<tr>
<td>More and improved guidance of students</td>
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<tr>
<td>Student performance</td>
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<td>Educational differentiation</td>
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<tr>
<td>Suitable and excellent educational facilities</td>
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<tr>
<td>Further professionalization of lecturers</td>
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<td>X</td>
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</tbody>
</table>

**Quality culture**

A properly functioning system of quality assurance remains a necessary condition to guarantee the quality of our education. The quality assurance system has been strengthened in recent years by introducing mid-term reviews among other things. Now that the foundation has been laid, we can start the shift from an efficient and effective quality assurance to a VU-wide shared, broadly based and strong quality culture. Note that the term quality culture is not a standard instrument
that can be implemented in the same way across the board for all faculties. A strong quality culture is not created by imposing it 'from above', but by making all participants in the educational process feel responsible and involved in the development of excellent educational quality and quality assurance. We encourage this by discussing our educational vision and the way in which it is implemented in our teaching with faculty employees and students, and through continued investments in the professional development of our teaching staff. The VU-wide objective **Strengthening the quality culture** is linked to the **Further professional development of teaching staff** quality theme.

**Student performance**
We organize all our educational activities in a way that makes students feel welcome and well-prepared for the start of their degree programme, which leads to a successful and smooth transition from Bachelor’s to Master’s programmes, the optimal development of their talents and helps them feel prepared to enter the job market with a sense of pride for their degree programme and university. We achieve this by ensuring that each educational phase prepares students for the next one, so each phase can be successfully completed. The following phases are distinguished: the phase before, during and at the end of a student life cycle. Each phase has one or more opportunities to select specific options for the student, that could or will determine their further course of studies and may ultimately influence the student’s future career. In each phase, Vrije Universiteit Amsterdam offers students clear information, specific guidance and supervision and aims to activate and motivate students. The VU-wide objective of **Improving students’ performance** is in line with the quality themes: **Intensive and small-scale teaching, Improved supervision of students and student performance.**

**Education portfolio**
As a university, we naturally feel responsible for the development of our students’ academic talent. However, the university believes our responsibility does not end there. We also feel responsible for our students’ development into engaged academics who learn to relate to others and to the increasingly complex and diverse society to which they belong. As a result, we not only see educational differentiation (the third quality theme) as offering talent programmes to the group of students with an above-average academic talent - such as the VU-wide honours programme - but differentiation to us also means offering an appealing and distinctive education portfolio that appeals to a diverse group of students. We achieve this by illuminating our strong social commitment and by applying the university’s research expertise - also bundled into four profile themes - as much as possible in our education. Additionally, we continue to develop new courses and degree programmes. We encourage faculties to develop education that integrates various disciplines and/or focuses on solving social issues. We also aim to boost our international profile in the coming years by - where possible in terms of course content and the professional practice - developing English-taught Bachelor’s degree programmes. The VU-wide objective **Developing a well-balanced and internationally appealing education portfolio** corresponds to the quality theme: **Educational differentiation.**
Innovation in Education

In recent years, Vrije Universiteit Amsterdam has invested in education innovation and improvement by training lecturers and instructors in innovative design of education and by implementing innovative teaching methods and creating the necessary preconditions, including the use of a digital learning environment, electronic exam rooms and facilities for using video in education. VU uses proven effective methods for teaching and student learning as much as possible. Despite the investments made in recent years, we are still a long way off: the extent to which innovative forms of education are used differs considerably between faculties, there is a great need for further support in the development of innovative education and views on the definition of innovative education vary greatly. For this reason, in the coming years, we will focus strongly on the further innovation of our teaching programmes, supporting teachers in innovating their teaching methods and developing the facilities necessary for offering innovative education. The VU-wide objective of further innovation in education is in line with the quality themes Suitable and excellent educational facilities and Further professional development of teaching staff.

Student and teaching support

Vrije Universiteit Amsterdam aims to provide high-quality student and educational support, based on not only the objectives outlined in the Strategic Plan, but also the needs of students and employees. For example, the results of the National Student Survey and the VU Service Scan, which is conducted at VU periodically, form an integral part of the implementation of improvements and innovation in this support. The aim is to organize educational support as effectively as possible with help from students, lecturers and support staff, so that it is affordable, suited to their needs and interests, can be provided efficiently and will be continuously improved. The VU-wide objective of the Further optimization of student and teaching support is in line with the quality theme Suitable and excellent educational facilities.

Intended Results

The results we would like to achieve in the near future are as follows:

1) A VU-wide, shared and broadly-based ambitious culture must be created in which lecturers continue their professional development and provide challenging education, with a strong, self-evident sense of quality culture and extremely well organized quality assurance.

2) Vrije Universiteit Amsterdam organizes all of its educational activities with the aim of creating an inclusive climate with room for diversity, where all students feel welcome and have equal opportunity to do well in their chosen degree programmes, which leads to a successful and smooth transition from Bachelor’s to Master’s programmes, the optimal development of their talents and helps them feel prepared to enter the job market with a sense of pride for their degree programme and university.

3) Vrije Universiteit Amsterdam designs its Bachelor’s, Master’s and Postgraduate portfolio to appeal to a national and international audience and that is in line with the university’s profile. This portfolio must also offer students access to very diverse subjects and courses.
4) Vrije Universiteit Amsterdam aims to invest in the continued innovation of its teaching and education in order to facilitate a constructive alignment of course content, teaching methodology and IT, where lecturers receive the support they need to continue to innovate their education.

5) Vrije Universiteit Amsterdam optimizes its educational support systems in such a way that students, lecturers and teaching managers feel properly supported.

Chapter 2 of this Education Agenda describes the above objectives and intended results more extensively and in greater detail where possible. In chapter 3 we indicate which approach we will be implementing in the coming years to achieve the objectives of both the VU-wide education policy and the education policy of individual faculties and degree programmes. In chapter 4 we will outline the priorities and plans for 2019 and we will indicate who is responsible for which priority and the deadlines for each priority.
2. Objectives and results

This chapter describes the five general objectives and sub-objectives are defined per objective including which results must be achieved.

2.1 Boosting the quality culture

Objective
The quality assurance system has been strengthened in recent years by introducing mid-term reviews among other things. A properly functioning system of quality assurance remains a necessary condition to guarantee the quality of our education. Now that the foundation has been laid, we can start the shift from an efficient and effective quality assurance system to a VU-wide shared, broadly based and strong quality culture. Note that the term ‘quality culture’ is not a standard instrument that can be implemented in the same way across the board for all faculties. A strong quality culture is not created by imposing it ‘from above’, but by making all participants in the educational process feel responsible and involved in the development of excellent educational quality and quality assurance. Important factors are a clear and shared vision for education and a close-knit educational community in which those involved can easily find each other and exchange experiences and best practices. The second key to high-quality education are good, involved and dedicated lecturers. A third important condition for creating a strong quality culture is a strong and recognized educational management. A condition for all of the above is that we continue to optimize the foundation: the system for quality assurance.

In the 2018-2023 period, Vrije Universiteit Amsterdam will continue to focus on educational quality and strengthen its quality culture by:

a. Sharing and discussing its educational vision and the related design principles on a regular basis with employees and students;
b. Developing a tight-knit educational community, both within degree programmes and faculties and for the university as a whole;
c. Continuing to invest in the professional development of teaching staff and in more appreciation for teaching quality;
d. Boosting the educational leadership;
e. Continuing to develop and optimize the VU system of quality assurance, in line with the updated handbook on education quality.

Intended results
Item A: Up-to-date and broadly shared educational vision and design principles

- The implementation of the educational vision and design principles will be monitored in 2019-2023.
Item B: A tight-knit educational community

- The standard faculty and VU-wide teaching meetings\(^1\) will be intensified where necessary;
- Strengthening the existing faculty and cross-faculty informal networks, where new informal networks will be set up (if necessary);
- Students are actively involved in discussions about quality culture, both across the university as a whole and per degree programme.

Item C: Professional development of teaching staff and teaching performance

- Lecturers become acquainted with educational research in their area of expertise and, more generally, for higher education;
- Within the context of their own professional development, lecturers can conduct research into their own teaching practice;
- Education policy is systematically evaluated based on effects, using student analytics as much as possible;
- The percentage of permanent scientific staff with a University Teaching Qualification (Dutch: BKO) will grow to 85\% by 2023;
- The number of VU employees with a Senior Teaching Qualification (Dutch: SKO) will increase by at least 30 annually until 2023;
- The number of VU employees who have completed the Educational Leadership Course (Dutch: LOL) will increase by 45 by the end of 2023;
- The Executive Board annually discusses the implementation of the Framework for Teaching Performances and the guideline for the professional development of teaching staff at faculties with the faculty boards.
- The VU educational innovation award will become the ‘teaching team of the year’ award from 2019.

Item D: Boosting educational leadership

- Faculties strengthen the position of Programme Directors (Dutch: OLD) and clarify the demarcation of their tasks compared to the Head of Department, 2019;
- The position of the heads of department as supervisors of academic teams is strengthened and their knowledge of and attention to education and teaching performance is increased, 2020;
- All Vrije Universiteit Amsterdam Programme Directors have taken the Educational Leadership Course or will take this course within two years after their appointment as Programme Director, 2023;
- Lecturers of a degree programme work as a team, 2020.

Item E: System of quality assurance

- All faculties always include the results of and measures based on the National Student Survey, the National Alumni Survey and the VU Alumni Monitor in their reports;

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\(^1\) This includes Examination Boards, Programme Committees, Sounding Board Group for Internal Quality Control, Consultative Bodies for Portfolio Holders for Teaching, Heads of Education Offices.
• The role of the Programme Committees is monitored and improvement measures will be taken if necessary;
• The administration of both subject and curriculum evaluations is monitored and improved where necessary;
• Every degree programme performs a cyclical assessment scan in the year following an accreditation or re-accreditation for the purpose of updating the assessment plan (e.g. assessment policy and assessment programme). The assessment plan includes a description of which members of staff in a degree programme should be enrolled in the Basic Qualification in Examination Competency (Dutch: BKE) and Senior Qualification in Examination Competency (Dutch: SKE) courses.
• Members of the Examination Board will complete a training programme based on which they will be able to proactively perform their assessment quality assurance tasks, and at least one person on every Examination Board has a Senior Qualification in Examination Competency;
• We involve societal stakeholders/representatives in the improvement and innovation of our education (field advisory boards);
• The VU-wide Planning & Control cycle will be evaluated and possible points for improvement will be implemented, 2019;
• The system of risk detection in education is sustainably integrated into the VU-wide system for risk management, 2019;
• The recommendations from the mid-term Institutional Quality Assurance Audit from 2018 will be followed closely;
• In 2020, Vrije Universiteit Amsterdam will achieve a positive result in the Institutional Quality Assurance Audit, 2020.

2.2 Improving student performance

Objective

We organize all our educational activities in a way that makes students feel welcome and well-prepared for the start of their degree programme, which leads to a successful and smooth transition from Bachelor’s to Master’s programmes, the optimal development of their talents and helps them feel prepared to enter the job market with a sense of pride for their degree programme and university. We achieve this by ensuring that each educational phase prepares students for the next one, so each phase can be successfully completed. The following phases are distinguished: the phase before, during and at the end of a student life cycle. Each phase has one or more opportunities to select specific options for the student, that could or will determine their further course of studies and may ultimately influence the student’s future career. In each phase, Vrije Universiteit Amsterdam offers students clear information, specific guidance and supervision and aims to activate and motivate students. As the student life cycle progresses, the specific need for guidance and support shifts from intensive to extensive and students increasingly take responsibility for their own progress. In addition to the differences between the different phases, there are also clear similarities. VU education has a distinctive profile, activating students and providing them with opportunities for being socially engaged.
We create a climate in which all students feel at home and we pursue a language policy that promotes this climate. We encourage all students to develop their talents to the extent possible.

We do this by:

a. Before university, in cooperation with secondary education, properly preparing prospective students for an academic degree programme and by attracting prospective students at an early stage;
b. In first year of a Bachelor’s degree programme, providing students with a complete introduction to the university, boosting their motivation and awareness so the transition to university is smooth and dropouts and study delays are reduced;
c. Providing clear information in years 2 and 3 of the Bachelor’s degree programme about electives and how to choose them, by preparing them fully for a Master’s degree programme and/or a transition to the job market;
d. Preparing Master’s students for the transition to the job market;
e. Ensuring a culture of inclusiveness at Vrije Universiteit Amsterdam, in which students learn about diversity and in which every student feels at home;
f. Pursuing a clear language policy that supports this inclusive culture;
g. Providing all students with opportunities for developing their talents.

Intended results

Item A: Before university

- Vrije Universiteit Amsterdam collaborates on a structural basis with secondary education via the Pre-University College and the OPeRA network, 2019;
- The chain of student performance has been strengthened, allowing prospective students to make a more informed decision for a degree programme, increasing the number of potential students who show an interest in the university and then actually enrol, and boosting the promising influx in degree programmes at the university, 2020;
- VU offers tailor-made facilities and services for international students, 2019.

Item B: Bachelor year 1

- All first-year students have the opportunity to take part in a suitable introduction programme, increasing participation in the introduction from 69% in 2017 to 80% in 2023;
- The tutoring system in all Bachelor’s programmes has been strengthened and all first-year students receive courses on acquiring and improving study skills, 2020;
- Students who wish to switch degree programmes in their first year receive excellent support so the chances that this group will switch degree programmes again are reduced, 2020;
- Unnecessary obstacles in the progression through the entire Bachelor’s programme are removed, thanks to the insights obtained from the Student Analytics project, 2023.
**Item C: Bachelor’s programme years 2 and 3**

- All students will be informed extensively and on time about the various opportunities available for fulfilling the requirements of their free-choice component, such as a minor, electives, student/work placement or study abroad, 2020;
- All students are thoroughly informed about their options for choosing a Master’s degree programme, 2019.

**Item D: Master’s phase**

- The guideline for the design and entry requirements of the Master’s programme has been evaluated and adapted where necessary, 2019;
- The entry requirements for Master’s programmes have been revised where necessary, 2019;
- Master’s programmes have been made more flexible where possible so students can combine their studies with paid employment;
- The design of the pre-Master’s including the previous pre-Master’s assessment was evaluated and the further development of the pre-Master’s was put in motion, 2019;
- Master’s degree students are given the opportunity of doing a student/work placement as part of their degree programme, 2021.

**Item E: Inclusive culture**

- Where relevant, degree programmes make use of methods for mixed classrooms, 2020;
- Lecturers are trained to provide education based on methods for mixed classrooms, 2020;
- Students are given the opportunity to learn to work in multidisciplinary and diverse teams, 2021.

**Item G: Clear language policy**

- The intended learning outcomes for all degree programmes state which Dutch or English communication skills students must possess, 2019;
- An English language proficiency test has been developed for English Bachelor’s programmes plus an associated remedial English course, 2019;
- Remedial education after the Dutch and/or English language proficiency test is a compulsory part of the curriculum, 2020;
- Dutch-speaking students in English-language degree programmes are given the option of further improving their Dutch language skills (within the curriculum or extracurricular), 2020;
- Dutch-taught Bachelor’s programmes also include course components focusing on the acquisition of English language skills, ensuring students are well prepared for an English-taught Master’s programme (if applicable) and/or the international job market (if applicable), 2020;
- All teachers have at least C1 level in the language of instruction of their programme or course. The faculty is responsible for assessment and further training, 2019.
Item H: Developing talent

- The VU Pre-University College aims to help secondary school students discover more about their talents, 2018-2023;
- Each Bachelor’s degree programme provides students with guidance in discovering and developing their talents, for example through the tutoring system, 2020;
- Students who wish to take two programmes at the same time are supported where possible, 2020;
- The provision of information to students regarding talent development options and doing extra work in their degree programme or taking part in extracurricular activities will be improved, 2019;
- The Student Financial Support Fund is used to support students who wish to develop skills in administrative or board positions of student and study associations and student councils, 2018-2023;
- Top-level sports and cultural regulations facilitate students who are talented athletes or artists, 2018-2023;
- The number of Bachelor’s degree students enrolled in honours programmes is on the rise;
- From 2019 high achievers enrolled in Master’s degree programmes can take part in an honours programme.

2.3 Vrije Universiteit offers a well-balanced and internationally appealing education portfolio;

Objective

Vrije Universiteit Amsterdam aims to create a more distinctive profile for its programmes, by making the range of available options more appealing to a wider target audience and by attracting a larger group of new and prospective students. We achieve this by illuminating our strong social commitment and by applying the university’s research expertise - also bundled into four profile themes - as much as possible in our education. Additionally, we continue to develop new courses and degree programmes. We also aim to boost our international profile in the coming years by - where possible in terms of course content and the professional practice - developing new English-taught Bachelor’s degree programmes. Vrije Universiteit Amsterdam prides itself on the important place in the curriculum held by teacher training and professional development programmes. In the light of impending teacher shortages, the societal need for academically trained teaching staff and the need to make Master’s in Education programmes cost effective, we aim to train more lecturers and instructors and further encourage their professional development. Finally, the accessibility of the educational programmes on offer requires further attention. We do not want to be an exclusive university and our programmes only set additional admissions requirements if this is truly necessary. All this means is that in the coming years, the programme portfolio of the university will be designed with the purpose of creating an internationally appealing and distinctive range that:

a. Strengthens the societal impact of the education;
b. Has an international focus where desirable and possible;
c. Matches the university’s profile themes;
d. Boosts the enrolment and graduation of students in teacher training programmes;
e. Is accessible and effective.

In recent years, all faculties have invested in the recalibration and, where necessary, a revision of their Bachelor’s portfolio. The next step, evaluating if and where revision of the Master’s portfolio is necessary, will be taken in the coming years. The characteristics of VU education described above serve as criteria for this evaluation.

Intended results

Item A: Vrije Universiteit Amsterdam strengthens the societal impact of its education

• The intended learning outcomes of the degree programmes express how graduates of the programme were trained to become academics engaged with society;
• All Bachelor’s and Master’s students have the option of using their academic skills to help solve social issues, for example by taking part in Community Service Learning and/or entrepreneurship education;
• There is at least one minor and – where possible – other forms of university-wide education where students learn about moral judgement;
• We continue to monitor the social success of our alumni and actively involve alumni in our education;
• We are expanding our range of postgraduate continuing education, allowing us to contribute to lifelong learning.

Item B: Where desirable and possible, VU works to expand its range of educational programmes.

• Faculties will increase their English-taught Bachelor’s programmes and tracks where possible and desirable;
• Faculties will increase their English-taught Master’s programmes and tracks where possible and desirable;

Item C: VU offers degree programmes that align with the university’s profile themes

• For all degree programmes, minors and electives it must be clear if and how they align with the programme’s profile theme;
• Where this has added value, the profile themes are mentioned in orientation and recruitment activities.

Item D: Boosts the enrolment and graduation of students in teacher training programmes;

• The number of teachers that we train will increase by making recruitment more intensive, by increasing the accessibility of the programme and by keeping the range of courses up to date;
• In collaboration with the Association of Universities in the Netherlands (VSNU), other universities and secondary education, Vrije Universiteit Amsterdam is committed to supporting the teaching profession through career development and professional development.
Item E: VU offers a range of accessible and effective degree programmes

- Faculties develop an (educational input) model that they can use to show the cost of education;
- Faculties are phasing out degree programmes that pose a financial drain and do not contribute to the university’s profile;
- Bachelor’s and Master’s programmes are only selective if there is specific grounds for imposing such restrictions.

2.4 Further innovation of education

Objective

In recent years, Vrije Universiteit Amsterdam has invested in education innovation and improvement by training lecturers and instructors in innovative design of education and by implementing innovative teaching methods and creating the necessary preconditions, including the use of a digital learning environment, electronic exam rooms and facilities for using video in education. Vrije Universiteit uses proven effective methods for teaching and student learning as much as possible. Despite the investments made in recent years, we are still a long way off: the extent to which innovative forms of education are used differs considerably between faculties, there is a great need for further support in the development of innovative education and views on the definition of innovative education vary greatly. This is why, in the coming years, the university aims to:

a. Translate the VU-wide vision on educational innovation into faculty visions;
b. Set up and implement an educational innovation agenda;
c. Set up the Network for Teaching & Learning (VU NT&L), combining all support options in the area of innovation.

Intended results

Item A: Vision for educational innovation

- Faculties translate the VU vision for innovation into their own faculty vision, 2019.

Item B: Educational innovation agenda

- Vrije Universiteit Amsterdam has a VU-wide innovation agenda for the 2019-2024 period;
- Based on the prioritization in this agenda, it is determined which projects will receive a budget in the coming years and can be implemented.

Item C: Expertise Centre for Educational Innovation

- The VU NT&L (Network for Teaching and Learning) is launched, 2019;
- The VU NT&L will be expanded where necessary, 2020-2023.
2.5 Continued optimization of student teaching support

Objective

Vrije Universiteit Amsterdam aims to provide high-quality student and educational support, based on not only the objectives outlined in the Strategic Plan, but also the needs of students and employees. For example, the results of the National Student Survey and the VU Service Scan, which is conducted at VU periodically, form an integral part of the implementation of improvements and innovation in this support. The same also applies to policy changes and legislative amendments that affect teaching support and developments that result from educational innovation. In addition, the shelf life of organization-wide systems requires that these systems must be replaced on a regular basis and the processes involved must be updated and improved. The aim is to organize educational support as effectively as possible with help from students, lecturers and support staff, so that it is affordable, suited to their needs and interests, can be provided efficiently and will be continuously improved. This is why, in the coming years, Vrije Universiteit Amsterdam aims to:

a. Develop customized information provision for students, lecturers and teaching managers, in which the information forms a coherent whole and the various target groups have insight into each other’s provision of information;

b. Optimize, digitize and - where possible - standardize and make uniform the provision of services to students, lecturers and teaching managers to ensure manageability and affordability.

c. Expand the capacity for electronic assessment and improve the organization involved in electronic assessment;

d. Support the increasing cooperation with other universities, institutions and knowledge institutes.

Item A: Customized provision of information

- We offer integrated services from one online platform;
- We provide students with relevant information that aligns with the study phase and the needs of individual students;
- The use of digital channels is being expanded so that we can better align our services with the channels actually used by students.

Item B: Optimize provision of services

- Based on data on usage, the service provision has been improved and updated in specific ways;
- Various organization-wide systems have been replaced due to expiring contracts, new legislation (GDPR) and/or updated requirements of VU;
- University-wide support for the thesis process and storage of theses has been improved;
- University-wide agreements have been reached about the governance of the DLO shell, 2019;
- In consultation with the heads of education offices (HO), the Consultative Body for Portfolio Holders for Teaching (OPO) and the Operational Management Coordination Meeting (VB), processes are systematically improved and streamlined.
so they remain manageable and affordable.

**Item C: Expand capacity and improve organization of electronic examinations**
- The capacity for electronic examination sites has been expanded, 2019;
- The continuity, capacity and organization of electronic examinations has been ensured;
- The organization and the process of examination (written and electronic) have been optimized.

**Item D: Support the increasing cooperation with other universities, institutions and knowledge institutes.**
- Improved and automated data exchange takes place between the University of Amsterdam and VU, 2019;
- The shared educational systems of the University of Amsterdam and VU;
- The educational logistics processes of the VU-UT Mechanical Engineering Bachelor’s programme have been designed and implemented, 2019;
- All educational logistics systems, via all channels, are offered in Dutch and English.
3. Organization and finances

3.1 Organization

The Executive Board is responsible for the executive management of the Education Agenda; the Rector Magnificus bears primary responsibility for fulfilling the objectives set out in the Education Agenda and for the administrative management of faculties and services, to the extent that they contribute to the Education Agenda.

A programme manager has been appointed for the duration of the Education Agenda (from 2018 until the end of 2023) and is responsible for coordinating the implementation of the Education Agenda under the supervision of the Rector Magnificus. The duties of the programme manager include:

- Monitoring the progress of the Education Agenda, including the underlying Quality Management Plan;
- Ensuring coordination between the services and faculties involved;
- Analysis of interim results;
- Making proposals for adjustments to the Education Agenda and related policy where necessary.

The organization of the Education Agenda consists of two bodies:

a. The Consultative Body for Portfolio Holders for Teaching (OPO), that carries out the objectives in the Education Agenda under the supervision of the Rector Magnificus. This mainly concerns coordination between the faculties and the implementation of VU-wide projects. The Consultative Body for Portfolio Holders for Teaching makes decisions about the implementation of the Education Agenda.

b. The Education Agenda programme team, which meets to discuss the progress of the Education Agenda on a weekly basis. The programme team consists of the head of Educational Policy, Quality Assurance and Process Management (OKP) from the Student & Educational Affairs service department (SOZ), the secretary of the Consultative Body for Portfolio Holders for Teaching who is also the programme secretary, the secretary of the Educational Quality Steering Group (STOK), the policy officers for Bachelor’s and Master’s courses and the programme manager for education (chairperson). Depending on the agenda, employees of the Communication and Marketing service department and other services may be in attendance.

The members of the programme team each serve as the driving force behind one of the five objectives. This means that they monitor the progress of the projects and activities that are associated with their objective.

Every year, a current edition of the Education Agenda is drawn up, including the state of affairs of current projects and activities and an overview of prioritized and funded projects for the next financial year. At the six-month mark, a progress report is issued.
3.2 Finances

For the most part, the Education Agenda is funded through the VU student finance system. The annual budget for the student finance system is set to increase from M€ 6.3 in 2019 to €18.8 in 2024 (see table 2). This is subject to approval of the Quality Plan in 2019/2020 and a positive recommendation on the progress of the plan in 2022. 60% of this budget will be allocated to faculty projects and 40% to VU-wide projects. The budget for faculties will be divided based on the number of students registered in the academic years 2013-2014 up to and including 2016-2017².

Table 2: distribution of student finance system funds

<table>
<thead>
<tr>
<th></th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aandeel VU in Studievorschatgolden</td>
<td>€ 6.250.000</td>
<td>€ 7.430.000</td>
<td>€ 12.590.000</td>
<td>€ 15.750.000</td>
<td>€ 16.560.000</td>
<td>€ 18.810.000</td>
</tr>
<tr>
<td>Reservering centrale projecten (40%)</td>
<td>€ 2.500.000</td>
<td>€ 2.972.000</td>
<td>€ 5.036.000</td>
<td>€ 6.300.000</td>
<td>€ 6.624.000</td>
<td>€ 7.524.000</td>
</tr>
<tr>
<td>waarvan buffer van 2% om groei op te vangen</td>
<td>€ 148.600</td>
<td>€ 251.800</td>
<td>€ 315.000</td>
<td>€ 331.200</td>
<td>€ 376.200</td>
<td></td>
</tr>
<tr>
<td>waarvan ter financiering centrale projecten</td>
<td>€ 2.383.400</td>
<td>€ 4.784.200</td>
<td>€ 5.985.000</td>
<td>€ 6.292.800</td>
<td>€ 7.147.800</td>
<td></td>
</tr>
<tr>
<td>waarvan voor plannen faculteiten (60%)</td>
<td>€ 3.750.000</td>
<td>€ 4.458.000</td>
<td>€ 7.554.000</td>
<td>€ 9.450.000</td>
<td>€ 9.936.000</td>
<td>€ 11.286.000</td>
</tr>
</tbody>
</table>

The faculty budgets are earmarked, the condition for granted funds is an approved long-term educational plan and a positive annual assessment of the implementation of the faculty plan. All faculty projects are assessed by the Educational Quality Steering Group (STOK) and adjusted where necessary. At present, all long-term faculty plans have been approved and the funds for 2019 have been released.

The university-wide budgets are earmarked for VU-wide projects (see Table 3). These projects are partly based on the advice of different working groups from 2018: Educational innovation, Internationalization / Mixed Classroom, Language Policy and on the proposal of the ‘A Broader Mind’ Steering Group. Several extended pre-investments are also involved, meaning projects that have been launched using funding from pre-investments and that meet the conditions stated in the Accreditation Organisation of the Netherlands and Flanders (NVAO) protocol for extensions of pre-investments. These include: Student Analytics, Educational Planning and (from 2020) Professional development of lecturers: Senior Teaching Qualification and Educational Leadership Course. A

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² input data for the VUSAM 2015-2018.
number of projects are based on the priorities mentioned during the two Quality Conferences of 2018, such as: Studying with a disability, Study areas, Sustainable employability and PhD Teaching Practice. Two projects are partly funded by the earmarked secondary education-tertiary education budget from the Government contribution: The OPeRA network and part of PUC (Pre-University College). For the remainder, PUC is financed by the regular university budget. All project proposals have been assessed by the OPO and, where necessary, adjusted based on the advice given. Part of the VU-wide funds per theme have not yet been allocated. In total, this amounts to M€ 7.5. In the first half of 2019, a number of working groups will advise on the allocation of these funds.

The actual annual allocation of faculty and university-wide budgets from 2020 will depend on the progress of the projects. The projects that are funded from the student finance system are included as a separate order in the financial administration of faculties and services. The expenditures per project are justified in the four-month reports and in the annual report.

If we add up the faculty and university-wide project budgets per theme, then the share of the projects aimed at increasing intensity of teaching is greatest: 31% (see table 4). This theme falls under objective 2 of the Education Agenda: Improving student performance. In second place is the theme Educational Facilities: (22%). This theme falls under objective 4, Innovation and objective 5, Student and teaching support of the Education Agenda. With regard to this distribution, it should be noted that as a result of the mid-term included in the university’s quality management plan in 2021, a redistribution of budget is optional between the various themes but also a distribution of 60% faculty-wide.

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3 The 12th of July and the 27th of September 2018 respectively.
### Table 3: VU-wide projects

<table>
<thead>
<tr>
<th>Thema: Onderwijsintensiteit</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totaal</th>
</tr>
</thead>
<tbody>
<tr>
<td>a1. Basis kwalificatie studieadvies</td>
<td>€ 23.800</td>
<td>€ 23.800</td>
<td>€ 23.800</td>
<td>€ 71.400</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a4. Studeren met een handicap</td>
<td>€ 60.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 660.000</td>
<td>€ 714.000</td>
</tr>
<tr>
<td><strong>Totaal</strong></td>
<td>€ 60.000</td>
<td>€ 143.800</td>
<td>€ 120.000</td>
<td>€ 143.800</td>
<td>€ 120.000</td>
<td>€ 731.400</td>
<td>€ 731.400</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thema: Studiesucces</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totaal</th>
</tr>
</thead>
<tbody>
<tr>
<td>OWA doelstelling:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>b1. Taalbeleid, studenten</td>
<td>€ 178.333</td>
<td>€ 96.000</td>
<td>€ 96.000</td>
<td>€ 96.000</td>
<td>€ 96.000</td>
<td>€ 658.333</td>
<td></td>
</tr>
<tr>
<td>b4. Studeren met een handicap</td>
<td>€ 60.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
<td>€ 120.000</td>
</tr>
<tr>
<td><strong>Totaal</strong></td>
<td>€ 414.671</td>
<td>€ 376.000</td>
<td>€ 413.500</td>
<td>€ 413.500</td>
<td>€ 413.500</td>
<td>€ 413.500</td>
<td>€ 2.444.671</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thema: Onderwijsfaciliteiten</th>
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<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totaal</th>
</tr>
</thead>
<tbody>
<tr>
<td>OWA doelstelling:</td>
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<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>c1. Community Service Learning</td>
<td>€ 135.000</td>
<td>€ 135.000</td>
<td>€ 135.000</td>
<td>€ 135.000</td>
<td>€ 135.000</td>
<td>€ 135.000</td>
<td>€ 810.000</td>
</tr>
<tr>
<td>c2. A Broader Mind</td>
<td>€ 110.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 360.000</td>
</tr>
<tr>
<td><strong>Totaal</strong></td>
<td>€ 245.000</td>
<td>€ 185.000</td>
<td>€ 185.000</td>
<td>€ 185.000</td>
<td>€ 185.000</td>
<td>€ 185.000</td>
<td>€ 1.170.000</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Thema: Docentkwaliteit</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totaal</th>
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<tbody>
<tr>
<td>OWA doelstelling:</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>e1. Professionalisering juniordocenten</td>
<td>€ 60.285</td>
<td>€ 39.497</td>
<td>€ 45.906</td>
<td>€ 43.190</td>
<td>€ 45.000</td>
<td>€ 45.000</td>
<td>€ 278.878</td>
</tr>
<tr>
<td>e2. Duurzame inzetbaarheid vitaliteit</td>
<td>€ 60.000</td>
<td>€ 100.000</td>
<td>€ 110.000</td>
<td>€ 110.000</td>
<td>€ 110.000</td>
<td>€ 110.000</td>
<td>€ 660.000</td>
</tr>
<tr>
<td>e3. BKO</td>
<td>€ 0</td>
<td>€ 262.500</td>
<td>€ 262.500</td>
<td>€ 262.500</td>
<td>€ 262.500</td>
<td>€ 262.500</td>
<td>€ 1.312.500</td>
</tr>
<tr>
<td>e4. SKO</td>
<td>€ 0</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 50.000</td>
<td>€ 250.000</td>
</tr>
<tr>
<td>e6. PhD teaching practice &amp; supervision</td>
<td>€ 0</td>
<td>€ 30.300</td>
<td>€ 30.300</td>
<td>€ 30.300</td>
<td>€ 30.300</td>
<td>€ 30.300</td>
<td>€ 180.300</td>
</tr>
<tr>
<td>e7. Network Teaching &amp; Learning, organisatie</td>
<td>€ 300.000</td>
<td>€ 491.000</td>
<td>€ 646.000</td>
<td>€ 746.000</td>
<td>€ 812.000</td>
<td>€ 846.000</td>
<td>€ 3.841.000</td>
</tr>
<tr>
<td>e8. Mixed classroom docenten</td>
<td>€ 94.050</td>
<td>€ 72.750</td>
<td>€ 75.000</td>
<td>€ 75.000</td>
<td>€ 75.000</td>
<td>€ 75.000</td>
<td>€ 466.800</td>
</tr>
<tr>
<td>e9. Taalbeleid docenten</td>
<td>€ 69.167</td>
<td>€ 28.000</td>
<td>€ 28.000</td>
<td>€ 28.000</td>
<td>€ 28.000</td>
<td>€ 28.000</td>
<td>€ 209.167</td>
</tr>
<tr>
<td><strong>Totaal</strong></td>
<td>€ 613.802</td>
<td>€ 1.166.800</td>
<td>€ 1.343.406</td>
<td>€ 1.440.406</td>
<td>€ 1.508.500</td>
<td>€ 1.542.500</td>
<td>€ 7.618.644</td>
</tr>
</tbody>
</table>

**TOTAAL** | € 2.500.273 | € 2.669.147 | € 4.670.836 | € 4.244.390 | € 5.955.900 | € 3.429.800 | € 23.470.315 |

**Beschikbaar** | € 2.500.000 | € 2.972.000 | € 5.036.000 | € 6.300.000 | € 6.624.000 | € 7.524.000 | € 30.956.000 |

**Verschil** | -€ 273 | € 302.853 | € 365.194 | € 2.055.610 | € 668.100 | € 4.094.200 | € 7.485.684 |
Table 4: share of budget per theme

<table>
<thead>
<tr>
<th>Theme</th>
<th>2019</th>
<th>2020</th>
<th>2021</th>
<th>2022</th>
<th>2023</th>
<th>2024</th>
<th>Totaal</th>
<th>aandeel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Onderwijsintensiteit</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€1,591,000</td>
<td>€2,308,000</td>
<td>€3,940,000</td>
<td>€4,857,000</td>
<td>€5,176,000</td>
<td>€5,824,000</td>
<td>€24,096,000</td>
<td>52%</td>
</tr>
<tr>
<td>OWA: Studiesucces</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Facultair</td>
<td>€1,591,000</td>
<td>€2,308,000</td>
<td>€3,940,000</td>
<td>€4,857,000</td>
<td>€5,176,000</td>
<td>€5,824,000</td>
<td>€24,096,000</td>
<td>31%</td>
</tr>
<tr>
<td>Begeleiding studenten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€60,000</td>
<td>€153,000</td>
<td>€131,380</td>
<td>€207,858</td>
<td>€140,820</td>
<td>€271,387</td>
<td>€946,833</td>
<td>3%</td>
</tr>
<tr>
<td>OWA: Studiesucces</td>
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</tr>
<tr>
<td>Facultair</td>
<td>€399,000</td>
<td>€466,000</td>
<td>€667,000</td>
<td>€706,000</td>
<td>€708,000</td>
<td>€716,000</td>
<td>€3,672,000</td>
<td>8%</td>
</tr>
<tr>
<td>Totaal</td>
<td>€459,000</td>
<td>€519,380</td>
<td>€798,380</td>
<td>€913,858</td>
<td>€948,820</td>
<td>€987,387</td>
<td>€4,636,833</td>
<td>8%</td>
</tr>
<tr>
<td>Studiesucces</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€414,671</td>
<td>€407,545</td>
<td>€451,539</td>
<td>€627,813</td>
<td>€483,069</td>
<td>€593,922</td>
<td>€3,224,410</td>
<td>10%</td>
</tr>
<tr>
<td>OWA: Idem</td>
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<td></td>
</tr>
<tr>
<td>Facultair</td>
<td>€742,000</td>
<td>€828,000</td>
<td>€1,252,500</td>
<td>€1,567,000</td>
<td>€1,528,000</td>
<td>€1,613,300</td>
<td>€7,530,800</td>
<td>18%</td>
</tr>
<tr>
<td>Totaal</td>
<td>€1,156,671</td>
<td>€1,235,545</td>
<td>€1,704,039</td>
<td>€2,194,613</td>
<td>€2,101,069</td>
<td>€2,453,252</td>
<td>€10,755,210</td>
<td>14%</td>
</tr>
<tr>
<td>Onderwijsdifferentiatie</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€745,000</td>
<td>€705,000</td>
<td>€667,000</td>
<td>€708,000</td>
<td>€716,000</td>
<td>€3,672,000</td>
<td>€1,543,176</td>
<td>5%</td>
</tr>
<tr>
<td>OWA: Portfolio</td>
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</tr>
<tr>
<td>Facultair</td>
<td>€526,000</td>
<td>€546,000</td>
<td>€537,000</td>
<td>€514,000</td>
<td>€534,000</td>
<td>€1,049,000</td>
<td>€4,805,000</td>
<td>10%</td>
</tr>
<tr>
<td>Totaal</td>
<td>€771,000</td>
<td>€746,000</td>
<td>€714,000</td>
<td>€1,021,000</td>
<td>€1,152,305</td>
<td>€1,438,009</td>
<td>€6,348,176</td>
<td>8%</td>
</tr>
<tr>
<td>Onderwijsfaciliteiten</td>
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<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€1,168,800</td>
<td>€983,000</td>
<td>€2,787,925</td>
<td>€3,089,100</td>
<td>€4,056,415</td>
<td>€3,152,066</td>
<td>€15,175,360</td>
<td>40%</td>
</tr>
<tr>
<td>OWA: Student en</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>onderwijsondersteuning</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>&amp; innovatie</td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Facultair</td>
<td>€81,000</td>
<td>€123,000</td>
<td>€274,000</td>
<td>€441,000</td>
<td>€514,000</td>
<td>€542,000</td>
<td>€1,985,000</td>
<td>4%</td>
</tr>
<tr>
<td>Totaal</td>
<td>€1,257,800</td>
<td>€1,066,064</td>
<td>€3,061,825</td>
<td>€3,510,100</td>
<td>€4,570,415</td>
<td>€3,694,056</td>
<td>€17,163,360</td>
<td>22%</td>
</tr>
<tr>
<td>Docentkwaliteit</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>VU-breed</td>
<td>€613,002</td>
<td>€1,286,055</td>
<td>€1,461,951</td>
<td>€2,107,957</td>
<td>€1,725,370</td>
<td>€2,871,505</td>
<td>€10,048,343</td>
<td>32%</td>
</tr>
<tr>
<td>OWA: Kwaliteitscultuur &amp;</td>
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<td></td>
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<td></td>
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<td></td>
<td></td>
</tr>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Facultair</td>
<td>€278,000</td>
<td>€328,000</td>
<td>€729,500</td>
<td>€977,000</td>
<td>€1,000,000</td>
<td>€732,000</td>
<td>€4,094,500</td>
<td>9%</td>
</tr>
<tr>
<td>Totaal</td>
<td>€891,002</td>
<td>€1,608,055</td>
<td>€2,241,451</td>
<td>€3,084,957</td>
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<td>€18,000,300</td>
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| NB: Het verschil ten opzichte van beschikbaar wordt voor de periode 2019 - 2022 verklaard doordat de faculteiten ten laste van hun eigen begroting iets meer uitgeven dan de toewijzing die zij ontvangen op basis van de verdeling van de 60% decentrale studievoorschotgelden. Voor de jaren 2023 en 2024 is er (omgekeerd) sprake van nog nader in te vullen bestedingen op de 60% decentrale studievoorschotgelden (nog niet verwerkt in de facultaire meerjaarplannen).
4. Priorities and planning 2019

Below please find an indication per objective of the priorities for 2019 and the deadlines for achieving the intended partial results.

4.1 Boosting the quality culture

*Item A: An up-to-date and broadly based educational vision and design principles*
- The Rector Magnificus and the faculties discussed the alignment of the educational vision updated in 2018 and the faculty visions, Vinod Subramaniam, Isabella van Ophem, March 2019;
- The educational vision is being further specified by KnowVU, Gerhard van de Bunt, July 2019;
- The educational vision was presented as an appealing visualization, Isabella van Ophem, Mareanne Karssen, February 2019;
- Key concepts from the updated vision and the Strategic Plan are now included in the teaching courses at VU (University Teaching Qualification, Senior Teaching Qualification, Educational Leadership Course) Sjoerd Sinke, March 2019.

*Item B: A tight-knit educational community*
- The chairpersons and secretaries of the regular faculty and VU-wide teacher meetings examined if, and if so, how, the position of the meeting can be boosted, and they drafted an action plan, chairpersons and secretaries meetings, February 2019;
- The network of Programme Directors will meet at least twice per year to discuss joint themes, Jikke Bekker;
- Deans and the Executive Board examine whether it is desirable to set up new informal networks and/or to strengthen existing ones, Deans and the Executive Board, Spring of 2019;
- Faculties investigate ways to involve their students more actively in the discussion on quality culture, Spring of 2019, Portfolio Holders for Education, Programme Directors.

*Item C: Professional development of teaching staff and teaching performance*
- A plan was drafted for the systematic evaluation of the effects of education policy, February 2019, Mareanne Karssen, Theo Bakker;
- The Executive Board annually discusses annually the implementation of the Framework for Teaching Performances and the faculty guideline for the professional development of lecturers with the faculty boards, Marieke Klein Breteler, Jikke Bekker;
- Lifelong learning in the field of education has been included in the human resources policy of every faculty, deans, personnel consultants of faculties, October 2019;
- Faculties draw up multi-year plans in which they indicate which members of staff will be enrolled in Senior Teaching Qualification or Educational Leadership Courses and other

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4 Higher Education, Portfolio Holders for Teaching Consultative Body (OPO), Sounding Board Group for Internal Quality Control, Examination Board
education-related programmes\(^5\) and they will reach agreements regarding these plans with the Higher Education training team consisting of Learn Academy, deans and HR advisors, March 2019;
- In 2019, VU-wide, 30 lecturers will obtain their Senior Teaching Qualification and 12 lecturers will complete the Educational Leadership Course, Portfolio Holders for Education, Sjoerd Sinke;
- The VU educational innovation award will be transformed in 2019 into a ‘teaching team of the year’ award (award ceremony will be held in 2020), Silvester Draaijer;
- In the annual interviews, attention is systematically devoted to the teaching performance of employees and that performance is measured based on the right indicators and supervisors from education\(^6\) are involved in the annual interviews, heads of department, HR employees, 2019;
- The correct use of teaching evaluations in the annual interviews has been outlined in the Manual for Quality Assurance of Teaching and Learning and communicated to lecturers and their supervisors, Jikke Bekker, HR employees, September 2019.

**Item D: Boosting educational leadership**
- A proposal was drafted up for profiling including a clear categorization of duties for the Programme Director, with a focus on the demarcation of tasks compared to the Head of Department, June 2019, Mareanne Karssen, Annemarie Kneppers;
- The Executive Board will adopt the proposal for profiling and the categorization of duties, after receiving advice from the Consultative Body for Portfolio Holders for Teaching, September 2019, Mareanne Karssen, Annemarie Kneppers;
- In the context of the “Bestuurslijk Overleg”-consultation, the Executive Board will reach agreements with faculties on their contributions to strengthening the position of the programme Directors, October 2019, Annemarie Kneppers, Jikke Bekker;
- The question of whether or not team leadership should be given more attention or could be given more attention has been included in the Educational Leadership Course, March 2019, Hester Glasbeek, Joke van Saane.

**Item E: System of quality assurance**
- The Handbook for Quality Assurance of Teaching and Learning has been updated, Jikke Bekker, April 2019;
- The recommendations from the Institutional Quality Assurance Audit mid-term review have been followed up on, Floor Elsenburg, Jikke Bekker, May 2019;
- The self-evaluation report for the Institutional Quality Assurance Audit has been drafted and adopted by the Executive Board, Floor Elsenburg, June 2019;
- The VU-wide Planning & Control cycle has been evaluated and possible points for improvement implemented, Laan van Staalduinen, Spring of 2019;

\(^5\) Includes training courses such as Mixed Classroom, English and Dutch language proficiency courses and Educational Innovation

\(^6\) In this case, Programme Directors or Directors of Education, programme or course coordinators
The 2019-2024 VU Quality Plan will be submitted to the Accreditation Organisation of the Netherlands and Flanders, September 2019, Mareanne Karssen;

An education dashboard is being developed using management information from the Planning & Control cycle used by the Executive Board and the faculties, Remon van Ramele, Marjolijn Witte, Summer of 2019;

The three instruments (mid-term review, assessment of the self-evaluation report and mock inspections) used by VU for quality assurance at degree programme level, have been updated and clearly documented, Floor Elsenburg, March 2019;

The system of mid-term reviews for degree programmes is being evaluated, Floor Elsenburg, December 2019;

The VU-wide assessment framework has been implemented at all faculties and in the faculty assessment policy, Floor Elsenburg, June 2019;

LEARN Academy is investigating the VU requirements for a Senior Qualification in Examination Competency, so this can be clarified and specified in the training requirements for the Presidents of the Examination Boards, Sjoerd Sinke, September 2019;

The alumni activities organized by VU will be more clearly highlighted, Harriet van Daal, Spring of 2019;

In the annual education plans, faculties always include a focus on alumni and contacts in the professional field and, where necessary, request support from the Alumni Office, Portfolio Holders for Education, 2019;

As a result of the 2018 faculty annual teaching reports, the Educational Quality Steering Group (STOK) conducted an analysis using specific recommendations which helps improve the system of risk management, Jikke Bekker, March 2019;

The system of risk detection in education is being sustainably integrated into the VU-wide system for risk management, Jikke Bekker, Autumn of 2019;

Faculties analyzed the role of their Programme Committees and, where necessary, took measures for improvement, Nicole Prins, February 2019, Portfolio Holders for Education;

On the basis of the revised chapter on education evaluations, faculties examined whether they are aligned with the VU-wide policy and how they can further improve their teaching evaluation, June 2019, Portfolio Holders for Education, Floor Elsenburg;

An investigation was conducted into how the response rates from programme of study evaluations can be improved, March 2019, Floor Elsenburg, Christoffel Reumer;

Postgraduate education is included in the VU system for quality assurance with regard to teaching, Jikke Bekker, November 2019.

4.2 Improving student performance

Item A: Before university

A plan was drafted for the development of a network of primary education teachers, through for example the Pre-University College’s secondary education contacts, to help shape a programme for a science hub for secondary education and higher years of primary education, May 2019, Loes Mulders;

More schools became members of the Pre-University College, October 2019, Loes Mulders;
• Professionalization teams consisting of secondary school teachers and VU experts are being strengthened, October 2019, Loes Mulders;
• VU monitors the performance and success of students who have participated in Pre-University College activities, May 2019, Loes Mulders;
• The process and effects of the VU Matching Programme have been evaluated, which includes a proposal for a follow-up, March 2019, Loes Mulders;
• Following the VU Matching Programme evaluation, the further progress and the design of VU Matching from 2020 was determined, June 2019, Marije Breukelman;
• VU and schools will reach agreements on how to improve the transition between secondary school and university based on the incoming students dashboard, December 2019, Theo Bakker, Isabella van Ophem;
• VU is cooperating on a structural basis with the OPeRA network and is contributing in 2019 to the network’s meetings and working groups and to making the current offer on the OPeRA website more accessible to secondary schools, December 2019, Mareanne Karssen.

Item B: Bachelor year 1
• The introduction program will be further adjusted so that participation will increase in 2019 compared to 2018, May 2019, Marije Breukelman;
• Degree programmes strengthen their tutoring system based on the vision of student guidance provided by the student guidance working group (of December 2018), September 2019, Portfolio Holders for Teaching;
• The student counselling chapter in the Handbook for Quality Assurance was revised according to the new vision for student guidance and advice from the student guidance working group, May 2019, Yvonne Berkhoff;
• The specific supervision needs of international students and the possible role fellow students might play have been identified, June 2019, Nicole Prins;
• VU is investigating whether goalsetting in the first year might contribute to student performance and success, September 2019, Nicole Prins.

Item C: Bachelor’s programme years 2 and 3
• All students will be thoroughly informed about their options for choosing a Master’s degree programme, October 2019, Hayke Everwijn with Communications and Marketing.

Item D: Master’s phase
• The working group on Master’s accessibility submitted a proposal for university policy on admission to Master’s degree programmes, Spring of 2019, Hayke Everwijn;
• The guideline for the design and entry requirements of the Master’s programmes has been evaluated and adapted where necessary, September 2019, Hayke Everwijn;
• The entry requirements for Master’s programmes have been revised where necessary, September 2019, Programme Directors;
• Pre-masters and other bridging courses and the associated and required processes and regulations have been improved based on an evaluation, June 2019, Hayke Everwijn;
• The desirability and possibility of making Master’s programmes more flexible was discussed with the Consultative Body for Portfolio Holders for Teaching (OPO), June 2019, Mareanne Karssen, Hayke Everwijn;
• The OPO working group Career Services submitted a project request for the professionalization of VU career services, May 2019, Reyka Lycklama/Yvonne Berkhoff;
• We continue to monitor the social success of alumni, July 2019, Harriet van Daal, Portfolio Holders for Teaching.

**Item E: Inclusive culture**

• The measures suggested by the Internationalization working group to support a mixed classroom will be implemented, Hester Glasbeek, International Office, September 2019;
• The Mixed Classroom 2.0 working group is working on the development and application of a method to create added value from the diverse composition of the classroom, Spring 2019, Karen van Oudenhoven.

**Item F: Clear language policy**

• The intended learning outcomes for all degree programmes state which Dutch or English communication skills students must possess, Programme Directors, 2019;
• The pilot with the English language proficiency test and remedial course has been evaluated. Based on the evaluation, it was decided to introduce the English language proficiency test, possibly university wide, March 2019, Isabella van Ophem, Rob Doeve;
• Faculties were required to check whether their lecturers who will be teaching English-taught programmes in the next academic year possess English language skills at level C1, May 2019, deans, HR advisors;
• Where necessary, faculties include remedial English-language courses in their training plans, September 2019, deans, HR advisors;
• A working group with employees from the Faculty of Humanities and Taalcentrum are developing courses for the purpose of creating a substantive training programme with a didactic focus to bring academic staff up to C1 level and English for supporting staff, September 2019, Marijke Kranenburg, Margreet Onrust, Ivet van Eerden;
• A catalogue of five fully-tested formats for communication skills training in Bachelor’s and Master’s degree programmes has been completed, December 2019, Margreet Onrust;
• An “Academic Dutch Plus” course is being developed for NT2 students and will be available for approximately 60 students, December 2019, Ivet van Eerden;
• In 2019, 500 international students participated in the “Everyday Dutch on Campus II” (A2 level) course, December 2019, Ivet van Eerden;
• A Dutch course has been developed for international employees who want to participate in the decision-making process, June 2019, Ivet van Eerden;
• The range of language courses has been clearly and efficiently updated on the VU website, June 2019, Reinier Munk, Rob Doeve.
Item G: Talent policy

- VU plans to continue the PUC empowerment training programme Better Prepared for first-generation students, July 2019, Gusta Tavecchio;
- The Honours Programme for Bachelor’s degree students will receive a boost thanks to the new Quality Plan, increased student involvement, improved profiling on the website and an improvement of the portfolio for honours courses, September 2019, Nicole Prins;
- The number of students taking honours courses has increased, October 2019, Nicole Prins;
- A plan has been developed for honours education for excellent Master’s students, July 2019, Nicole Prins;
- Students who wish to take two degree programmes at the same time are supported where possible, at least in accordance with university-wide agreements, September 2019, Hayke Everwijn, José van Schie;
- The provision of information to students regarding talent development options and doing extra work in their degree programme or taking part in extracurricular activities will be improved, September 2019, Nicole Prins with Communications&Marketing.

4.3 Vrije Universiteit offers a well-balanced and internationally appealing education portfolio;

General

- All faculties will complete the analysis of their Master’s portfolio in 2019 and will include the required adjustments in their annual plan. This includes specific attention to the efficiency of the curriculum, September 2019, Portfolio Holders for Teaching.

Item A: VU strengthens the societal impact of its education

- In their intended learning outcomes, degree programmes indicate how they have successfully trained their graduates to become engaged academics, Portfolio Holders for Education, Programme Directors, June 2019;
- Faculties broaden the possibilities for participating in Community Service Learning as part of students’ degree programmes, Portfolio Holders for Teaching, December 2019.
- The number of minor programmes with CSL components will be expanded, Marjolein Zweekhorst and Portfolio Holders for Teaching, December 2019;
- The A Broader Mind course focuses on the personal and academic development of students and will first be given, evaluated and then developed further in 2019, Marjolein Zweekhorst and Portfolio Holders for Teaching, December 2019;
- VU further strengthens entrepreneurship education by actively participating in a national network from 2019, Isabella van Ophem, 2019;
- In their long-term plan, faculties describe if and how they intend to expand their postgraduate education, September 2019, Portfolio Holders for Teaching.

Item B: Where desirable and possible, VU works to expand its range of international degree programmes
• Development and/or start of new English-taught Bachelor’s programmes and tracks in the Faculty of Religion and Theology, Faculty of Humanities, Faculty of Law, Faculty of Social Sciences, School of Business and Economics, September 2019, Portfolio Holders for Teaching.

Item C: VU offers degree programmes that align with the university’s profile themes
• The range of Master’s programmes is divided into profiling themes, September 2019, Portfolio Holders for Teaching, Hayke Everwijn;
• Where this is of added value for recruitment and information purposes, the alignment of Master’s degree programmes and minors with profile themes is clearly described for students, Shia Liem / Hayke Everwijn, September 2019.

Item D: Boosts the enrolment and graduation of students in teacher training programmes;
• The recruitment plan developed in 2018 for the Master’s in Education programmes was implemented and the consequences in terms of enrolment are being monitored, Jenneke Desain and Dominicus Kamsma, October 2019.
• VU is broadening the range of programmes from exclusively training future lecturers to include programmes on training together, professionalization and researching. Increasingly, there will be cooperation and co-creation in the region to boost the further development of training and professionalization programmes, Dominicus Kamsma, November 2019;
• VU participates in the implementation of the Association of Universities in the Netherlands (VSNU) Academic Teachers Action Plan 2019-2022, Martijn Meeter, Dominicus Kamsma, 2019;
• The options for junior lecturers to join the educational module as lateral entrants have been identified and catalogued, Martijn Meeter, Dominicus Kamsma, February 2019;
• A teacher training programme in computer sciences is being developed, September 2019, Martijn Meeter, Jacqueline van Muijlwijk.

Item E: VU offers a range of accessible and effective degree programmes
• The existing faculty educational input models are being listed and will be discussed in the OPO, September 2019, Mareanne Karssen;
• When reviewing their Master’s portfolio, faculties inventoried which degree programmes have proven to not be cost effective and if and how these programmes contribute to the university’s profile, June 2019, Portfolio Holders for Education;
• The VU policy on programme selectivity is being determined, December 2019, Hayke Everwijn;
• Degree programmes only use additional admissions requirements and only impose a capacity limit if this is in line with this policy, Portfolio Holders for Teaching.

4.4 Further innovation of education

Item A: Vision for educational innovation
• Faculties have translated the vision of VU on innovation, as drawn up by the OPO Working Group for Educational Innovation, into their own faculty vision, May 2019;

7 See also § 4.2 item e.
• The connection between the vision of VU on innovation and the plans of the faculties has been actively coordinated and shared, resulting in an Educational Innovation Agenda, quartermasters team, June 2019.

**Item B: Educational innovation agenda**

• In their annual plans, faculties have indicated which educational innovation policy they have implemented and which innovations they would like to implement independently in 2020 and which jointly through the VU NT&L (Network for Teaching and Learning), quartermasters team, Portfolio Holders for Education, September 2019.

**Item C: VU Network for Teaching & Learning**

• An assignment was drafted and assigned by OPO to make the launch of VU NT&L a success, quartermasters team, January 2019;
• An intensive but accessible programme with hands-on advice, meetings, workshops and lectures will be launched as soon as possible, quartermasters team, March 2019;
• The contours of the design of the Education Workplace have been drawn up, quartermasters team, May 2019;
• The management and support of VU NT&L was outlined, quartermasters team, May 2019;
• VU NT&L started work on a number of projects resulting from developments in and questions from faculties in 2018 and in anticipation of the further implementation of the Innovation Agenda, Spring of 2019. Projects are partly focused on ICT in Education and partly on teaching performance.

4.5 Continued optimization of student and teaching support

**Item A: Customized provision of information**

• The Grand design for VUweb was further developed, January 2019, Arjen van Liere, Jenneke Desain;
• The update of VUweb information for prospective students, Future Online Landscape at VU (TOLL), was completed, January 2019, Arjen van Liere, Jenneke Desain;
• Beginning of the redesign phase of VUweb with information for students and teachers TOLL, July 2019, Arjen van Liere, Jenneke Desain;
• The new Study Guide was developed, Spring of 2019, Bart Overbeek.

**Item B: Optimizing provision of services**

• Completion of the tendering process for a new plagiarism detection system, July 2019, Gerdien Jansen;
• Completion of tendering process for the new system for digital evaluation, December 2019 José van Schie;
• Drawing up a Schedule of Requirements for digital support for final projects, July 2019, Gerdien Jansen;
• Completion of project graduation 1.5, December 2019, Elroy Huijsman and Carolien Kranendonk;
Continuation of Optimum Educational Planning project 3, Dirk Jan Durieux;
Start of Optimum Room Utilization programme with the aim of achieving a cost reduction through a more efficient use of teaching rooms, December 2019, Dirk Jan Durieux;
Further establishing the governance of the DLO shell (managing, adding, removing) and (financial and functional monitoring) of (online) electronic didactic tools, Silvester Draaijer, September 2019.

Item C: Expand capacity and improve organization of electronic examinations
Completion of project for new exam application Testvision and transfer to the line, February 2019, Imke Limpens;
Beginning of a long-term project to increase the scope of electronic examinations, an investigation into rooms that allow for large-scale examinations in efficient (in terms of logistics and student flows) and safe ways, Jose van Schie and Silvester Draaijer;

Item D: Support the increasing cooperation with other universities, institutions and knowledge institutes
Start of extension of the interface for the automated and GDPR compliant exchange of information between University of Amsterdam and VU project, 2019, Elroy Huijsman;
The logistical process surrounding the cooperation with University of Amsterdam results in a handbook, Reini Zoetemeijer, 2019.
Design of educational logistics processes at the second location for the BSc Mechanical Engineering was completed, June 2019, Sharon Lo-fo-Wong, Reini Zoetemeijer.

Please note: the precondition for all new projects is that all educational logistics systems are available in two languages via all channels.