TER hbo bachelor

Teaching and Examination Regulations Academy for Built Environment & Logistics
Academic Year 2026-2027 (1 September 2026 – 31 August 2027)

CREATING MEANINGFUL EXPERIENCES

Academy for Built Environment & Logistics
01/09/2026

Breda University OF APPLIED SCIENCES

TER 2026-2027	
Academy	Academy for Built Environment & Logistics
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Based on the general TER Framework for HBO bachelor's programmes 2026-2027	
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Chapter 1 General

Article 1.1 Definitions

In these regulations, the following is understood to mean:

(Academic) results	A collection of results as registered by the examiner or examiners. This collection is recorded in student progress monitoring system Osiris.
Academic year	The period that starts on 1 September and ends on 31 August of the subsequent year, as referred to in WHW article 1.1 under k. An academic year comprises 60 ECTS credits (1,680 hours).
Academy	Organisational unit as referred to in WHW article 10.3a, within which one or more study programmes are offered.
Academy director	Leading officer of an academy. The academy director is ultimately responsible for the day-to-day running of an academy by virtue of the duties and powers mandated by the Executive Board.
Assessment	A specific examination in which the student receives a realistic professional assignment and/or performs professional activities, enabling the assessor to determine the extent to which the student has mastered the competencies and/or sub-competencies.
Associate degree opleiding	A programme as referred to in WHW articles 7.3 and 7.3a paragraph 2. Upon completion of this programme, students are awarded an associate degree (AD).
Binding recommendation (or study recommendation)	Recommendation, as referred to in article 7.8b paragraphs 1 and 2 of the WHW, issued to the student no later than at the end of the first year of enrolment in the propaedeutic phase (or first period of 60 ECTS credits in an associate degree programme or bachelor's degree programme in academic education) regarding the continuation of their studies within the study programme.
Block	A continuous period of 15 ECTS credits.
Board of examiners	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which determines objectively and expertly whether a student meets the conditions set out in the TER with regard to the knowledge, understanding and skills required to obtain a degree. Every study programme or group of study programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.
Cohort	A group of students who started on the degree programme at the same time.

Competency	Knowledge, skills and attitude according to the exit qualifications of a study programme.
Competency-based education	A type of education in which the exit qualifications are expressed in terms of competencies.
Course	A component of a programme that is concluded with an examination. The study load of a course is expressed in whole ECTS credits and has a minimum of 5 ECTS credits. A course is also known as a unit of study.
Curriculum	A group of related courses, including assessment/marking standards.
Declaration of invalidity	Qualification of an examination that is not assessed or that cannot be assessed.
Degree certificate	A certificate issued by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, stating that the final exam of a programme has been successfully completed.
Degree programme committee	A participation body established for each programme or group of programmes as referred to in WHW article 10.3c, which has the right of consent and the right to prior consultation with regard to parts of the TER. For more information, see the BUas Participation Council Regulations.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing insight into the nature and content of the completed study programme, partly in connection with the international recognisability of the study programme(s). The supplement is drawn up in the English language and complies with the standard European format.
Double degree	A graduation programme which, upon successful completion, entitles the student to a degree certificate from both degree programmes. This other programme can be either within BUas or at another institution.
ECTS credit	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
Examination	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.
Examinations Appeals Board (Dutch abbreviation: CBE)	A judicial body established under WHW article 7.60 to which the student may appeal against decisions as listed in WHW article 7.61.
Examiner	A member of staff, as well as experts from outside the institute, appointed by the board of examiners to administer examinations and determine their results, as referred to in article 7.12c paragraph 1 of the WHW.

Exchange	An exchange programme of 30 ECTS credits that the student can take at another educational institution as part of the curriculum.
Executive Board	The governing body of *Stichting* Breda University of Applied Sciences, as referred to in article 10.2 of the WHW in conjunction with articles 3 to 5 inclusive and article 7 of the articles of association of *Stichting* Breda University of Applied Sciences.
***Extraneus* student**	A person, as referred to in WHW article 7.36 who is enrolled at BUas with only the right to take examinations and final exams. An *extraneus* student does not have the right to attend education.
Final exam	The collection of successfully completed examinations in the courses belonging to the programme, possibly supplemented by an assessment of the student's knowledge, understanding and skills, conducted by one or more examiners appointed by the board of examiners.
Further previous education requirements	Further requirements, as referred to in WHW article 7.25, in addition to the previous education requirements that the applicant must meet for admission to a study programme in higher education.
Graduation pathway	A coherent set of education related to a specific subject-related discipline in the main phase of a degree programme.
HBO bachelor's programme	A degree programme as referred to in WHW articles 7.3 and 7.3a paragraph 2. Upon completion of an HBO bachelor's programme, students are awarded the title of 'Bachelor'. Also see: Study programme.
Institute	Breda University of Applied Sciences.
Intended learning outcomes (ILOs)	Statements, written from the students' perspective, indicating the level of understanding and performance they are expected to achieve as a result of engaging in the teaching and learning experience. ILOs can be formulated at different aggregation levels: Graduate ILOs, Programme ILOs, and Unit ILOs.
LMS	Learning Management System
Main phase	The second part of the bachelor's programme that follows the propaedeutic phase, as referred to in WHW article 7.30.
Management team	Staff members of an academy who are responsible for academy policy and have been appointed by the Executive Board for this purpose.
Minor	A set programme of 30 ECTS credits taken in the final or penultimate year of study. The minor is either an institute-wide minor (a broadening minor) or a programme-specific minor (an in-depth minor). A minor may also be taken at another higher educational institution.

Multidisciplinary projects	A collaborative cross-academy (set of) study unit(s) that integrates knowledge, methods, and perspectives from multiple disciplines. This project has predetermined ILO requirements and involve students from different academies working together on real-world challenges.
Osiris	The Student Information System.
Participation council	An independent body, as referred to in WHW article 10.17. Half of this body consists of elected staff members and the other half of elected students. For more information, see BUas Participation Council Regulations.
Previous education requirements	Requirements, as referred to in WHW article 7.24, which the applicant's previous education must meet for admission to a study programme in higher education.
Programme code	Code by which the programme is officially registered in the Dutch Institutions and Programmes Register (Dutch abbreviation: RIO).
Propaedeutic and main phase exams	See Final exam.
Propaedeutic phase	The first part of a bachelor's programme (60 ECTS credits) that is followed by the main phase, as referred to in article 7.8 paragraphs 2 and 4 of the WHW.
Retention schedule	The schedule that specifies how long the institute is required to retain archival documents.
RIO	*Registratie Instellingen en Opleidingen*: Dutch Institutions and Programmes Register
Semester	A continuous period of 30 ECTS credits.
Specialisation	A specialisation is a variant of a study programme that does not cover the entire programme and therefore comprises fewer than 240 ECTS credits. Only part of the study programme consists of a specialisation.
Standard duration of studies	Number of study load hours of the study programme divided by 60 ECTS credits expressed in years.
Student	A person enrolled at BUas, as referred to in WHW article 7.32.
Student counsellor	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
(Study) coach / mentor	A staff member within the programme who has the task of providing coaching and guidance to students.
Study load	The study load expressed in ECTS credits, ad referred to in WHW article 7.4 paragraph 1.

Study programme	A cohesive set of courses, as referred to in WHW article 7.3.
Track	A track is a variant of a study programme that covers the full programme. At BUas, we offer tracks based on language, subject content, as well as accelerated and short tracks. A track always comprises 240 ECTS credits, with the exception of the accelerated track (180 ECTS credits).
WHW	The Dutch Higher Education and Research Act, including amendments.
WO bachelor's programme	An academic bachelor's programme as referred to in WHW articles 7.3 and 7.3a paragraph 1. Upon completion of this programme, students are awarded the title of Bachelor. Also see: Study programme.

Article 1.2 General Provisions

1 Breda University of Applied Sciences (hereinafter BUas) has a Students' Charter, in accordance with article 7.59 of the WHW, which has been adopted by the institute's Executive Board with the approval of the participation council. The Students' Charter consists of an institute-specific part and a programme-specific part. The institute-specific part is included in a separate document. The Teaching and Examination Regulations (TER) are part of the study programme-specific part of the Students' Charter.

2 The Teaching and Examination Regulations will comply with the rules and regulations of the 'TER Framework for HBO Bachelor's Programmes'. The date of adoption of the TER Framework by the Executive Board and the date of consent by the participation council are listed in the status table on the cover page of the TER.

3 The Teaching and Examination Regulations will be approved by the academy director in accordance with article 9.1 of these regulations.

4 The academy director will ensure an annual evaluation of the Teaching and Examination Regulations and, for the purpose of monitoring and, if necessary, adjusting the study load, will consider the resulting time commitment for the student (article 7.14 of the WHW).

5 The manner of implementation of the Teaching and Examination Regulations will be evaluated by the degree programme committee. The degree programme committee will present the results of its evaluation to the academy director.

6 The original Dutch version of the Teaching and Examination Regulations will prevail over the English translation.

7 The provisions of these regulations will be legally valid only if and insofar as they do not conflict with the provisions of or under the WHW.

Article 1.3 Applicability

1 These Teaching and Examination Regulations apply to the academic year of 2026-2027, which runs from 1 September 2026 up to and including 31 August 2027.

2 The TER, as referred to in section 1 of this article, will apply to all students who are enrolled on a study programme as mentioned in section 5.

3 The term 'study programme', as mentioned in section 2, refers to all forms of this programme as registered in RIO.

4 If, on 1 September of the academic year, the decision-making process regarding the Teaching and Examination Regulations of that academic year has not yet been finalised, the Teaching and Examination Regulations of the previous academic year will remain in force until the decision-making process has been finalised.

5 These Teaching and Examination Regulations lay down the rights and obligations of students of the study programme(s):

Programme name	B Built Environment
English programme name	B Built Environment
Programme code	39280
Degree (in full)	Bachelor of Science
Degree (abbreviation)	BSc

Programme name	B Logistics Engineering
English programme name	B Logistics Engineering
Programme code	34390
Degree (in full)	Bachelor of Science
Degree (abbreviation)	BSc

Programme name	B Logistics Management
English programme name	B Logistics Management
Programme code	35522
Degree (in full)	Bachelor of Science
Degree (abbreviation)	BSc

as well as the resulting obligations of the Executive Board, the academy director, the board of examiners, the degree programme committee, and the staff of the programme(s).

6 Where these Teaching and Examination Regulations refer to students, it also applies to extraneus students, unless otherwise specified.

7 Where these Teaching and Examination Regulations refer to the student counsellor, this means one of the student counsellors within the relevant academy.

8 Where these Teaching and Examination Regulations refer to course, this should be read as, among other things, course, project, training session, module, workshop, or learning arrangement.

9 Where these Teaching and Examination Regulations refer to examination, this should be read as examination, partial examination, assignment, assessment, or competency examination.

10 Where these Teaching and Examination Regulations refer to board of examiners, this means the board of examiners of the student's own bachelor's or associate degree programme.

11 Where these Teaching and Examination Regulations mention 'communicated to students' or 'students will be informed', this means communicated by e-mail (to the institute's e-mail address), internet, portal, LMS, Osiris, in writing or orally.

12 These Teaching and Examination Regulations contain several references to other regulations. These other regulations can be consulted via the portal/internet, unless otherwise stated.

Article 1.4 Rules of Conduct

WHW article 7.57 h

1 To maintain proper conduct within BUas, the Executive Board has established codes of conduct and disciplinary measures for students. These rules are included in the Students' Charter.

2 It is forbidden for students to digitally record, copy and/or distribute (parts of) lectures without permission (written, including by chat and e-mail) from the lecturer.

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

At an institute-wide level, the following surveys/evaluations are conducted regularly to monitor quality and satisfaction.

Research group	Survey/evaluation name	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with programme, lecturers, facilities, environment, etc.	Benchmark NL, 1x per 2 years, specific BUas questions
Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with programme, alignment between education and work, etc.	Benchmark NL, possibility to add our own questions
Drop-outs	Exit survey	Every year	Autumn	Reasons to quit, study choice, expectations, future plans, etc.	

1.5.2 Academy-specific

Within an academy, the academy director is responsible for the quality of education. Academies have the freedom to organise their own quality assurance systems, within the institute-wide frameworks, and tailor these to the specific features of education within the academy concerned. Every year, the academies draw up an annual report on educational quality. All degree programmes are covered in the annual report. The annual report provides insight into the quality, quality policy, and improvement actions within the academy and its study programmes.

Educational content, implementation and results are evaluated according to a fixed procedure.

Content evaluation is based in part on input from the industry committees, which advise the programmes on the composition of the curriculum and current, relevant themes within the disciplines. This advice is incorporated into any adjustments to the curriculum.

Each curriculum component is evaluated by the students at the end of the period. After the evaluation, a meeting is held with the students about the evaluated period, under the supervision of a lecturer and a member of the MT and/or an educationalist. The lecturer responsible reports the findings of this meeting back to the teaching team. The MT takes note of the results and can use this information during the HRM cycle.

Evaluation of the implementation of education takes place immediately after the end of an educational period by means of a PDCA cycle (Plan Do Check Act). The coordination, content and organisation of curriculum components are discussed and assessed within the teams. If necessary, this periodic evaluation may lead to adjustments to the curriculum. The results of the student evaluations are also used in this PDCA cycle.

At the end of a placement, the quality of the placement host organisation is assessed by the student and the supervising lecturer.

In addition to the usual methods of assessment, there is an additional quality assurance measure for graduation. Each presentation and defence is co-assessed by a committee member, who assesses in particular the value for the professional field and the level of higher professional education. At the end of each graduation period, the committee members also submit a written report, focusing on the overall quality and organisation.

Chapter 2 Previous Education Requirements and Admission

Article 2.1 Previous Education Requirements and Further Previous Education Requirements

2.1.1 Previous Education Requirements

WHW article 7.24

1 For enrolment on a study programme in higher professional education, the following previous education requirements apply:
- a VWO diploma, or;
- b HAVO diploma, or;
- c diploma of a middle-management programme or specialist programme, as referred to in article 7.2.2 first paragraph, under d, respectively e, of the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*), or;
- d diploma of a middle-management programme or specialist programme, as referred to in article 7.2.2 first paragraph, under d, respectively e, of the Dutch Adult and Vocational Education (BES Islands) Act (*Wet educatie en beroepsonderwijs BES*), or;
- e diploma of a vocational training course designated by ministerial regulation, as referred to in article 7.2.2, first paragraph, under c, of the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*), or;
- f diploma of a vocational training course designated by ministerial regulation, as referred to in article 7.2.2, first paragraph, under c, of the Dutch Adult and Vocational Education (BES Islands) Act (*Wet educatie en beroepsonderwijs BES*).

2 Individuals who have obtained a bachelor's or master's degree, and holders of a successfully completed propaedeutic exam certificate from a higher education institution, will also be admissible. However, individuals may be required to demonstrate, if applicable, that they meet the further previous education requirements. This is done through supplementary examination.

3 Prospective students must meet the previous education requirements by 1 September and demonstrates this by submitting a diploma dated before 1 September. Applicants must have submitted this by 1 October at the latest. Otherwise, it is not possible for an applicant to complete the enrolment.

2.1.2 Further previous education requirements for students from HAVO/VWO

WHW article 7.25

The overzicht toelatingseisen per opleiding (overview of admission requirements per study programme, in Dutch) sets out which further previous education requirements apply to the study programme(s) of BUas.

2.1.3 Examination into further previous education requirements (deficiency remedying)

WHW article 7.25 paragraph 6

1 The BUas Executive Board may determine that a possessor of a diploma that does not meet the further previous education requirements, as mentioned in article 2.1.2, will still be enrolled, if a supplementary examination shows that the student meets substantively comparable requirements. These requirements must be met before the start of the study programme. Deficiencies can be remedied in various ways, see the overzicht Wegwerken deficiënties/Toelatingsonderzoek. It is also possible to remedy deficiencies by taking a state examination at HAVO or VWO level or by obtaining a partial certificate from an educational institution

2 If a prospective student wishes to remedy a deficiency, this prospective student must register for this in good time with the relevant provider (also see overzicht Wegwerken deficiënties/Toelatingsonderzoek). In addition, the prospective student is urgently advised to apply for the BUas bachelor's or associate degree programme in a timely manner, no later than 1 May, and indicate how the deficiency will be remedied.

3 Participation in the study choice activities / selection procedure will only be possible after the deficiencies have been remedied[1].

4 Prospective students with a VWO diploma who want to take part in an accelerated 3-year HBO programme, must meet the further previous education requirements as mentioned in article 2.1.2. If a prospective student has a deficiency, this prospective student will only be admissible to the accelerated track if this deficiency is remedied through an exam at VWO level.

5 A prospective student may appeal a decision made based on the supplementary examination, as referred to in section 1, to the Examinations Appeals Board (CBE) of BUas, as referred to in article 10.2. This only applies to supplementary examinations administered by BUas.

2.1.4 Admission test (21+ arrangement)

WHW article 7.29

1 The Executive Board of BUas can determine that a prospective student aged 21 and older[2,3], who does not satisfy the previous education requirements is exempted from these requirements. Instead, this prospective student is tested whether they are capable of attending the relevant programme through an admission test (21+ arrangement). For more details, see the overzicht Wegwerken deficiënties/Toelatingsonderzoek.

2 If a prospective student wishes to take part in an admission test, they are required to apply for both the bachelor's programme or associate degree programme of BUas and the 21+ test by 1 May at the latest[4]. The result of the admission test will be valid for 2 years and will only be valid at BUas.

3 Participation in the study choice activities / selection procedure will only be possible after a positive result has been obtained for the admission test.

4 Prospective students who obtained a positive result for the admission test can only be enrolled for the regular track of a study programme. Enrolment for a short or accelerated track of a programme will not be possible.

5 A prospective student may appeal the result of an admission test to the Examinations Appeals Board (CBE) of BUas, as referred to in article 10.2.

2.1.5 Exemption from previous education requirements based on other diplomas

WHW article 7.28

1 The BUas Executive Board will grant exemption from the previous education requirements referred to in articles 2.1.1 and 2.1.2 to a person who:

[1] In the case of a selection procedure, a study programme may deviate from this if the student shows that they are in the process of remedying their deficiencies.
[2] Reference date: 30 September of the academic year concerned.
[3] The BUas Executive Board may decide to allow a prospective student who holds a certificate issued outside the Netherlands to take part in the admission test, even if they have not yet reached the age of 21. This also applies in special cases if the prospective student is unable to present a diploma.
[4] Not all programmes offer an admission test after 1 May. For more details, see the overzicht toelatingstoetsen.

a holds a degree issued in a country that has ratified the Convention on the Recognition of Qualifications Concerning Higher Education and that gives access to higher education in that country.
b Holds a degree certificate, whether or not issued in the Netherlands, which in the opinion of the Executive Board is at least equivalent to the degree mentioned in article 2.1.1. FC&S Student Office will make this decision with a mandate from the Executive Board.

2 A student who is admitted on the basis of the provisions of section 1 will also be subject to the requirement set out in article 2.2.

Article 2.2 Language Requirements for Students with Previous Education Completed in a Non-Dutch Educational System

2.2.1 Students with previous education completed in a non-Dutch educational system who will be attending English-taught education

1 The prospective student does not have to take an English language test to be allowed to attend an English-taught programme at BUas if one of the following conditions is met:
- the prospective student, regardless of nationality, has completed a programme in one of the following countries where the language of instruction was English (or according to the educational system of and accredited in): Australia, Canada (excluding Quebec), Ireland, New Zealand, United Kingdom, and the United States.
- the prospective student, regardless of nationality, has obtained a diploma included in the Nuffic List of Diplomas. This also includes having taken an exam in the subject of English.
- the prospective student meets the previous education requirements based on an International Baccalaureate (IB) diploma, the Career-Related Certificate of the International Baccalaureate, or the European Baccalaureate certificate (Engels language 1 or 2).

2 The prospective student who does not meet one of the conditions mentioned in section 1 must, in order to be allowed to attend an English-taught programme at BUas, have obtained the corresponding minimum score on one of the following tests:[5][6]

- **IELTS academic test**
  The minimum score to be obtained is:
  - total score 6.0
  - speaking score 6.0SS

- **TOEFL iBT test**
- The minimum score to be obtained is:
  - internet-based (iBT) 80
  - speaking skills 20

- **Cambridge English Qualification results** (B2 First, C1 Advanced, or C2 Proficiency).
- The minimum score to be obtained is:
  - total score 169
  - speaking score 169

- **Pearson PTE academic test**
- The minimum score to be obtained is:
  - total score 61

[5] Only tests administered at a test location.
[6] If, due to circumstances, there is a relaxation of the accepted tests set out in the Code of Conduct for International Students in Higher Education, we will comply with this temporary relaxation.

- speaking score 61

- **LanguageCert academic test**
- The minimum score to be obtained is:
  - total score 65
  - speaking score 65

2.2.2 Students with previous education completed in a non-Dutch educational system who will be attending Dutch-taught education

Not applicable.

Article 2.3 Admission Requirements for Selection Procedures

1 If a prospective student wishes to apply for the first time for a programme with a selection procedure, other rules apply in addition to the requirements as mentioned in article 2.1.

2 The programmes of Built Environment (BE), Logistics Management (LM), and Logistics Engineering (LE) do not have a selection procedure. After applying for this programme, the applicant will take part in the study choice activities.

Article 2.4 Admission to Tracks within the Programme

2.4.1 General

The bachelor's programmes of Built Environment (BE), Logistics Management (LMGT) and Logistics Engineering (LGEN) offer the following tracks: regular, accelerated, short, Dutch and English. If conditions apply to the tracks, these are listed below.

2.4.2 Admission to the accelerated track

WHW 7.9a

1 Within the bachelor's programme, an accelerated track is offered that is accessible to students with a VWO diploma, or at least an equivalent diploma.

2 A student who satisfies the condition in section 1 as well as the other conditions for enrolment, will be enrolled in an accelerated track if this student has requested this before the start of the first year of enrolment..

2.4.3 Admission to the short track

At the Academy for Built Environment & Logistics, students with a completed MBO programme (level 4) that links up with a bachelor's programme at higher professional education level may be eligible for a short study track[7]. To attend the short track, a request is submitted to the board of examiners on behalf of the student to obtain exemption from the examinations for the courses not being taken.

This will shorten the bachelor's programme to 3 years. However, it is mandatory to take part in the MBO-HBO transfer track in the year prior to enrolment.

[7] For information on these short HBO tracks, see the BUas website (www.buas.nl).

2.4.4 Switching to another track within the programme

1 If a student is enrolled in a programme at BUas for the first time in their first year and believes that another track within this programme is more suitable (or this is strongly advised), the student has until 30 September to switch tracks.

2 Switching to a different track, other than switching from the Dutch track to the English track and vice versa, after 30 September in Year 1 is not permitted.

3 Switching as referred to in sections 1 and 2 requires the permission of the educational manager of the newly chosen track. The student must request this permission from the educational manager themselves. The student must then forward the written permission to Registration & Compliance (part of the Student Office) in an email to RenC@buas.nl, copying in the educational manager.

Article 2.5 Admission to Specialisations within the Programme

2.5.1 General

The bachelor's programme of Built Environment offers the following specialisations: Mobility, Urban Planning, and Urban Design.

The bachelor's programme of Logistics Management offers the following specialisation: Project & Event Logistics (P&EL).

2.5.2 Admission to the ATPM specialisation

Not applicable.

2.5.3 Admission to the SBM pre-master's

1 For admission to the SBM pre-master's track, a selection procedure is in place. The student will be required to meet at least the following requirements:
- 180 ECTS credits have been earned in the HBO bachelor's programme (including any exemptions granted), or 120 ECTS credits in the case of an accelerated track.
- No unsatisfactory assessment for any SBM-related courses.
- Sufficient level of English (TOEFL minimum score 80 internet-based and minimum score 20 speaking skills (or comparable level)). Students attending a bachelor's programme at BUas already comply with this requirement.
- Good assessment of the motivation letter (in English) with accompanying CV and list of marks.
- Good assessment of the interview on motivation and knowledge. This interview is conducted in English.

2 The board of examiners has not specified any additional conditions for attending the SBM pre-master's in the graduation year.

2.5.4 Admission to the SI specialisation

Not applicable.

2.5.5 Admission to the TAAM specialisation

1 There are 20 places available for the TAAM specialisation in the 2026-2027 academic year.

2 To be admitted to the TAAM specialisation, students must meet the following requirements:
   a. Have completed the propaedeutic year of the bachelor's programme in Logistics Engineering, Logistics Management, International Facility Management, or Tourism Management.
   b. Sufficient level of English (minimum Cambridge English Qualification results B2 First level, or a comparable level). Students attending a bachelor's programme at BUas comply with this requirement.

3 Admission to the TAAM specialisation is subject to a selection procedure. The selection procedure consists of two parts:
   - Letter of motivation
   - Intake interview

4 If there are more applications than available places, selection will be based on the following criteria:
   - Relevant experience: 20%
   - Intake interview: 80%

2.5.6 Admission to the specialisations of Mobility, Urban Planning, and Urban Design

There are no further admission requirements for these specialisations.

2.5.7 Admission to the P&EL specialisation

There are no further admission requirements for this specialisation.

Article 2.6 Switching to another Programme

1 If a student is enrolled in a programme at Breda University of Applied Sciences in their first year and believes that another RIO programme is more suitable for them (or this is strongly advised), they have the option to switch to another programme until 30 September.

2 The switch referred to in section1 [and 2] requires the permission of the academy director of the newly chosen programme. The student must request this permission from the academy director themselves. The student must then forward the written permission to Registration & Compliance (part of the Student Office) in an email to RenC@buas.nl, copying in the academy director

3 Switching to another RIO programme is only possible if all requirements for enrolment in the new programme are met.

4 If the tuition fees for the new programme are higher, the difference must be paid pro rata. If the tuition fees for the new programme are lower, the student may submit a request for a refund of the excess amount paid.

5 For internal switching, the procedure applicable within the new academy must be followed.

Article 2.7 Senior-Year Admission

1 A prospective student who has obtained a propaedeutic certificate or an associate degree within higher education (within or outside the Netherlands) may be admitted to the main phase of a BUas

HBO bachelor's programme that falls within the same sector of higher education. The academy director is authorised to impose additional requirements.

2 A prospective student who is admitted to the main phase of an HBO bachelor's programme on the basis of the condition mentioned in section 1 will in principle attend the entire main phase curriculum. Individual exemptions will be possible (see article 6.13). In addition, based on agreements with foreign institutions, fixed parts of the programme may be exempted.

Chapter 3 Content and Structure of the Programme(s)

Article 3.1 Objective of the Study Programme(s) and Competencies

The aim of the bachelor's programmes of Built Environment (BE), Logistics Management (LGMT), and Logistics Engineering (LGEN) is to ensure that graduates meet the professional competencies pertaining to the study programme (see appendix 2).

Article 3.2 Mode of Delivery

WHW article 7.7, 7.5 en 7.9a

1 The degree programme(s) is (are) delivered in a full-time mode.

2 The bachelor's programme(s) has (have) the following tracks:
- Regular 4-year programme – Dutch-taught
- Regular 4-year programme – English-taught
- Accelerated 3-year programme for students with previous VWO education – Dutch-taught
- Accelerated 3-year programme for students with previous VWO education – English-taught
- Short 3-year programme for students with previous MBO education – Dutch-taught
- Short track for students with an Associate Degree

Article 3.3 Year Schedule

The academic year is divided into 2 semesters, each semester consists of 2 blocks. Semester 1 consists of block A and block B, semester 2 of block C and block D. The start and end dates of the blocks are as follows:

Blok	Start date	End date
A	31 August 2026	08 November 2026
B	09 November 2026	31 January 2027
C	01 February 2027	11 April 2027
D	12 April 2027	18 June 2027

Article 3.4 Language

WHW article 7.2

1 Teaching and examinations are in Dutch for the Dutch-taught programmes and in English for the English-taught programmes; the use of the English language is subject to a code of conduct (appendix 1).

3 The bachelor's programmes in Built Environment, Logistics Management and Logistics Engineering at the Academy for Built Environment & Logistics (ABEL) are offered in both Dutch and English. The Dutch-language track ensures accessibility for students who are primarily focused on the Dutch professional practice: using the mother tongue as the medium of instruction promotes an in-depth understanding of complex subject matter, lowers the barrier to active participation and facilitates high-quality learning processes. The English-language track is designed for students focusing on

international professional contexts; the use of English as the medium of instruction enables them to acquire subject-specific terminology in the language in which that terminology is also used in international professional practice. Both tracks include interdisciplinary learning activities – such as LABs with international case studies, mixed-group study sessions and joint study trips – through which students learn to collaborate and communicate across disciplinary boundaries, regardless of their linguistic background.

The choice of language is underpinned by demonstrable requirements from the professional field. The HBO Monitor and alumni surveys consistently show that graduates of ABEL programmes are employed by organisations operating internationally, both in the Netherlands and abroad. Industry advisory boards confirm that proficiency in English-language technical terminology and intercultural communication skills are essential for entry-level positions in both the Built Environment sector and the Logistics sector. These consultations form a systematic basis for determining and adjusting the choice of language within the programmes. Language proficiency demonstrably strengthens graduates' positions in the labour market. Data from the HBO Monitor show that the vast majority of ABEL alumni are able to find a suitable position upon graduation, both regionally and internationally.

The quality of the language policy is safeguarded at several levels. Lecturers delivering teaching on the English-language programme must demonstrate that they have at least a C1 level of English in accordance with the Common European Framework of Reference for Languages (CEFR). BUas supports lecturer development in this area through the People & Organisation department, with facilities such as small-group conversation training, subject-specific language coaching and presentation skills courses – including in international settings. All three ABEL bachelor's programmes have been awarded the CeQuInt certificate for quality in internationalisation. Additional quality measures include the use of the Intercultural Classroom toolkit, participation in international networks such as EFLE and KreativEU, and the application of the Global Mind Monitor (GMM) as a curricular assessment tool for students' intercultural development.

3 In order to maintain and strengthen students' language skills and international competencies, the following facilities are available:

- Within the curriculum:
  English-language modules have been integrated into the Dutch-taught programmes in Built Environment, Logistics Management and Logistics Engineering. This includes, among other things, English-language study materials, English-language specialist literature and international case studies that are developed and presented in English. Students on the Dutch-taught track of Built Environment take part in joint courses and labs with the English-taught track, such as the PRO VIS Urban Chronicles course and the international study trip in year 2. Students on the Dutch-taught track of Logistics Engineering and Management take part in joint courses, such as Cross-Border Supply Chains and the Challenge, as well as the international study trip in the second year. Logistics Engineering students also take part in joint engineering-specific courses such as Applied Data Science & AI Fundamentals. Logistics Management students may also attend the specialisation in Project & Event Logistics, where the language of instruction is English.

  The English-taught tracks include support components for the Dutch language and context. Students are introduced to the Dutch education system, Dutch professional practice and the relevant legislation and regulations within their field of study. Within ABEL, international students regularly work in mixed groups alongside Dutch students, who act as a cultural bridge to the Dutch context.
  Intercultural communication skills are embedded as an explicit learning outcome in the curriculum of all ABEL programmes. Students develop these skills through the PPD (Personal and Professional Development) pathway, LABs and courses with internationally diverse groups, international case studies from professional practice, and work placement experiences in intercultural working

environments. The Global Mind Monitor is used as a reflection tool and enables students to monitor their own development.

- Extracurricular:
  Any students wishing to improve their Dutch and/or English language skills can contact a language coach, who offers personalised support through one-to-one sessions.

Article 3.5 Regular 4-year Programme

WHW article 7.4

3.5.1 General

1 The HBO bachelor's programme corresponds to a total of 240 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The standard duration of the degree programme is four years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.

2 The curriculum of the degree programme(s) is included in one or more study guides. The provisions in these study guides are an integral part of these TER.

3.5.2 Propaedeutic phase

The propaedeutic phase is the first year of the programme and is divided into four blocks.

3.5.3 Year 2

Year 2 of all programmes is divided into four blocks.

3.5.4 Year 3

1 Year 3 is divided into four blocks.

2 The work placement takes place as a continuous period during blocks A and B or C and D.

3.5.5 Year 4

1 Year 4 is divided into four blocks.

2 The minor / exchange programme takes place as a continuous period during blocks A and B or C and D.

3 The graduation phase takes place as a continuous period during blocks A and B or C and D.

Article 3.6 Accelerated 3-year Programme for Students with Previous VWO Education

WHW article 7.9a

3.6.1 General

1 This accelerated 3-year programme corresponds to a total of 180 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 120 ECTS credits. The

standard duration of studies is three years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.

2 The curriculum of this 3-year programme is included in one or more study guides. The provisions in these study guides are an integral part of these TER.

3.6.2 Propaedeutic phase

The first year of this accelerated track is equivalent to year 2 of the regular four-year programme and is divided into four blocks.

3.6.3 Years 2 and 3

Years 2 and 3 of this accelerated programme are equivalent to years 3 and 4 of the regular four-year programme and are divided into four blocks.

Article 3.7 Short 3-year Programme for Students with Previous MBO Education

3.7.1 General

1 A student who is in possession of an MBO diploma (level 4) in the same field / domain as the HBO programme concerned, will be eligible to do this short 3-year track at ABEL.

2 This short 3-year programme consists of a main phase comprising 180 ECTS credits. On the basis of obtaining the certificate, as mentioned in article 3.7.2, the student will be exempted from the requirement that a propaedeutic certificate is required for admission into the main phase.

3 To obtain exemption from the examinations for propaedeutic courses, a request is submitted to the board of examiners on behalf of the student.

4 The curriculum of this 3-year programme can be found in one or more study guides. The provisions in these study guides are an integral part of these TER.

3.7.2 Certificate for students with an MBO education

1 The board of examiners will draw up a certificate that lists the examinations passed. Depending on the degree programme to be attended, a certain set of courses must have been successfully completed in order to be granted access to the main phase, as mentioned in article 3.7.1 section 2.

2 The courses that must have been passed are as follows:
- Basic technical skills
- Personal & Professional Skills
- Practice-oriented assignment for Logistics or Built Environment

Article 3.8 Building Blocks

3.8.1 General

1 Every programme offers opportunities for curriculum flexibility, but students themselves determine the extent to which they make their study paths flexible.

2 The full-time bachelor's programme consists of 240 ECTS credits and comprises two components: compulsory components and flexible components. Students have autonomy in planning certain components within the framework of the TER. The structure of the aforementioned components ensures both depth within one's own discipline and breadth across disciplines.

3 Compulsory components (minimum of 120 ECTS credits): Each programme comprises a minimum number of compulsory components within the student's curriculum:

a. Propaedeutic phase: 60 ECTS credits
b. Compulsory placement and practical assignments: 30 ECTS credits
c. Graduation phase: 30 ECTS credits

4 Flexible components (maximum of 120 ECTS credits): Each programme offers flexible components that allow students to shape their own study paths by means of:

a. Multidisciplinary projects: 15 ECTS credits
b. Exchange: 30 ECTS credits
c. Minor(s): 30 ECTS credits

3.8.2 Compulsory placement and practical assignments

Students are required to undertake a work placement during blocks A and B or C and D. For this work placement, a final mark of 5.5 or higher is awarded 30 ECTS credits.
Students are responsible for securing an a placement and assignment themselves.

Before the placement begins, the placement coordinator decides on the approval of the assignment and on the allocation of a supervising lecturer to the student.

Each student is supervised by both a supervising lecturer and a company supervisor. The supervising lecturer monitors the progress of the work placement and also acts as the point of contact for the host company and the student.

Further regulations regarding the work placement are set out in the 'Work Placement Manual'. This manual can be found in LMS (Brightspace).

The placement report must be submitted by a date specified in the academic calendar.

The procedure for granting a postponement for the submission of reports is set out in a decision-making model (see Appendix 6). To this end, the student must submit a written request via LMS (CRM Dynamics).

To conclude the placement, the student must present and defend it to the supervising lecturer and a second assessor.

If the placement or practical assignment takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.

3.8.3 Minors in general

1 In the final and/or penultimate year[8] of the programme[9], it is possible to choose a minor. This choice is made in the year prior to taking the minor. Students can choose a minor offered by BUas or a minor offered by another institution.

2 The student will enter their minor choice in Osiris during the regular registration period. See minor catalogue for additional information.

3 Academic results obtained during a minor or an exchange abroad will not be converted. These results will be registered in Osiris as 'completed'. The courses completed with the ECTS credits that apply to them will be mentioned on the BUas list of marks and the academic progress overview. Results obtained abroad do not count towards the average nor the 'Cum Laude' distinction.
Academic results obtained during a minor at another Dutch institution will be included in the BUas list of marks. These results will count towards the average and the 'Cum Laude' distinction in accordance with appendix 5.

4 If the minor takes place abroad, either fully or partially, the student will be required to register via the Travel Abroad form prior to departure, within the context of crisis prevention.

3.8.4 Minors offered by BUas

1 All minors will be offered throughout the first semester of the final academic year and have a study load of 30 ECTS credits. The academy offering the minor will be responsible for the content and quality of the minor and also for processing the results obtained. For more details regarding the provision of information and registration, you are referred to the minor catalogue on LMS.

2 If a student chooses to participate in a minor at BUas, a choice must be made from the list of possible minors. The board of examiners responsible for the minor may apply admission requirements to the minor. The minor catalogue (see LMS) contains the list of minors and any accompanying information on, for instance, admission requirements and selection.

3 A number of multidisciplinary minors are also offered through *Kies op Maat* for students from other institutions. These are offered in Dutch or English. Admission requirements and/or selection for a minor may apply. The minor catalogue on LMS includes the list of *Kies op Maat* minors and any accompanying information on admission and selection. See the minor catalogue on LMS for the educational programmes of the minors.

4 Results obtained in a minor cannot be used for compensation within the main phase programme.

5 If students from other institutions take part – through *Kies op Maat* - in a minor at BUas, the TER of the degree programme offering this minor will apply to these students. This also holds true for all other relevant rules, regulations and procedures of BUas.

3.8.5 External minors offered via Kies op Maat

1 A student can take a minor at another institution affiliated to *Kies op Maat*. If the student wants to use this minor towards completing their own bachelor's programme, prior approval (whether or not based on a substantiated request) will be required from the board of examiners of the student's own study programme.

[8] For a regular bachelor's programme, the 'penultimate year' is academic year 3 and the 'final year' is academic year 4.
[9] For the Built Environment, Logistics Management and Logistics Engineering programmes, the minor is generally taken in the final year (year 4).

2 For minors taken through *Kies op Maat* and for which approval has been obtained from the board of examiners, no additional registration fees will be payable. Costs associated with taking a minor (e.g. teaching materials and excursions) will always be at the expense of the student.

3 Minors not approved by the board of examiners cannot be used towards completion of the student's own bachelor's programme. However, students are allowed to take the minor outside their own bachelor's programme (extracurricular). In such cases, the costs involved in taking the minor will be borne by the student.

4 A minor, as referred to in section 1, must comprise at least 30 ECTS credits. This may be a single course worth 30 ECTS credits or two related courses worth 15 ECTS credits each. In the case of more than 30 ECTS credits, the surplus above 30 ECTS credits will be included in the supplement (WHW article 7.11 paragraph 4) to the certificate under 'other'.

3.8.6 External minors not via Kies op Maat

1 A student can take a minor at another institution which is not affiliated to *Kies op Maat*. If the student wants to use this minor towards completion of their own bachelor's programme, prior approval will be required from the board of examiners of the student's own study programme, based on a substantiated request. Minors not approved by the board of examiners cannot be used towards completion of the student's own bachelor's programme. However, the student is allowed to take the minor outside their own bachelor's programme (extracurricular).

2 Any fees charged associated with taking the external minor at a non-affiliated *KoM* institution will always be borne in full by the student.

3 A minor, as referred to in section 1, must comprise at least 30 ECTS credits. This may be a single course worth 30 ECTS credits or two related courses worth 15 ECTS credits each. In the case of more than 30 ECTS credits, the surplus above 30 ECTS credits will be included in the supplement (WHW article 7.11 paragraph 4) to the certificate under 'other'.

3.8.7 Exchange

1 Under certain conditions, a student is allowed to participate in an exchange programme at another educational institution. Permission for this must be sought in advance from the board of examiners.

2 Participation in the exchange programme referred to in section 1 may be subject to a selection procedure.

3 In the context of crisis prevention, the student will be required to register via the Travel Abroad form prior to the exchange.

4 Article 3.9 section 3 will also be applicable.

3.8.8 Multidisciplinary projects

1 Students are permitted to participate in a multidisciplinary project under certain conditions.

2 The academy offering the multidisciplinary project is responsible for its content and quality, as well as for processing the results achieved.

3 Registration for multidisciplinary projects follows the regular registration procedure as specified in article 6.5, taking into account any specific deadlines or selection procedures that apply to the multidisciplinary project concerned.

4 If a multidisciplinary project involves activities that take place outside the Netherlands, either fully or partially, the student will be required to register via the Travel Abroad form prior to departure, within the context of crisis prevention.

3.8.9 Graduation internship/project/thesis

1 Graduation takes place during blocks C and D or A and B.

2 Students are responsible for securing a graduation position and graduation assignment.

3 Before the graduation process begins, the graduation coordinator will decide on the approval of the assignment and on the allocation of a supervising lecturer to the student.

4 The graduation report must be submitted on a date specified in the academic calendar.

5 Any further regulations will be published prior to the graduation phase in the 'Graduation Manual'. This manual can be found in LMS (Brightspace).

6 The granting of a postponement for the submission of reports is set out in a decision-making model (see Appendix 7) and is, in principle, the sole prerogative of the board of examiners. The graduation coordinator may, if necessary, grant a postponement of up to one week. To this end, the student must submit a written request via LMS (CRM Dynamics).

7 Upon completion of the graduation period, the student presents and defends their thesis. The presentation and defence are, in principle, open to the public and take place before an assessment committee. The student and/or the client determine whether this is open to the public. The presentation and defence last a maximum of 60 minutes, with the presentation lasting no more than 30 minutes.

8 If the graduation assignment or thesis takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.

3.8.10 Graduating in one's own business (as an entrepreneur)

1 Within Breda University of Applied Sciences, it is possible for students to graduate within their own business (entrepreneurial graduation). To this end, the institute offers professional support. Entrepreneurial graduation is possible within all programmes in all academies.

2 The student who is allowed to start the graduation phase will be eligible for admission to the 'entrepreneurial graduation' track.

3 For admission into this form of graduation, a selection procedure is applied. The criteria for selection are in any case the student's entrepreneurial competencies and the viability of the student's business idea.

3.8.11 Double degree

Not applicable.

Article 3.9 Specialisations

3.9.1 Attractions & Theme Parks Management

Not applicable.

3.9.2 Pre-master's Strategic Business Management

1 The SBM pre-master's comprises a period of one year of study, has a study load of 75 ECTS credits, and is divided into four blocks.

2 The SBM pre-master's may be chosen as a replacement of the graduation year.

3 The Academy for Tourism is reponsible for the pre-master's specialisation in terms of content and quality.

4 The programme details of the SBM pre-master's are included in appendix 8.

3.9.3 Transformative Airlines & Airport Management

Chapter 1 TAAM is a two-year specialisation for bachelor's students enrolled in the bachelor's programmes in Logistics Engineering, Logistics Management, International Facility Management en Tourism Management.

Chapter 2 The specialisation is offered in English.

Chapter 3 The specialisation consists of 90 ECTS credits and is divided into the following 6 blocks:

Year 2
- Block 2A: Foundation & Operations
- Block 2B: Business & Experience
- Block 2C: Logistics & Supply Chain Innovation
- Block 2D: Strategic Management & Innovation

Year 3
- Block 3C: Transformation & Destination Innovation
- Block 3D: Global Integration & Specialisation

Blocks 3A and 3B: Professional placement (30 ECTS credits) falls under the responsibility of the bachelor's programme in which the student is enrolled.

Article 3.10 Associate Degree

WHW artikel 7.8a

3.10.1 General

Not applicable.

3.10.2 Exemptions for students with an associate degree

Not applicable.

3.10.3 Progression for students after obtaining an associate degree

1 A student who holds an AD certificate in the same domain may be offered the opportunity to attend a short 2-year programme without a transfer track. For more information, please contact the student counsellor.

2 The Built Environment domain distinguishes the following 7 AD programmes:
- *Bouwkunde*
- *Bouwmanagement*
- *Integraal Bouwmanagement*
- *Bouwtechnisch medewerker*
- Built Environment
- *Gebouwgebonden Installatietechniek*
- *Civiele Techniek Projectvoorbereiding en -realisatie*

3 The domains of Logistics Management and Logistics Engineering distinguish the following 5 AD programmes:
- *Logistiek en Economie*
- *Logistiek Management*
- *Business Studies Logistiek*
- *Logistiek*
- Logistics Management.

4 Following an intake interview with the student counsellor, the student will be advised on a suitable programme. A request for the exemptions granted as a result will be submitted to the board of examiners on the student's behalf.

Article 3.11 Referral in the Main Phase

WHW article 7.9 – applies only to bachelor's programmes with areas of specialisation

Not applicable.

Article 3.12 Transitional Arrangement Related to Curriculum Changes

If changes occur in the curriculum, the board of examiners will determine a transitional arrangement for this. If necessary, it will also determine how to deal with any changes in the assessment standards of the curriculum. The provisions of article 6.4 section 5 will also be taken into account.

Chapter 4 Recommendation on the Continuation of Studies and Binding Rejection

WHW article 7.8b

Article 4.1 Study Recommendation for the Propaedeutic Phase at the End of the First Year

1 Every student is given a study recommendation on the continuation of studies within or outside the programme no later than the end of the first year of enrolment on the propaedeutic phase of a programme.

2 Every AD student is given a study recommendation on the continuation of studies within or outside the programme no later than the end of the first year of enrolment on the programme.

3 The board of examiners has been mandated by the Executive Board to issue this study recommendation.

4 In anticipation of the study recommendation referred to in section 1, each student will be provided with an up-to-date overview of the academic results achieved once in the first year of study, no later than[10] Friday 4 December. If these results give reason to do so, a warning (the interim recommendation) will be attached to this overview, the interim recommendation. This warning will also include the reasonable period of time by which the study results must have improved.

5 The warning mentioned in section 4 will be issued if fewer than 10 ECTS credits have been obtained.

6 The board of examiners will issue a positive recommendation to students **from a cohort from 2026 onwards** if, by the end of the first year, they have obtained at least 45 ECTS credits from the propaedeutic exam.

The board of examiners will issue a positive recommendation to students from if, by the end of the first year, they have obtained 60 ECTS credits from the propaedeutic exam. **a cohort prior to 2026**

7 The board of examiners will issue a negative recommendation if the student has not met the standard as referred to in section 6 and if there is no reason to postpone the deadline of the study recommendation due to personal circumstances (see section 13). A negative recommendation is accompanied by an intention to dismiss. The board of examiners has the authority to deviate from this course of action.

8 Before converting the aforementioned intention into a final dismissal (negative binding study recommendation), the student will be given the opportunity to be heard by the board of examiners.

9 Prior to taking any preliminary decision to issue a negative binding study recommendation (see section 7), the board of examiners will request the student counsellor concerned to give advice. The student counsellor's advice will be considered in the decision on the study recommendation.

[10] At the time when the warning is issued, the student must still be in a position to achieve the standard for a positive recommendation.

10 The dismissal as referred to in section 8 relates to the study programme (regardless of the track) on which the student is enrolled. The Executive Board will extend the dismissal to study programmes which have the same propaedeutic exam. Within ABEL this means that a dismissal from the LGMT programme (including LGMT-EN) also applies to LGEN (including LGEN-EN) and a dismissal from the LGEN programme (including LGEN-EN) also applies to LGMT (including LGMT-EN).

11 The dismissal referred to in section 8 will be final and indefinite. The board of examiners may withdraw a negative binding recommendation, also see article 4.3.

12 A student may appeal against a negative binding study recommendation to the Examinations Appeals Board within six weeks after the negative binding study recommendation is issued, as referred to in article 10.2.

13 If the board of examiners deems that personal circumstances (see article 5.3) have prevented the student from achieving the academic results required in section 6, the board of examiners may postpone the deadline for issuing the study recommendation until the end of the second year of enrolment. This is referred to as a deferred recommendation.

14 At the end of the second year of enrolment, students whose deadline for the study recommendation has been postponed (see section 13) will still be given a study recommendation. If the student does not meet the standard as set in section 6 at that time, a negative binding study recommendation will be issued.

15 If the student is of the opinion that personal circumstances have influenced or are influencing their academic results, the student should report and discuss these circumstances with the student counsellor as soon as possible after they have arisen. Only in this way will it be possible for the board of examiners to consider these circumstances in their final study recommendation.

16 If the student terminates their enrolment on a study programme before 1 February of the first year of study, this student will not receive a negative binding study recommendation as referred to in this article. The student may reapply once for the same programme. In the case of a programme to which a selection procedure applies (with or without enrolment restrictions), the student will be required to go through the selection procedure again when applying for the same programme.

Article 4.2 Study Recommendation for the Propaedeutic Phase upon Early Termination after 1 February

If the student's enrolment during the first year of the propaedeutic phase[11] is terminated prematurely after 1 February (and/or this student's enrolment is terminated by the institute), a negative binding study recommendation will be issued, unless the board of examiners decides otherwise on the advice of the student counsellor.

[11] In the case of an associate degree programme, this should read: study recommendation at the end of the first year of study.

Article 4.3 Withdrawal of Negative Binding Study Recommendation

1 The board of examiners may withdraw a previously issued negative binding study recommendation. The withdrawal of the negative binding study recommendation will be recorded in Osiris. Withdrawal of the negative binding study recommendation is an absolute prerequisite for any subsequent re-enrolment.

2 The study recommendation that has been withdrawn is considered not to have been issued. Articles 4.1 and 4.2 will apply to this student (again).

Chapter 5 Student Guidance and Academic Progress

WHW article 7.13 paragraph 2u and article 7.34 paragraph 1e

Article 5.1 Student Guidance

This article does not apply to *extraneus* students.

1 The programme has a system of individual student guidance in place. Student guidance is aimed at preventing and identifying study-related problems, and at offering support to solve them.

2 If desired or necessary, notes of talks between a student and a supervisor, as part of student guidance, can be recorded in Osiris.

3 The registration of data related to student guidance will be in compliance with the provisions of Privacy Regulations for Students (https://www.buas.nl/regulations/privacy-regulations-students.pdf); these regulations are part of the Students' Charter.

Article 5.2 Student Guidance within the Academy/Programme

1 Every student will be assigned a coach / mentor in the first two years of the degree programme. The coach / mentor will provide primary student counselling. The tasks of the student as well as those of the coach / mentor are described in the PPD Handbook.
The student counsellor will provide secondary student counselling. The student psychologist may temporarily provide tertiary student / personal counselling.

2 The placement coordinators and graduation coordinators supervise students during placements and graduation phases in the third and fourth years, respectively.

Article 5.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances[12] are understood to mean:

- board activities
- illness or pregnancy
- disability or chronic illness
- exceptional family circumstances
- other circumstances affecting a student and that are deemed exceptional by the Executive Board (including top-level sports)

[12] See Student Support Fund Regulations for more detailed information.

Article 5.4 Personal Circumstances and the Student Counsellor's Role

1 If the student believes that personal circumstances, as mentioned in article 5.3, have (had) an influence on their study results, they should report and discuss these circumstances with the student counsellor as soon as possible after they have arisen. A supporting explanation may be requested, such as a medical or psychological statement**.** If such a circumstance is likely to influence a decision of the board of examiners, this circumstance should in any case be known before the board of examiners makes its decision.

2 The student counsellor of a degree programme or group of programmes may provide solicited and unsolicited advice to the board of examiners.

Article 5.5 Studying with a Functional Limitation[13]

1 In this article, functional limitation refers to a disability or chronic illness that may cause a student to fall behind schedule in their studies.

2 A student with a functional limitation may be given the opportunity by the board of examiners or the student counsellor to attend courses and take examinations in a modified manner. The facilities available for this purpose consist of a modified type or duration of courses and/or examinations, or the provision of and/or permission to use practical aids, all tailored to the student's specific individual situation. Also see LMS for more information.

3 The student should discuss this with a student counsellor of the programme as soon as possible after enrolment on the programme or after the functional limitation has occurred. Depending on the facilities required, a request may be dealt with immediately by the student counsellor or the request should be forwarded to the board of examiners with a recommendation from the student counsellor:

a Practical aids: this is decided by the student counsellor;[14]
b Extra time for an examination: this is decided by the student counsellor, assuming an extension of one-third of the examination time up to a maximum of one hour;
c Type of examination: this is decided by the board of examiners. To this end, the student will submit a substantiated request, including a recommendation from the student counsellor, to the board of examiners.

4 A reasoned decision will be communicated to the student in writing (or via Osiris). If the decision is made by the board of examiners, the decision will also be communicated to the student counsellor.

5 In principle, the facilities will apply to the entire enrolment within BUas, unless the board of examiners determines otherwise.

6 The student who falls behind schedule in their studies due to their functional limitation may submit a request for financial support from the Student Support Fund of BUas.

Article 5.6 Registration of Academic Progress

1 The academy will ensure that the students' academic results are carefully and accurately recorded by means of the student progress monitoring system Osiris.

[13] For more information, see the BUas website (www.buas.nl).
[14] The student counsellor will coordinate with the Exam Centre whether the use of a practical aid is feasible.

2 Students themselves will be responsible for regularly checking their academic results in the student progress monitoring system Osiris. Students should report any inaccurate or incomplete information in the system to the lecturer concerned.

3 The registration of data related to academic progress will be in compliance with the provisions of the Privacy Regulations for students (https://www.buas.nl/regulations/privacy-regulations-students.pdf).

Chapter 6 Examinations

Article 6.1 Competency-Based Education and Obtaining ECTS Credits

The assessment programme of the Built Environment, Logistics Management, and Logistics Engineering programmes respectively secures the assessment of the competencies to be developed (see appendix 2).

Article 6.2 Organisation of Examinations

WHW article 7.10 paragraph 1

1 Each course concludes with an examination. The examination may consist of several partial examinations.

2 For the purpose of conducting the examinations and determining their results, the board of examiners will appoint one or more examiners. The examiner will provide the board of examiners with the requested information, for which purpose they may be invited to the meeting. The board of examiners establishes rules with regard to the proper conduct during examinations, see article 6.7. In a competency examination, the examiner is referred to as assessor.

3 Each examination comprises an assessment of the student's knowledge, understanding and/or skills, as well as the evaluation of the results of that assessment.

4 An examination may take place through an assessment, written or oral questions, a reflection of one's own performance, a study task or assignment, a paper, the performance of practical activities, a thesis, a research report, a placement report, the completion of placement assignments, practicals or fieldwork, or a combination of these.

5 In special cases, the board of examiners is authorised to allow an examination format other than the one determined by the examiner. This authority includes the decision to hold examinations online/digitally.

6 At the beginning of each course, the following will be communicated in writing:
- a the course content (subject matter),
- b the learning goals,
- c the study load (number of ECTS credits) and the accompanying substantiation,
- d the form of the examination or partial examinations,
- e the sequence in which the partial examinations have to be taken (if applicable),
- f any aids permitted during the examination,
- g the assessment criteria of examinations or partial examinations,
- h the manner in which inspection of the assessed work is allowed,
- i the choice made by the lecturer regarding the use of AI (appendix 9).

7 The examination of a course has been passed if:
- a the examination has been assessed with a mark of 5.5 or more, with 'sufficient' or more, or with a 'pass' (also see article 6.8.1),
- b the weighted average of the results obtained for the partial examinations is at least 5.5, with a minimum mark of 4.5 for these partial examinations. In consultation with the board of examiners, the lecturer may decide to set a higher minimum mark (of no more than 5.5) for a particular examination or partial examination,
- c the course requirements, specified in advance, have been fulfilled.

8 Once the examination or partial examination has been taken, the result for it will be registered in the student progress monitoring system Osiris.

Article 6.3 Sequence of Examinations

1 In the propaedeutic phase, there is no mandatory sequence in which examinations should be taken.

2 In the main phase of the Built Environment programme, a student may undertake the work placement provided they have passed the propaedeutic exam and obtained at least 20 ECTS credits from year 2, blocks A and B. (These 20 ECTS credits do not include the 5 ECTS credits to be obtained in the PPD3 module.)

In the main phase of the Logistics Management and Logistics Engineering programmes, a student may take part in the work placement provided they have passed the propaedeutic examination and obtained at least 25 ECTS credits from year 2, blocks A and B.

The board of examiners may, in consultation with the placement coordinator and the student counsellor, decide to admit students other than those referred to above to the placement.

3 In the main phase, a student may participate in the minor if they have passed the propaedeutic exam and obtained at least 25 ECTS credits from year 2, blocks A and B.

4 A student participating in the regular four-year HBO bachelor's programme will be admitted to the graduation phase if they have passed the propaedeutic exam as well as years 2 and 3.

Students participating in an accelerated or short 3-year track will be admitted to the graduation phase if they have passed the propaedeutic exam and year 2.

The graduation coordinator may decide, in consultation with the board of examiners and the student counsellor, to admit students other than those referred to above to the graduation phase.

Article 6.4 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraphs 2h and 2j

1 At least two opportunities are offered annually for taking examinations.

2 A student will be allowed to participate in no more than two opportunities per academic year.

3 The opportunities mentioned in section 2 are inclusive of 'GKs' (Dutch abbreviation of 'missed opportunities'). See article 6.6 section 1.

4 A second or subsequent examination during the same academic year is comparable in test format and subject matter to the first examination. The board of examiners is authorised to offer a student (whether or not on the advice of the examiner/student counsellor/study coach) a different form of examination after a number of opportunities determined by the board of examiners have been used, but assessed as insufficient. The subject matter should be the same as that of the previous opportunities.

5 If a course is no longer offered, the student will be offered two more opportunities to take the corresponding examination or partial examination in the subsequent academic year. The provisions of section 4 also

apply in this respect. The board of examiners has the authority to extend this period. This is laid down in the transitional arrangement, see article 3.12.

6 A student may resit any examination, regardless of the result obtained and taking into account the provisions of section 2. The highest result obtained will count.

7 Contrary to section 6, this resit option does not apply to Placement and Graduation if a 5.5 or higher has been obtained.

Article 6.5 Registration for Examinations and Resit Examinations

6.5.1 Regular registration

1 Timely registration for examinations, in whatever form, is compulsory for all students and a prerequisite for being awarded an assessment in Osiris. Students are automatically registered for the first opportunity of an examination or partial examination at the time when the course is offered in the curriculum. For every subsequent opportunity, regardless of what year of study the student is in, students themselves will be required to register for a resit examination. [15]

2 Registration for a written resit examination will be open until 5 working days before the Monday of the week in which an examination or examination period starts.

3 Registration for all other resit examinations (for example, but not exclusively: assignments, presentations, etc.) will be open throughout the entire academic year.

4 Students will be notified of this via the LMS at the beginning and at the end of a registration period for resit examinations.

5 If a person is not enrolled as a student (any more), but still takes part in an examination or resit examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.

6 If it turns out that registration for a resit examination was impossible due to technical problems in Osiris, the registration period will be adjusted by the management team of the academy.

7 If registration for a resit examination has not been possible due to personal circumstances, the student may request the board of examiners to be given the opportunity to register after all.

6.5.2 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which they have previously registered (or were registered automatically) during the period when registration for this examination is open (see article 6.5.1 section 2).

Article 6.6 Inability to Take an Examination

1 If a student has (been) registered for an examination via Osiris but does not actually take it, a 'GK' (missed opportunity) will be registered as a result for this examination.

[15] Notwithstanding section 1, students must register themselves for the (partial) examinations in *Hogeschooltaal* for the first opportunity.

2 If the inability to take an examination, as referred to in section 1, according to the student, was caused by force majeure, the student may submit a request to the board of examiners for an additional opportunity.

3 If the board of examiners is of the opinion that force majeure[16] applies, the student must take part in the next opportunity for this examination. If no further oppportunity for this examination is offered in the current academic year, an additional opportunity will be offered by the board of examiners.

Article 6.7 Examination Regulations

1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before the start of the examination. If this check reveals that the name of a student does not occur on the attendance list (which means that the student did not register for the examination via Osiris), this student will not be admitted to the examination.

2 If a student is unable to present an identity document, this student will not be admitted to the examination and a missed opportunity ('GK') will be entered into Osiris.

3 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 6.15).

4 Several additional rules apply to written examinations. These are included in the Examination Regulations (https://www.buas.nl/regulations/examination.pdf).

5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.

6 An individual oral examination is taken in the presence of at least two examiners, one of whom will act as the first examiner, who is so designated by the board of examiners (or its chair). The examination may also be held in the presence of one examiner, who in this case will record the oral examination.

Article 6.8 Assessment of Examinations

6.8.1 General

1 Examinations are assessed by the relevant examiner in accordance with the assessment criteria published in advance.

2 An external expert, also referred to as external examiner at BUas, may give an assessment if this person has been appointed as examiner by the board of examiners. To appoint an external expert as examiner, the board of examiners uses a profile drawn up by the institute (see Regulations pertaining to Boards of Examiners).

3 If the board of examiners has decided that external experts (e.g. supervisors of the placement or thesis host company) are to be involved in the assessment, a description will be made of the way in which this is done.

[16] Public transport delays, traffic jams, etc. are not regarded as force majeure.

4 One or more of the following assessment criteria applies:
   a the execution of a study task or assignment (in terms of quantity),
   b the extent to which the specific criteria for the study task or study assignment have been met (in terms of quality) – for example, the extent to which the questions have been correctly answered, the degree of participation in carrying out the study task or assignment as part of a group,
   c the degree of participation in practicals or practical exercises; this criterion applies only to the assessment of examinations or partial examinations belonging to courses or parts of courses designated as practicals with mandatory attendance, as announced at the start of the course (see article 6.2).

5 The assessment of each examination is expressed in a numerical mark or a verbal qualification. For more information, see appendix 6.

6 If an examination consists of several partial examinations, the relevant ECTS credits will only be awarded once all partial examinations have been completed successfully, taking into account any compensation arrangements. All results for the partial examinations will be recorded in Osiris.

6.8.2 Assessment of placements and practical assignments

1 The assessment of the placement of a student **from a cohort from 2021 onwards** is made as follows:
- the assessment of the placement is determined by the supervising lecturer and the second assessor (the chair), who are advised by the company supervisor;
- if they cannot reach an assessment together, the chair will determine the assessment.

An assessment of 5.5 or higher is valued with 30 ECTS credits.

An assessment higher than or equal to 4.5 and lower than 5.5 will entitle the student to a resit, in the form of a repair using the appropriate form.

An assessment lower than 4.5 is assessed with a fail and leads to a new placement.

2 The assessment of the placement of a student **from a cohort before 2021** is made as follows:
- a positive recommendation from the placement host company is necessary for a satisfactory assessment of the placement;
- the mark of the supervising lecturer and the mark of the presentation supervisor both count for 50%
- if one of these marks is 4.0 or lower, a maximum of 5.0 can be obtained for the placement.

If a final assessment of 4.5 is obtained for the **first** placement, a final assessment of 6.5 or higher must be obtained for the second placement.

If a final assessment of 5.0 or lower is obtained for the **second** placement, or if the average of both placements is lower than 5.5, the supervising lecturer, the presentation supervisor and the placement coordinator should assess whether a third placement should be done. The placement coordinator initiates a consultation. The student counsellor may provide solicited or unsolicited advice in this regard.

6.8.3 Assessment of graduation internships/projects/theses

1 The graduation assessment is determined by the chair, the supervising lecturer and the external examiner who are advised by the company supervisor. If the committee cannot come to an assessment, the chair will determine the assessment.

2 An assessment of 5.5 or higher will yield 30 ECTS credits.

3 An assessment of 4.5 or 5.0 results in a resit (second attempt), which is assessed in the subsequent resit period. The supervising lecturer will discuss the decision on the resit (as recorded in the form provided) with the student, explicitly indicating that, regardless of the formulated shortcomings, the total work will be reassessed. For the resit, the assessment committee should, if possible, consist of the same members as for the first presentation and defence of the thesis (with the possible exception of the external examiner).

4 As assessment of lower than 4.5 will result in a completely new assignment for a new graduation host company.

Article 6.9 Announcement of Examination Results

WHW article 7.13 paragraph 2o

1 The examiner will determine the result of an examination and will enter this (provisional) result in Osiris within 10 working days after the examination date. This provisional result can then be consulted in Osiris. If necessary, the provisional result can be adjusted upwards or downwards.

2 The academy director may, if there is reason to do so, deviate from the period mentioned in section 1. Any such deviation must be communicated to the student in a timely manner.

3 The provisional result of an examination must be announced 3 full working days before the second opportunity. If this deadline is not met, the second opportunity will be postponed to a date to be determined by the academy director. In this process, article 6.11 section 1 must be taken into account. Any such deviation must also be communicated to the student in a timely manner.

4 If any second assignment is a continuation of a previous assignment, the results of the first assignment must be announced before the deadline for handing in the second assignment.

5 The programme staff will ensure that the result of an examination is finalised (confirmed) in Osiris within 5 working days after the inspection of an examination (see article 6.11). This means that the results are confirmed no later than 25 working days after the examination date. Finalised/confirmed examination results can only be adjusted upwards or downwards through the board of examiners.

Article 6.10 Period of Validity

1 Examination results do not lose their validity. This does not affect any possible changes to the curriculum or the transitional arrangements applicable thereto.

2 A successfully completed propaedeutic phase will remain valid indefinitely.

Article 6.11 Inspection

1 Students will have the right to inspect their written examinations, assessments and the standards on which assessment was based within 10 working days of the announcement of the provisional examination results. The right to inspect must be granted no later than 3 working days before the second examination opportunity is scheduled. The inspection moment is determined by the lecturer or scheduled by the programme staff.

2 If a student can demonstrate that they were in a situation of force majeure which rendered them unable to attend the regular inspection opportunity within the set period of time, this student may be offered an alternative opportunity within the scope of the provisions of section 1 of this article.

3 If there is any reason to do so, the board of examiners may decide to deviate from the provisions in section 1. Any arrangements to the contrary must be communicated to the students in a timely manner.

4 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 6.15).

Article 6.12 Appeal Options

WHW article 7.61

If a student disagrees with a decision of an examiner and/or the board of examiners as referred to in WHW article 7.61, this student may appeal against that decision to the Examinations Appeals Board (CBE) of BUas, as referred to in article 10.2.

Article 6.13 Individual Exemptions

6.13.1 Exemptions from examinations

WHW article 7.13.2r

Retention Schedule of Breda University of Applied Sciences

1 Upon the student's written request, the board of examiners may grant exemption from the propaedeutic exam or from one or more examinations.

2 A request for exemption from an examination must be submitted in the first week of the block.

3 To obtain an exemption, the student must submit a written, substantiated request to the chair of the board of examiners. The request must be supported in writing by one or more of the following documents:
- a copy of the relevant certificate, deed, diploma, or statement,
- a copy of the related list of qualifications,
- a list of the literature, lecture notes, readers, etc. studied,
- an officially completed procedure for recognising prior qualifications at Breda University of Applied Sciences or elsewhere,
- proof of a successfully completed assessment.

4 The board of examiners will decide as soon as possible, but no later than 20 working days after the submission of the request, possibly in consultation with the examiners involved. The decision will be confirmed by the board of examiners and communicated (digitally via Osiris) to the student.

5 An exemption granted will be registered as 'VRIJ' in the Osiris student progress monitoring system.

6 An exemption granted for a course from the propaedeutic curriculum will count towards the academic performance standard of the binding recommendation regarding the continuation of studies.

7 The student may lodge an appeal against the decision of the board of examiners as referred to in section 4 with the Examinations Appeals Board. Any such appeal must be made within 6 weeks of the decision being made. Also see article 10.2.

6.13.2 Assessment frameworks applied by the board of examiners in granting exemptions

For the purpose of granting exemptions, the board of examiners will determine whether or not the specified requirements of the course concerned have been met, based on the documents as described in article 6.13.1 section 3 and based on advice from the lecturer concerned.

Article 6.14 Emergency Procedure

In the event of an emergency, all those present must follow the instructions of BUas staff. If an examination takes place at that time, it will be declared invalid. Examinations already submitted will not be assessed. A new examination will be offered as soon as possible and students will be informed of the place, date and time of the new examination.

Article 6.15 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

6.15.1 Definitions

1 Academic dishonesty is defined as a (suspected) act or omission thereof by a student that makes it impossible, either completely or partially, to form an accurate assessment of this student's knowledge, understanding and skills. Plagiarism is a form of academic dishonesty.

2 Academic dishonesty is understood to mean at least, but not exclusively, the following:
- a the student uses or has used aids in the room where the examination takes place, which have not been explicitly authorised by the examiner for consultation during the examination;
- b the student uses information from someone other than the examiner in any way during the examination, which information was obtained in or outside the examination room;
- c before or during the examination, the student gives or has given information in any way to another student about (the contents, details and/or answers/ solutions) the examination;
- d the student has impersonated someone else during the examination or has allowed themselves to be represented by someone else during the examination;
- e the student has taken unauthorised notice of the examination questions, assignments and/or model answers prior to or during the examination;
- f the student makes changes to examination papers already handed in, either after the end of the examination time or during the inspection opportunity afterwards.

3 Other forms of academic dishonesty include, but are not limited to:
- a any action or omission by a student that aims to make it completely or partially impossible to form a correct and reliable judgement about the knowledge, understanding, and skills acquired by the student, or about the knowledge, understanding, and skills of fellow students;
- b falsifying research data.

4 Plagiarism is understood to mean at least, but not exclusively, the following:
- a the student copies passages from someone else's work verbatim[17] without proper citation;
- b the student paraphrases passages from someone else's work [17] without proper citation;
- c the student presents ideas or findings of others[17] as their own ideas or findings;

[17] Including works created with the help of technical tools, such as AI tools.

d the student submits an initial version of a text that has previously been submitted (or a comparable text) by the student or another student for assignments of one or more curriculum components;
e the student sells, offers for sale, or holds in stock falsified works as described in points a to d.

5 Academic dishonesty also includes an attempt to commit academic dishonesty, complicity, participating in academic dishonesty, and preparing and preventing (or attempting to prevent) the discovery of academic dishonesty.

6 By taking part in an examination, the student agrees that the examination submitted by the student for assessment, if applicable, will be checked for academic dishonesty using anti-plagiarism software, and that the examination will be stored in the anti-plagiarism software database. Students are not allowed to implement any software-based measures aimed at circumventing or cheating anti-plagiarism software used for electronic examinations or any other electronic texts that are part of their study programme.

7 An irregularity is defined as an occurrence or circumstance that prevents the examiner from being able to reach an objective assessment of a student's knowledge and skills. An irregularity as referred to in this article does not automatically constitute academic dishonesty. In the event of an irregularity as referred to in this article, the board of examiners may decide that the examination in question be declared invalid. The examination will not be assessed and the code 'OV' will be entered into Osiris.

6.15.2 Procedure

1 Upon suspicion of academic dishonesty, the examiner will promptly address this with the student concerned and the board of examiners. The examiner will submit to the board of examiners all relevant evidence with regard to the academic dishonesty or suspicion of academic dishonesty.

2 Upon suspicion of academic dishonesty arising during an examination, the invigilator will promptly address this with the student. The invigilator will make a note of the incident in the official report of the examination, confiscate any evidence regarding the incident and submit this evidence to the board of examiners. The student concerned will be given the opportunity to finish and hand in the examination.

3 No later than within 2 weeks after the board of examiners has been notified of the suspicion of academic dishonesty, the student will be given the opportunity for a hearing before the board of examiners. The board of examiners may – acting either ex officio or at the student's request – obtain information from witnesses and/or experts. Furthermore, the board of examiners must have the possibility to carry out any investigations that it deems necessary.

4 The board of examiners will lay down all findings in a written report.

5 The board of examiners will check whether the student's behaviour that was observed fulfills the academic dishonesty criteria as specified in these regulations and will inform the student in writing, no later than 2 weeks after the student has been heard, of its decision and – if applicable – of any disciplinary measures to be imposed. This will include information on the option to appeal to the Examinations Appeals Board.

6 Within 6 weeks from the announcement of the board of examiner's decision, the student may appeal the decision to the Examinations Appeals Board, as referred to in article 10.2.

6.15.3 Disciplinary measures

1 In the event of academic dishonesty, the board of examiners may impose one of the following disciplinary measures upon the student concerned:

a withdraw the student's right to sit one or more examinations, to be designated by the board of examiners, during a term of one year at the most, to be determined by the board of examiners, or,
b declare the fraudulent examination invalid. In the student progress monitoring system Osiris, this examination will be marked with the code 'FR', or,
c a combination of a and b.
Any previous incidents of academic dishonesty will be considered when determining the severity of the disciplinary measure.

2 Op voorstel van de examencommissie kan het College van Bestuur bij ernstige fraude besluiten om de inschrijving van de student voor diens opleiding definitief te beëindigen.

3 In geval van geconstateerde fraude kan door het College van Bestuur van BUas aangifte worden gedaan bij de politie en/of justitie.

4 Van fraude, die na afgifte van een getuigschrift wordt geconstateerd, zal door BUas aangifte bij politie en/of justitie worden gedaan. Ook zal het getuigschrift ongeldig worden verklaard en/of de graad worden ingetrokken. De student zal onmiddellijk op het eerste verzoek van de instelling het getuigschrift dienen in te leveren. De instelling zal er zorg voor dragen dat de graadverlening wordt doorgehaald in alle formele registers en dat het getuigschrift zal worden vernietigd.

Article 6.16 Examination Certificates

WHW article 7.11 paragraph 1
Retention Schedule of Breda University of Applied Sciences

1 As proof that an examination has been passed, the examiner will issue a certificate relating to it. The registration of the confirmed result in Osiris will be regarded as proof.

2 The student who has passed more than one examination, but to whom a certificate as referred to in article 7.4 section 2 cannot yet be awarded, will receive – upon their own request - a written certified statement from the board of examiners listing the examinations completed successfully. Students are required to submit a written request for this statement themselves to the chair of the board of examiners.

Chapter 7 Final Exams

Article 7.1 Exam Concluding the Propaedeutic Phase

WHW articles 7.8 and 7.10

A student will pass the propaedeutic exam, if this student has met the completion requirements of all the examinations related to the courses of the propaedeutic phase of the study programme. This exam is the first exam of the HBO bachelor's programme. Passing this exam will earn the student 60 ECTS credits. The compensation possibilities as mentioned in article 7.3 will also be applicable in this process.

Article 7.2 Exam Concluding the Main Phasse

WHW article 7.10

7.2.1 Final main phase exam as part of the HBO bachelor's programme

1 A student will pass the final exam of the main phase, if this student has passed the propaedeutic exam and if this student has met the completion requirements of all the examinations related to the courses of the main phase. Passing this exam will earn the student 180 ECTS credits. The compensation possibilities as mentioned in article 7.3 will also be applicable in this process.

2 The main phase exam (final exam) is the second exam of the HBO bachelor's programme. If a student has passed both the propaedeutic exam and the main phase exam, this student will have successfully completed the HBO bachelor's programme and have earned 240 ECTS credits in total.

3 Contrary to sections 1 and 2, for the student who attends a HBO bachelor's programme with a standard duration of three years, the main phase programme as referred to in section 1 will correspond to 120 ECTS credits, and the study load of the bachelor's programme as referred to in section 2 will amount to 180 ECTS credits.

7.2.2 Final exam as part of the associate degree programme

Not applicable.

Article 7.3 Compensation Possibilities

7.3.1 General

1 If a compensation arrangement is in effect between courses, the following will apply:
- the result of a course to be compensated is at least a 4.5,
- additionally, if a course consists of several partial examinations, a minimum result of 4.5 must have been obtained for these partial examinations.

2 For the purpose of any compensation, the student will only be allowed to use courses from the same (part of the) curriculum with the same study load.

7.3.2 Additional provisions in the propaedeutic phase

1 No compensation arrangement applies to students from cohorts from 2026 onwards.

2 The following arrangement applies to students from a cohort prior to 2026.
- The weighted average of all courses must be 5.5 or higher.
- Compensation will be granted if:

a) not a single course on the list of marks has been completed with a result of 'NVD' (fail/incomplete) or 'GK' (missed opportunity);

b) for a maximum of 10 ECTS credits, there are assessments higher than or equal to 4.5 and lower than 5.5 on the list of marks.

7.3.3 Additional provisions in the main phase

1 Within a minor, compensation at course level is not possible. Within a course, compensation of a partial examination is possible. In this respect, the minimum mark for the partial examination must be a 4.5.

2 Results obtained in an excellence track, minor programme, or exchange programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).

3 No compensation arrangement applies to students from cohorts from 2026 onwards.

4 The following arrangement applies to students from a cohort prior to 2026.
- The weighted average of all courses must be 5.5 or higher.
- Compensation will be granted if:

a) not a single course on the list of marks has been completed with a result of 'NVD' (fail/incomplete) or 'GK' (missed opportunity);
b) for a maximum of 10 ECTS credits, there are assessments higher than or equal to 4.5 and lower than 5.5 on the list of marks

5 The following compensation scheme applies to students taking part in a curriculum with a name containing '17POST/18POST/19POST or 20POST':

a) there is no NVD or GK assessment on the mark list for any course;
b) for the second year, there is a maximum of two assessments higher than or equal to 4.5 and lower than 5.5 on the list of marks;
c) for the third year, there is a maximum of one assessment higher than or equal to 4.5 and lower than 5.5 on the list of marks.

7.3.4 Additional provisions in the associate degree

Not applicable.

Article 7.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

1 The board of examiners will determine the results of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme) in its exam meeting. The names of the students who meet the requirements of the final exam (of the propaedeutic phase, the main phase, or the associate degree programme) will be registered in an official report ('*proces verbaal*') drawn up following the exam meeting. The term 'official report' also includes a meeting list or a document provided digitally.

2 As proof of the final exam having been passed, the board of examiners will issue a degree certificate with accompanying list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students who have passed the final exam of the main phase or the associate degree programme, will receive a 'diploma supplement'. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.

3 If the student has completed one or more courses that are not part of the curriculum, the results will be added to the supplement to the degree certificate under 'other'.

4 The marks on the list of marks issued with the certificate of the propaedeutic phase, main phase, or associate degree phase are presented with one decimal place (ranging from n.0 to n.9).

5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance in relation to international standards.

6 The GPA is derived from the weighted average of the results obtained within the curriculum. The GPA is expressed on a scale of 1 to 4 to two decimal places. For the calculation of the weighted average, see appendix 6. An explanation of the GPA value is included in the diploma supplement. In addition, the complete conversion table (from weighted average to GPA) is available via the portal and internet.

Article 7.5 Degrees Awarded

WHW article 7.10a

7.5.1 HBO bachelor's degree

The Executive Board will award the bachelor's degree to students who have passed the final exams of the propaedeutic phase and of the main phase of the bachelor's programme (see article 1.3, section 5).

7.5.2 Associate degree

Not applicable

Article 7.6 'Cum laude' Distinction

1 If a student meets all the criteria set out in section 2, and has completed the entire degree programme (propaedeutic and main phase) within the standard duration of the degree programme + 1 year, this student may receive the 'cum laude' distinction for the final exam of the main phase.

2 The criteria referred to in section 1 are:
- a The weighted average of the results of all courses of the main phase is at least an 8.0 (unrounded).
- b The final graduation mark is at least an 8.0 (unrounded).
- c The student graduated on the first attempt.

d The total of exemptions from courses in the main phase granted to the student must not exceed 60 ECTS credits.
e The student has never been involved in an incident of fraud/academic dishonesty.

3 If the student has passed more than the required number of courses, only those examination results which are part of the curriculum as specified in the Teaching and Examination Regulations of the study programme in question will be considered.

4 If the student has attended courses of the main phase of another degree programme, and/or completed a graduation internship, the board of examiners will establish the value and weighting of these courses.

5 The 'cum laude' distinction will be mentioned on the degree certificate.

Chapter 8 Committees

Article 8.1 Board of Examiners

WHW article 7.12 and article 7.12b

For each degree programme or group of degree programmes, the Executive Board has established a board of examiners. The guiding principle at Breda University of Applied Sciences is to have a board of examiners for each academy, except for the academic WO degree programmes and master's programmes. These study programmes will have separate boards of examiners. The task of a board of examiners is to establish, in an objective and competent manner, whether a student meets the conditions as outlined in the TER with regard to the knowledge, understanding and skills required to obtain a degree (also see Regulations pertaining to Boards of Examiners).

Article 8.2 Participation Council

1 BUas has a participation council whose task is to exercise student and staff participation within the institute as laid down in the Participation Council Regulations of BUas. These regulations specify, among other things, the matters on which the participation council has the right of consent and/or the right to prior consultation.

2 Depending on the subject, the participation council has the right of consent and/or the right to prior consultation over the generic part of the Teaching and Examination Regulations (TER Framework).

Article 8.3 Degree Programme Committee

1 For each degree programme or group of degree programmes, a degree programme committee has been established. The task of this committee is to provide advice on ensuring and improving the quality of the degree programme.

2 Depending on the subject, the degree programme committee has the right of consent and/or the right to prior consultation over the programme-specific part of the Teaching and Examination Regulations.

Article 8.4 Other Committees

Not applicable.

Chapter 9 Adoption and Amendment of the Teaching and Examination Regulations

Article 9.1 Adoption and Entry into Force

1 The academy director, together with the degree programme committee, will evaluate the current TER at least once a year.

2 Partially based on the advice of the degree programme committee, the academy director will draw up the draft version of the TER for the new academic year.

3 The academy director will submit the TER text, the academy-specific part in particular, to the degree programme committee for consent.

4 Once the degree programme committee has given its consent, the TER will be returned to the academy director for approval.

5 After this, the TER will be submitted for adoption to the Executive Board.

6 The academy director will ensure that students and staff are informed of the TER in a timely manner, though no later than 1 September of the academic year to which the TER relate. In any case, the TER must be published no later than 1 September of the academic year to which the TER relate.

Article 9.2 Amendments

1 Any amendments that apply to the academic year to which the TER relate may only be made if they cannot reasonably be expected to adversely affect students' interests. An exception to this are amendments that are the direct result of a change to the law.

2 Amendments may not affect:
- successfully completed examinations,
- exemptions granted,
- any other decision already made with regard to a student by the board of examiners pursuant to these regulations.

3 If an amendment relates to the academy-specific part of the TER, sections 4, 5 and 7 will apply. If an amendment relates to the general TER framework, sections 6 and 7 will apply.

4 An academy-specific amendment must not conflict with the TER framework. The decision will require approval from the academy director. Additionally, consent from the degree programme committee will be required.

5 The proposed amendment will be submitted for adoption to the Executive Board. If the Executive Board rejects the amendment, the original TER will remain in force.

6 Any amendments to the TER framework will be submitted to the Executive Board for adoption. The Participation Council will have the right of consent.

7 As soon as any amendments to the TER have been adopted, they will be published through the usual channels at the academy in the form of a cumulative amendment overview.

Article 9.3 Unforeseen Circumstances

1 Situations or circumstances that should be covered by the TER but are not, will be decided by the chair of the board of examiners in consultation with the academy director. The written justification to the student or students concerned will explain the situations and/or circumstances, considerations, and decisions, and will also refer to the option to appeal, in accordance with in article 10.2.

2 Should any differences of opinion arise within the board of examiners with regard to the interpretation of the provisions in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

Chapter 10 Additional Provisions

Article 10.1 Hardship Clause

1 The board of examiners is authorised to deviate from these regulations in favour of a student if their application were to have a seriously unfair effect on the student, and to make decisions on matters not provided for in these regulations.

2 If a student is of the opinion that a seriously unfair situation exists, this student should submit a well-founded written request to that effect to the board of examiners. To determine whether there is a seriously unfair situation, the examination board will weigh the interests of the student against those of the programme/academy. The board of examiners will decide on the request and inform the student concerned of its decision in writing, stating the reasons for the decision and the option to appeal as referred to in article 10.2.

3 If an immediate decision is necessary, the chair of the board of examiners or their deputy will decide. In the latter case (deputy), they will notify the members of the board of examiners as soon as possible.

Article 10.2 Appeal Clause

WHW article 7.61

1. If a student disagrees with a decision as referred to in WHW article 7.61, this student may appeal the decision to the Examinations Appeals Board (CBE) of BUas. This appeal must be submitted in writing within six weeks of the date on which the decision was taken.

2. This appeal can be submitted through the BUas Legal Protection Service. This service is available via the student portal or the BUas website. The appeal will be dealt with in accordance with the provisions of the Rules of Procedure of the Examinations Appeals Board (https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf) of BUas.

Appendix 1 Code of Conduct for English-Taught Study Programmes

WHW article 7.2

1 General

1 Article 3.4 specifies whether the study programme is offered entirely or partially in English.

2 The academy director must attach conditions to the use of English that guarantee the quality of the course(s) in question, explicitly including the language proficiency of the lecturers involved. Teaching staff who provide English-language education must demonstrate a minimum language level of C1 English, as laid down in the BUas Language Policy.

2 Additional Provisions

1 If the study programme is taught in English entirely, the use of the English language by academy staff and students is mandatory in the following situations:

a In official education-related documents (e.g. the Teaching and Examination Regulations and study guides)
b In the course materials made available by the academy (e.g. lecture notes and readers)
c During all teaching / study activities
d During all contacts with staff members of the academy organisation, except for contacts with a student counsellor or confidential counsellor
e An exception to the above-mentioned points can be made if the student is doing a placement or graduation assignment at an external client in the Netherlands. In this case, the final product may also be submitted in Dutch.

2 If only one or a few courses (such as a minor) is / are delivered in English, the use of the English language by academy staff and students is mandatory in the following situations:

a In official documents that relate to the course in question (e.g. study guides)
b In the course materials made available by the academy (e.g. lecture notes and readers)
c During all teaching / study activities of this course.

3 To promote inclusivity and support the development of language skills for all students, BUas encourages the use of English as a common language in both academic and social settings. However, taking into account the needs of Dutch-speaking students, Dutch-speaking students are not required to use English in:

a Contact with the student counsellor
b Contact with staff outside the programme / academy
c Contact with the Executive Board

Appendix 2 Competencies

Bachelor of Science in Built Environment

1 **Initiate** | You identify, analyse, and define an issue or task relevant to society and/or the profession. You formulate the context, the preconditions, the requirements, and the objective, so a well-founded and well-defined decision can be taken, or an action can be initiated.

2 **Design** | You develop a future-proof solution based on various perspectives and a project definition, a process, frameworks, guidelines and/or requirements. You justify your approach, weigh alternatives, and substantiate your choices. In doing so, you always take into account the wishes of the stakeholder(s), social developments and the consequences during implementation, use, management, and demolition.

3 **Specify** | You work out the chosen solution in detail based on an integrated approach, taking into account preconditions and other disciplines. Your solution meets the requirements and is technically, legally, and economically feasible, as well as socially responsible and inclusive. Your solution is ready to be implemented and the relationship between the parties involved has been specified.

4 **Implement** | You make the necessary preparations for the implementation of the intended solution. You perform all actions necessary for implementation and ensure that the result demonstrably meets the specifications.

5 **Manage assets and data**| You maintain the quality of objects on, in and below the living environment, taking into account their social consequences in the short and long term. You set guidelines and requirements for the efficient control of these objects. You acquire digital and analogue research, design, and monitoring data, process it, and archive it in such a way as to make it sustainable, accessible and in line with national and international standards, so the performance of the objects can be adjusted.

6 **Manage projects and processes** | You manage and facilitate the process/project with the aim of creating value. In doing so you ensure active communication and relevant management information. You oversee the complexity of the process and intervene if necessary. You adequately deal with risks and clarify and monitor the interests of all people and parties involved. Upon delivery, you check whether the end result is satisfactory and, if necessary, you start a new cycle.

7 **Research** | You formulate and validate a research question based on a task that is relevant to society and/or the profession. You choose one or more methods, collect data, and analyse it in order to provide a substantiated answer to the question. You report on all activities, data, and findings in such a way that they are reproducible.

8 **Communicate** | You communicate in a purposeful and target-oriented way. You are aware of the environment and your role and position in it. You are focused on interaction and cooperation, and contribute to knowledge and opinion formation and/or decision-making.

9 **Professionalise** | You consider your own actions and their results and show that you learn from them. You take a critical view of the professional culture and the ethical and social standards of the profession and develop a good image of your personal and professional identity. You are aware of the effect of your actions on your professional environment. You are valued as a professional.

10 **Demonstrate an intercultural mindset** | You are aware of different cultural customs and traditions, and you have the attitude, skills and cultural knowledge to adapt your communication style to specific situations, resolve conflicts arising from cultural misunderstandings, recognise diversity and promote inclusion.

Bachelor of Science in Logistics Management

A. Developing policy (strategic level)

1. Analyses internal and external developments and translates these to the context of the organisation and its stakeholders, in order to contribute to the company's strategy (including logistics strategy).
2. Investigates an economic or technical logistics problem using carefuly chosen, justified methods and techniques to improve / renew the logistics process, product and/or service.
3. Designs a logistics process, product and/or service using carefully chosen, justified methodologies that complies with the client's wishes and with the other parts of the supply chain.
4. Creates support for substantiated advice about designing, improving or applying the logistics process, product and/or service.
5. Draws up an implementation plan for the new/improved logistics process, product and/or service, taking the logistic objectives into consideration.

B. Directing (tactical level)

1. Effectively manages a logistics process and/or project.
2. Contributes to a change process that allows the logistics objectives of an organisation or organisational unit to be achieved, while considering consequences for and support base within the organisation.
3. Directs and regulates one's own development in the field of professionally relevant knowledge and skills (soft skills and hard skills), thus demonstrating personal leadership.
4. Is able to control national and international logistics processes from an interdisciplinary perspective, taking into account the dynamics of the business environment and cultural differences.
5. Is able to provide direction and guidance to logistics processes (including logistics change processes) and the staff involved, with the aim of achieving the goals of the organisational unit or the project that is being led and taking into account any consequences for the organisation.

C. Implementing (operational level)

1. Puts solutions in place to address bottlenecks in logistics operations
2. Plans logistics operations and takes care of implementing these, while demonstrating a professional and entrepreneurial attitude.
3. Collaborates in a professional logistics environment, takes cultural differences into account and acts ethically and responsibly.
4. Communicates effectively and professionally in the common corporate language at all levels.

Learning outcomes of the Bachelor of Science in Logistics Management

PLO	Description	Logistics Management exit level
Research	You examine supply chain challenges within a broader context, taking into account sustainability, globalisation and technology.	3
Analyse	You analyse financial, information and physical flows to identify opportunities for improvement and/or potential innovations in the supply chain.	3

Design	You design or redesign a feasible improvement or innovation for a process or product within the supply chain.	2
Advise	You advise on potential improvements and/or applicable innovations in the supply chain.	3
Implement	You implement improvements and/or innovations in the supply chain.	2
Manage	You manage a project or process in order to achieve the intended result.	3
Develop	You develop as a logistics professional, inspired by industry trends and personal reflection.	3

Bachelor of Science in Logistics Engineering

A. Developing policy (strategic level)

1. Analyses internal and external developments and translates these to the context of the organisation and its stakeholders, in order to contribute to the company's strategy (including logistics strategy).
2. Investigates an economic or technical logistics problem using carefuly chosen, justified methods and techniques to improve / renew the logistics process, product and/or service.
3. Designs a logistics process, product and/or service using carefully chosen, justified methodologies that complies with the client's wishes and with the other parts of the supply chain.
4. Creates support for substantiated advice about designing, improving or applying the logistics process, product and/or service.
5. Draws up an implementation plan for the new/improved logistics process, product and/or service, taking the logistic objectives into consideration.

B. Directing (tactical level)

1. Effectively manages a logistics process and/or project.
2. Contributes to a change process that allows the logistics objectives of an organisation or organisational unit to be achieved, while considering consequences for and support base within the organisation.
3. Directs and regulates one's own development in the field of professionally relevant knowledge and skills (soft skills and hard skills), thus demonstrating personal leadership.
4. Is able to control national and international logistics processes from an interdisciplinary perspective, taking into account the dynamics of the business environment and cultural differences.
5. Is able to provide direction and guidance to logistics processes (including logistics change processes) and the staff involved, with the aim of achieving the goals of the organisational unit or the project that is being led and taking into account any consequences for the organisation.

C. Implementing (operational level)

1. Puts solutions in place to address bottlenecks in logistics operations
2. Plans logistics operations and takes care of implementing these, while demonstrating a professional and entrepreneurial attitude.
3. Collaborates in a professional logistics environment, takes cultural differences into account and acts ethically and responsibly.
4. Communicates effectively and professionally in the common corporate language at all levels.

Learning outcomes of the Bachelor of Science in Logistics Engineering

PLO	Description	Logistics Engineering exit level
Research	You examine supply chain challenges within a broader context, taking into account sustainability, globalisation and technology.	3
Analyse	You analyse financial, information and physical flows to identify opportunities for improvement and/or potential innovations in the supply chain.	3
Design	You design or redesign a feasible improvement or innovation for a process or product within the supply chain.	3
Advise	You advise on potential improvements and/or applicable innovations in the supply chain.	2
Implement	You implement improvements and/or innovations in the supply chain.	2
Manage	You manage a project or process in order to achieve the intended result.	3
Develop	You develop as a logistics professional, inspired by industry trends and personal reflection.	3

Appendix 3 Curriculum Overview

The curricula of the programmes:

- Built Environment
- Logistics Engineering
- Logistics Management

Can be found in several study guides (course catalogues). The provisions in these study guides are part of these TER.

The curricula of the minors can also be found in the study guides.

It concerns the following 2026-2027 study catalogues:

- *Studiegids Built Environment*
- Study component catalogue Built Environment
- *Studiegids Logistics Engineering / Logistics Management*
- Study component catalogue Logistics Engineering / Logistics Management

Appendix 4 Registration for a Minor

Multidisciplinary (institute-wide) or programme-specific minors within BUas

- The minor information is published on the LMS in October/November of the preceding academic year;
- Information sessions on the multidisciplinary and programme-specific minors take place in November and February;
- During the registration period in February, the student enters their minor choice in Osiris;
- Students who are not selected (by the drawing of lots or otherwise) are invited to choose a second minor;
- In early April, all students receive confirmation about which minor they will be taking.

Previously approved external *Kies op Maat* minors (see overview on LMS)

- During the registration period in February of the preceding academic year, the student enters their external minor choice in Osiris;
- The student submits a request for signing the learning agreement for the external minor to the board of examiners;
- The student arranges registration via the *Kies op Maat* website;
- Costs for taking an external minor are settled via *Kies op Maat*;
- ECTS credits obtained are included in the student's curriculum.

Other external minors within *Kies op Maat*

- During the registration period in February of the preceding academic year, the student enters their external minor choice in Osiris;
- The student submits a reasoned request for taking an external minor to the board of examiners;
- The board of examiners decides on admission into the external minor:
  a Positive decision: the ECTS credits obtained are included in the student's curriculum and the costs are settled via *Kies op Maat*.
  a Negative decision: the ECTS credits obtained are not included in the student's curriculum and the costs of participation in the external minor are payable by the student.

External minors at institutions not affiliated to *Kies op Maat*

- During the registration period in February of the preceding academic year, the student enters their external minor choice in Osiris;
- The student submits a reasoned request for taking an external minor to the board of examiners;
- The board of examiners decides on admission into the external minor:
  a Positive decision: the ECTS credits obtained are included in the student's curriculum and the costs are settled via *Kies op Maat*.
  b Negative decision: Negative decision: the ECTS credits obtained are not included in the student's curriculum and the costs of participation in the external minor are payable by the student.

Appendix 5 Assessment and Rounding off

1 The assessment of each examination is expressed in one of the following ways:

a a figure from 0 to 10, to one decimal place,

b in words, with an equivalent mark as shown in the following table.

Assessment in words	Abbreviation	Equivalent mark	Issuing of ECTS credits
Zero	N	0	No
Very poor	ZS	1	No
Poor	S	2	No
Very unsatisfactory	ZO	3	No
Unsatisfactory	O	4	No
Weak	Z	5	No
Satisfactory	V	6	Yes
More than satisfactory	RV	7	Yes
Good	G	8	Yes
Very good	ZG	9	Yes
Outstanding	U	10	Yes

c passed, not passed; no equivalent mark exists for these assessments.

Assessment in words	Abbreviation	Issuing of ECTS credits
Passed	VD	Yes
Not passed	NVD	No

d other assessments, without equivalent marks, as shown in the following table:

Assessment in words	Abbreviation	Issuing of ECTS credits
Fraud	FR	No
Missed opportunity	GK	No
Declaration of invalidity	OV	No
Exemption	VRIJ	Yes

2 The rounding off and calculation of averages of examinations is subject to the following:

a Marks are entered into Osiris with a maximum precision of one decimal place. This choice is made at academy level.

b If whole marks are entered into Osiris:

- a 6 or higher is sufficient for the issuing of ECTS credits
- and if marks have to be rounded up or down to whole numbers before they can be entered, this is done as follows: up to n.49, rounded down (the mark is then 'n'), from n.50, rounded up (the mark is then 'n+1').

For example:

Mark	Rounding up or down to a whole number
5.40	5
5.49	5
5.50	6

5.51	6

c If marks are entered into Osiris to one decimal place:
- a 5.5 or higher is sufficient for the issuing of ECTS credits.
- marks of up to two or more decimal places are rounded down to one decimal place before they can be entered. The rounding down is done after the first decimal. For example:
  - 5.49 becomes 5.4
  - 6.73 becomes 6.7

d Assessment in words, without an equivalent mark, do not count for the purpose of calculating averages (including GPA) or compensation arrangements.

e All assessments with an equivalent mark count towards the calculation of the student's average result.

f Averages are always weighted averages. The weighted average is calculated on the basis of the number of ECTS credits of the subordinate parts..

Appendix 6 Decision Model for Postponement of Placement Report Deadline

Guiding principles:

1. A placement period lasts 1 semester (blocks A & B, or blocks C &D).
2. The placement report is to be submitted by a date as scheduled in the annual calendar.
3. Postponement can in principle only be granted by the board of examiners. If necessary, the placement coordinator may grant a postponement of up to one week. See table below.

There may be several reasons for a student to submit a request for a deadline extension of the placement report. The following situations are possible:

	Situation	Procedure
1	Student is 'not quite finished'.	Placement coordinator is authorised to grant a 1-week extension upon the student's request
2	During the placement period, a delay has occurred due to special personal and/or technical circumstances.	In this case, a proposal for a tailor-made solution will be made, depending on the nature and duration of the circumstances. After consultation with the supervising lecturer and the placement coordinator, this proposal will be submitted by the student to the board of examiners, which will make a final decision. In the case of personal circumstances, it is advisable to contact the student counsellor in good time.
3	Student is doing their placement abroad, and wants to spend some more time abroad after finishing their placement.	After a written request from the student, the board of examiners will make a decision in this regard.

Appendix 7 Decision Model for Postponement of Graduation Report

Guiding principles

1. Graduation takes place in blocks C & D or A & B.
2. The above-mentioned blocks are linked to two resit opportunities (for marks of 4.5 or 5) in March and August respectively.
3. The graduation report is to be submitted by a date as scheduled in the annual calendar.
4. Postponement can in principle only be granted by the board of examiners. If necessary, the graduation coordinator may grant a postponement of up to one week. See table below.

There may be several reasons for a student to submit a request for a deadline extension of the graduation report. The following situations are possible:

	Situation	Procedure
1	Student is 'not quite finished'.	Graduation coordinator is authorised to grant a 1-week extension upon the student's request
2	At the end of the graduation period, the supervising lecturer has doubts about whether the student will attain the final required level.	The student will still present their graduation report. If the student fails, a resit will be offered for a mark of 4.5 or 5. If the mark is lower than 4.5, the student must complete a new graduation project. In the case of personal circumstances, it is advisable to contact the student counsellor in good time.
3	During the graduation period, a delay has occurred due to special personal and/or technical circumstances.	A proposal is made for a tailor-made solution, depending on the nature and duration of the circumstances. After consultation with the supervising lecturer and the graduation coordinator, this proposal is submitted by the student to the board of examiners, which will make a final decision.

Appendix 8 SBM Curriculum

PRE-MASTER STRATEGIC BUSINESS MANAGEMENT AND MARKETING - ACADEMIC YEAR 2026-2027

version: 2026-01-13

	Coursecode	Name	Terms in which course is held				Total ECTS course	Test element	ECTS test element	Weight %	Min. grade course	Min. grade test	Showing scales for test results (V/D/N/D/GK = Insufficient/Sufficient or 1-DEC NUM+GK = Integers with 1 decimals)	Exam in calendar week	Registration period Osiris exam	Resit in calendar week	Registration period Osiris resit	Test form
			1	2	3	4												
Research Methods 12 ECTS	CXE4.REME-1SBM	Research Methods	1				12	TOETS01 Qualitative Research Methods	3	25%	6,0	6,0	1-DEC NUM+GK	44	block T1, opportunity 1 registration by backoffice Osiris	2	block T1, opportunity 2 registration by backoffice Osiris	Written exam
				2				TOETS02 Quantitative Research Methods	4	33%		6,0	1-DEC NUM+GK	1	block T2, opportunity 1 registration by backoffice Osiris	2	block T2, opportunity 2 registration by backoffice Osiris	Written exam
					3			TOETS03 Applied Statistics and SPSS	5	42%		6,0	1-DEC NUM+GK	10	block T3, opportunity 1 registration by backoffice Osiris	11	block T3, opportunity 2 registration by backoffice Osiris	Written exam
Sociology of Consumer Behaviour 4 ECTS	CXE4.SOCB-2SBM	Sociology of Consumer Behaviour	1				4	TOETS01 Sociology of Consumer Behaviour	4	100%	6,0	6,0	1-DEC NUM+GK	1	block T2, opportunity 1 registration by backoffice Osiris	2	block T2, opportunity 2 registration by backoffice Osiris	Written exam
Business Administration 12 ECTS	CXE4.BUAD-1SBM	Business Administration		1			12	TOETS01 Strategic Management	4	33%	6,0	6,0	1-DEC NUM+GK	44	block T1, opportunity 1 registration by backoffice Osiris	2	block T1, opportunity 2 registration by backoffice Osiris	Written exam
				2				TOETS02 Human Resource Management	4	33%		6,0	1-DEC NUM+GK	1	block T2, opportunity 1 registration by backoffice Osiris	2	block T2, opportunity 2 registration by backoffice Osiris	Written exam
						2		TOETS03 Financial Management	4	33%		6,0	1-DEC NUM+GK	1	block T2, opportunity 1 registration by backoffice Osiris	2	block T2, opportunity 2 registration by backoffice Osiris	Written exam
Global Strategic Marketing 8 ECTS	CXE4.GLSM-2SBM	Global Strategic Marketing			1		8	TOETS01 Strategic Marketing	4	50%	6,0	6,0	1-DEC NUM+GK	44	block T1, opportunity 1 registration by backoffice Osiris	2	block T1, opportunity 2 registration by backoffice Osiris	Written exam
					2			TOETS02 Marketing Communication	4	50%		6,0	1-DEC NUM+GK		block YEAR, opportunity 1 registration by backoffice Osiris		block YEAR, opportunity 2 registration by backoffice Osiris	Paper
Research Practica Training 6 ECTS	CXE4.REPT-1SBM	Research Practical Training				1	6	TOETS01 Topic Proposal	1	33%	Pass	Pass	V/D/N/D/GK		block YEAR, opportunity 1 registration by backoffice Osiris		block YEAR, opportunity 2 registration by backoffice Osiris	Paper
						2		TOETS02 Topic Appraisal	2	33%		Pass	V/D/N/D/GK		block YEAR, opportunity 1 registration by backoffice Osiris		block YEAR, opportunity 2 registration by backoffice Osiris	Paper
						3		TOETS03 Research Proposal	2	17%		Pass	V/D/N/D/GK		block YEAR, opportunity 1 registration by backoffice Osiris		block YEAR, opportunity 2 registration by backoffice Osiris	Paper
						4		TOETS04 Academic Writing Skills	1	17%		Pass	V/D/N/D/GK		block YEAR, opportunity 1 registration by backoffice Osiris		block YEAR, opportunity 2 registration by backoffice Osiris	Paper
Dissertation 18 ECTS	CXE4.DIRP-2SBM	Dissertation Research Project				4	18	TOETS01 Dissertation Research Project - Thesis	9	50%	6,0	6,0	1-DEC NUM+GK	26	GRAD-JUL, opportunity 1 registration by backoffice Osiris	34	GRAD-AUG registration by backoffice Osiris	Thesis
						4		TOETS02 Dissertation Research Project - Oral exam	9	50%		6,0	1-DEC NUM+GK	26	GRAD-JUL, opportunity 1 registration by backoffice Osiris	34	GRAD-AUG registration by backoffice Osiris	Oral Defence
Honours 15 ECTS	CXE4.HONO-1SBM	Honours programme, dissertation				4	15	TOETS01 Honours programme, dissertation	15	100%	6,0	6,0	1-DEC NUM+GK		registration by backoffice Osiris		registration by backoffice Osiris	SR3;SO1

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Appendix 9 Student AI Guidelines

	LEVEL OF AI USE	FULL DESCRIPTION	DISCLOSURE REQUIREMENTS
1	No AI use	**Students are required to:** -Complete the work by themselves without using AI -Make sure everything they do is based on what they know and can do themselves, this ensures that they rely solely on their own knowledge and skills **AI must not be used at any point during the assessment.**	**The students:** -Do not use AI in their work -Confirm that they did not use AI
2	AI-Assisted Idea Generation and Structuring	**Students:** - Make sure that the final submission does not contain any content created by AI - Use AI to brainstorm, plan their work, improve their work, but ONLY before they finish the final submission **No AI is allowed in the final product submitted.**	**Students are required to:** -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process
3	AI-Assisted Editing	**Students:** -Use AI to clarify and improve their own work, so as to create the best possible final submission (i.e. only editing of the final work) -Make sure **no** new ideas and content are included at this stage **AI can be used, but the original work with no AI content must be provided in an appendix.**	**Students are required to:** -Write a statement explaining how they used AI in the assignment/project, etc. -Include the AI chat log to show how it supported their process - Provide, in an appendix, the original product (written in English or Dutch) alongside the AI-edited version for comparison
4	AI for Specified Task Completion	**Students:** -Use AI to assist with parts of the project/assignment that the lecturer has given permission for -Make sure that they check everything AI has produced is correct AI is used to complete certain elements of the task/ assignment, with students engaging in discussions or providing commentary on the AI-generated content. This level requires critical	**Students are required to:** - Use APA7 for all AI- created content -Include the AI chat log to show how it supported their process

		engagement with AI-generated content and evaluating its output (critical thinking) **AI is used to complete specified tasks in your assessment. Any AI- created content must be cited.** Referencing of Generative AI - Generative AI Tools and Resources - LibGuides at Breda University of Applied Sciences	
5	Full Use with Human Oversight	**Students:** -Use AI while working on the project/assignment to assist with the work in ways they think are needed, right and fair-use AI as an assistant to make their creative ideas even better -Make sure they check the output generated and carefully consider everything that the AI assists them with in completing the assignment - Use AI as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity **AI may be used throughout their assignment to support their own work, provided that they specify precisely which content is AI generated.**	**Students are required to:** -Include the AI chat log to show how it supported their process



Games



Leisure & Events



Tourism



Media



Data Science & AI



Hotel



Logistics



Built Environment



Facility

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