

Teaching and Examination Regulations WO Bachelor 'International Leisure Sciences'

Breda University of Applied Sciences
Academic Year 2022-2023 (1 September 2022 – 31 August 2023)

The teaching and examination regulations are part of the study programme-specific part of the Students' Charter. The Students' Charter describes the rights and duties of students, ensuing from the Dutch Higher Education and Research Act (WHW) and consists of a general part pertaining to the institute as a whole, and of specific parts pertaining to the various study programmes. The Students' Charter is subject to alterations in laws and regulations.

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Study programme	International Leisure Sciences (CROHO/ISAT 50756)
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Based on General TER Framework for WO bachelor's programmes 2022-2023	
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Chapter 1 General

1.1 Definitions

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 article 10.3a WHW, which offers one or more study programmes.
Academy director	Leading officer of an academy. The academy director bears final responsibility for the day-to-day running of an academy on the grounds of the duties and powers authorised to them by the Executive Board.
Academy participation council	A body instituted for each academy, as referred to in WHW article 10.25, which exercises the right of consent and the right to prior consultation vested in the Participation Council, insofar as it concerns matters that pertain to the academy.
Accreditation	The quality label which expresses that the quality of a study programme has been positively assessed, as referred to in article 1.1 under 's' of the WHW.
Area of specialisation	A coherent whole of education relating to a specific discipline in a study programme.
Assessment	A specific examination in which the student is given a realistic professional assignment, and/or carries out professional activities, by means of which the student allows the assessor to establish the extent to which the student masters the relevant competencies and/or sub-competencies.
Assessment results	A collection of academic results registered by the examiner(s). This collection is recorded in the Osiris student progress monitoring system.
Binding recommendation (regarding the continuation of studies)	The recommendation, as referred to in WHW article 7.8b paragraphs 1 and 2, which is issued to the student no later than at the end of the first year of enrolment and which concerns the student's continuation on the study programme concerned.
Board of examiners	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which establishes – in an objective and competent manner – whether a student complies with the conditions of the TER in terms of knowledge, understanding and skills which are required in order to earn 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	Competent acting and meta-acting, based on knowledge, skills and attitudes, in a certain role and professional context, and at a certain level.

Competency-based education	A type of education in which the final objectives are expressed in terms of competencies.
Competency exam	An exam aimed at testing a student's level of competency development, and which constitutes the final part of a course.
Course	A part of a study programme that is concluded by means of an examination. The study load of a course is, in principle, expressed in whole ECTS credits. If necessary, however, a maximum of two decimal places can be applied.
CROHO	The Central Register of Higher Education Programmes in the Netherlands, as referred to in article 6.13 paragraph 1 of the WHW.
CROHO domain	Classification by educational sectors.
Curriculum	An interrelated set of courses for a particular study programme, including assessment/marking standards.
Degree certificate	A certificate awarded by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, to prove that the final exam of a study programme has been completed successfully.
Degree programme committee	A participation body, established for a study programme or group of study programmes, as referred to in WHW article 10.3c, which has the right of consent ¹ and the right to prior consultation with regard to parts of the TER. Also see the Regulations pertaining to Degree Programme Committees.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing an insight into the nature and content of the study programme completed, partly with a view to the international recognisability of the programme(s). Diploma supplements are drafted in the English language and comply with the standard European format.
Double Degree	Graduation programme in cooperation with an affiliated study programme of another (foreign) educational institute (partner institute), which will earn the student – upon successful completion – two degree certificates – one from Breda University of Applied Sciences and one from the partner institute.
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	A judicial body established in accordance with WHW article 7.60 to which students can appeal against decisions as listed in WHW article 7.61.

¹ In accordance with legislation effective from September 2017.

Examiner	A member of staff or an external expert, appointed by the board of examiners for the purpose of administering examinations and establishing the results of these examinations, as referred to in article 7.12c paragraph 1 of the WHW.
Executive Board	The governing body of <i>Stichting Breda University of Applied Sciences</i> , 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 <i>Stichting Breda University of Applied Sciences</i> .
Extraneus student	A student, as referred to in article 7.36 of the WHW, who is enrolled on a study programme at Breda University of Applied Sciences who only has the right to take examinations and final exams. An <i>extraneus</i> student does not have the right to attend classes/lectures.
Final exam	The total of successfully completed examinations of the courses belonging to the study programme, possibly supplemented with an investigation carried out by examiner(s) appointed by the board of examiners into the student's level of knowledge, understanding and skills.
Institute	Breda University of Applied Sciences.
ISAT code	The code under which a study programme is officially registered in CROHO.
LMS	Learning Management System (CL Learning, previously known as N@tschool).
Management and administrative regulations	A set of regulations in which the Executive Board has laid down how the management, administration and organisation of the institute is arranged, as referred to in WHW article 10.3b.
Management team	The staff members of an academy who are responsible for academy policy and have been appointed for this purpose by the Executive Board.
Minor	A minor allows a student to deepen/broaden their knowledge according to individual interest. A minor can be taken within one's own study programme or within another bachelor's programme.
Numerus fixus	A restriction, set by the Executive Board, on the number of students to be admitted to a study programme for the first time, as referred to in WHW article 7.53. Also called 'enrolment restriction'.
NVAO	Accreditation Organisation of the Netherlands and Flanders charged with providing expert and objective assessments of the quality of higher education programmes in the Netherlands and Flanders.
Osiris	The Student Information System.
Participation Council	An independent body, as referred to in article 10.17 of the WHW. Half of this body consists of members chosen from among employees, and the other half of members chosen from among students.
Selection list	The list which describes how long the institute is obliged to retain archive records.

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 Breda University of Applied Sciences, 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 of the study programme charged with coaching and guiding a group of students.
Study load	The study load expressed in ECTS credits, as referred to in article 7.4 paragraph 1 of the WHW.
Study programme	Or 'degree programme'. An interrelated whole of courses, as referred to in WHW article 7.3.
Term	A continuous period consisting of a number of lecture weeks. An academic year consists of several terms.
WHW	The Dutch Higher Education and Research Act (WHW), including any changes.
WO bachelor's programme	A degree programme as referred to in articles 7.3 and 7.3a paragraph 1 of the WHW. Upon completion of a WO bachelor's programme, students are awarded the title of Bachelor. Also see 'Study programme'.

1.2 General Provisions

- 1 In conformity with WHW article 7.59, Breda University of Applied Sciences has a Students' Charter which has been laid down by the Executive Board ('College van Bestuur' or 'CvB') of the institute, after approval by the Participation Council ('medezeggenschapsraad'). The Students' Charter consists of a part pertaining to the institute as a whole and a part pertaining to the various study programmes. The part relating to the institute as a whole has been laid down 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 be in compliance with the rules and regulations of the 'TER Framework WO Bachelor's Programmes'. The date when approval of the TER Framework was granted by the Executive Board and the date when consent was received from the Participation Council are listed in the status table on the cover page of this TER document.
- 3 The teaching and examination regulations will be approved by the academy director in conformity with article 8.1 of these regulations.
- 4 The academy director will ensure annual evaluation of the teaching and examination regulations, and in this process, will take into consideration – for the purpose of monitoring and (if necessary) adjusting the study load - the students' required time commitments arising from this (WHW article 7.14).
- 5 The degree programme committee will evaluate the way in which the teaching and examination regulations are implemented. The study 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 take precedence over the English translation.
- 7 The provisions in these regulations are only legally valid if and insofar as they are not contrary to the provisions in or by virtue of the WHW.

1.3 Applicability

- 1 These teaching and examination regulations apply to the academic year of 2022-2023, which runs from 1 September 2022 up to and including 31 August 2023.
- 2 The TER 2022-2023 are applicable to all students - including the pre-master's students² - who are enrolled on a study programme as specified in section 5.
- 3 The term 'study programme' - as mentioned in section 2 - refers to all modes of delivery of this study programme in conformity with its registration in CROHO.
- 4 If the decisions regarding the teaching and examination regulations are not finalised by 1 September of the academic year concerned, the teaching and examination regulations of the previous academic year will remain in force until the teaching and examination regulations of the current academic year are adopted.
- 5 These teaching and examination regulations specify the rights and duties of students of the following study programme:

Name of study programme

International name	Bachelor of Science 'International Leisure Sciences' (Vrijetijdwetenschappen)
ISAT code	50756
Degree title (in full)	Bachelor of Science
Degree title (abbr.)	BSc

as well as the ensuing duties of the Executive Board, the academy director, the board of examiners, the study programme committee, and the employees of the study programme.

- 6 Where 'students' are mentioned in these teaching and examination regulations, this also includes *extraneus* students, unless otherwise determined.
- 7 Where 'student counsellor' is used in these teaching and examination regulations, it should be taken to represent one of the student counsellors within the academy concerned.
- 8 Where 'course' is used in these teaching and examination regulations, it should be taken to represent course, project, training programme, module, workshop or learning arrangement.
- 9 Where 'examination' is used in these teaching and examination regulations, it should be taken to represent examinations, partial examinations, assignments, assessments or competency examinations.
- 10 Where 'board of examiners' is mentioned in these teaching and examination regulations, it should be taken to represent the board of examiners of the student's own bachelor's programme.
- 11 Where '...communicated / announced / etc. to students...' or '...students will be informed....' is used in these teaching and examination regulations, it should be taken to include all

² The provisions in Chapter 4 (Binding recommendation regarding the continuation or discontinuation of studies) do not apply to pre-master's students.

communication channels: e-mail (to the e-mail address of the institute), internet, intranet, portal, LMS, Osiris, verbally or in writing.

- 12 In these teaching and examination regulations, several references are made to other sets of regulations. These regulations can be consulted via intranet/the portal/internet, unless specified otherwise.
- 14 Where Bachelor of Science 'International Leisure Sciences' is used in these teaching and examination regulations, it should be taken to represent BSc Leisure Studies and vice versa.

1.4 Rules of Conduct

WHW article 7.57h

- 1 To maintain a proper course of business within Breda University of Applied Sciences, the Executive Board has established rules of conduct and disciplinary measures for students. These rules have been incorporated in the Students' Charter.
- 2 Students are forbidden to record, copy and/or distribute lectures or parts of lectures without the lecturer's (written, including via chat and e-mail) permission.

1.5 Evaluation of Education

1.5.1 General

The following institute-wide evaluations are carried out on a structural basis to monitor quality and satisfaction.

Respondent group	Name of evaluation / survey	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with e.g., study programme, lecturers, study facilities, and environment	Benchmark NL, Specific questions of Breda University of Applied Sciences once every two years
Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with e.g., study programme, alignment between education and work	Benchmark NL, Possibility to add specific questions
Drop-outs	Exit survey	Every year	Autumn	E.g., reasons to quit, study choice, expectations, future plans	
International students	International Student Survey	Every two years	January/February	Satisfaction, social life, intercultural skills	

1.5.2 Academy-specific

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

Within the degree programme of BSc Leisure Studies, the quality of education is monitored by means of a quality cycle: for each course, students are asked to give their opinions (in a survey) about the quality of the lecturer, teaching material and assessment/examination. What's more, round table sessions are organised regularly where students can talk with programme coordinators and an educationalist to supplement and/or elaborate the survey data. In addition, the student members of the degree programme committee, as representatives of the entire student population, provide input at curriculum level. Based on this feedback, the lecturer of a specific course is given the opportunity to reflect on a course taught and draw up an improvement plan for the next academic year in consultation with an educationalist and the programme coordinator. During the mentor sessions or in the degree programme committee, the students are informed by the programme coordinator of the way in which the student feedback has been or will be processed.

Chapter 2 Content and Organisation of the Study Programme

2.1 Objective of the Study Programme and Competencies

The objective of the academic bachelor's programme BSc Leisure Sciences is to ensure that its graduates comply with the relevant exit qualifications (see appendix 2).

2.2 Admission requirements

WHW Art. 7.24, 7.25, 7.30b

The admission requirements for this programme are included in the Application and Enrolment Regulations (Regeling Aanmelding en Inschrijving, RAI). These regulations are an integral part of this TER. The RAI can be found on the portal.

2.3 Mode of Delivery

WHW article 7.7

The bachelor's programme is delivered in a full-time mode.

2.4 Language

WHW article 7.2

The bachelor's programme is taught in English; the examinations are administered in English too. Where the use of the English language is concerned, a code of conduct is in effect (appendix 1).

2.5 Scope and Structure of the Bachelor's Programme

WHW article 7.4 and article 7.4a

2.5.1 General

- 1 The bachelor's programme corresponds to a total of 180 ECTS credits. One ECTS credit represents 28 hours of study. The standard duration of the study programme is 3 years. One year of study consists of 60 credits (1680 hours of study).
- 2 More detailed information on the curriculum of the programme can be found in appendix 3.

2.5.2 Years 1 and 2

In 2021-2022 a start was made with the introduction of a new curriculum. The first year of this new curriculum will be implemented. The first-year centres around offering students a broad introduction to academic thinking and research. To this end, the first year contains introductions into several core disciplines within social sciences (sociology, anthropology, psychology), and management sciences (economics, organisational sciences, marketing). Within each of these courses, the knowledge concerned is expressly applied to the leisure domain. In addition, this year contains an introduction to research methods, and operationalisation of research skills and expert subject knowledge in a research project.

The curriculum of year two goes deeper into certain core themes (Ethics, Storytelling, Placemaking, Experience Design) and contains an expansion of the organisational perspective (12 ECTS credits).

Moreover, students will attend courses (12 ECTS credits) and projects (12 ECTS credits) in the field of qualitative and quantitative research.

For transitional arrangements for students who have not yet passed certain courses from the old curriculum: see article 2.6.

2.5.3 Graduation year

The first half of the third and concluding year of the BSc Leisure Studies focuses on the minor, consisting of one semester of studying at another university. Within the context of the international character of the degree programme, it is preferable for the student to spend this semester at a university abroad; organisation and supervision of the track have been set up especially for this. The last semester concentrates on meta-level courses (leisure in an urban environment; intercultural processes), deepening in the field of qualitative research, and a comprehensive concluding research project (Research Practical).

For transitional arrangements for students who have not yet passed Philosophy 2 from the old curriculum, see article 2.6.

For a schematic overview of the curriculum, see appendix 4.

2.5.3.1 Minor programmes

- 1 Third-year students participate in a minor programme with a study load of 30 ECTS credits.
- 2 Permission from the board of examiners is required for participation in a minor.
- 3 If a student wants to attend a minor at another education institution than that of his first enrolment, this student can do so on the basis of a second or 'higher' enrolment. No extra costs will be charged for this. However, specific courses may be refused if participation in these courses leads to disproportionate expenses, owing to for instance, the necessity of forming an extra group. All costs involved in attending this external minor will be fully payable by the student.
- 4 If students choose to complete a minor at a foreign university, they will have to take part in the exchange procedure. The exchange procedure comprises a selection process that is organised through Student Office. In addition, students will have to submit their choice for courses to be attended to the board of examiners of the degree programme as described at section 2.
- 5 A minor, as referred to in section 3, should consist of at least 30 ECTS credits. If a minor represents more than 30 ECTS credits, the board of examiners will determine what to do with these extra ECTS credits.

2.5.4 Personalised plan of

study Not applicable.

2.6 Excellence Track in Entrepreneurship

- 1 An Excellence track is an extra programme that a student attends in addition to their regular studies and that is aimed at attaining a higher knowledge and skills level.

- 2 The Excellence track of Breda University of Applied Sciences is an institute-wide programme, or in other words, it is accessible to all students (HBO/WO bachelor, HBO/WO master) who comply with the selection criteria. As a consequence, education within the Excellence track is planned in such a way that all students have the opportunity to attend.
- 3 Recruitment for the Excellence track takes place in September. The selection procedure starts in October.
- 4 The Excellence track in Entrepreneurship uses an online application form that constitutes the basis of the intake interview. During this intake interview, the student will be assessed for their 'fit' (entrepreneurial competencies as a person) with the study track and the viability of their business idea (feasibility).
- 5 If the bachelor's student attending the Excellence track has incurred a credit deficit of 10 ECTS credits or more within the curriculum of their own degree programme, the board of examiners may decide that this student will have to terminate participation in the Excellence track at the end of the academic year.
- 6 Upon completion of the Excellence track, a certificate of participation will be awarded to the student.

2.7 Transitional Arrangement Relating to Curriculum Changes

In 2022-2023 the new curriculum of year 2 will be introduced. This means that for the courses from the second year, another two resit opportunities will be offered in 2022-2023.

In 2022-2023 the course of Leisure & Urban Development from the third year will no longer be taught.

In academic year 2021-2022, no resit opportunities are offered any more for the following courses:

Year 1

- Research methods 1
- Research methods 2
- Consumer Behaviour & Marketing
- Other year 1 courses

Year 3

- Philosophy of Leisure 2

If there are students who have not yet passed these courses, the following transitional arrangement will apply:

Year 1	Course from old curriculum	Replacement course:	Note
	Research methods 1, terms AB (6 ECTS credits)	Statistics, terms CD (6 ECTS credits)	
	Research methods 2, terms CD (6 ECTS credits)	Fundamentals of Scientific Research, term A (3 ECTS credits) AND Qualitative Research Methods, term B (3 ECTS credits)	
	Consumer Behaviour & Marketing (6 ECTS credits)	'Consumer Behaviour & Marketing'* (6 ECTS credits)	The precise transitional arrangement will be published in September.

	Other courses	No known resit opportunities	
Year 3	Philosophy of Leisure 2 (6 ECTS credits)	Leisure Ethics: Theories, Cases and Tools (6 ECTS credits)	
	Leisure & Urban Development (6 ECTS credits)	Leisure & Placemaking (6 ECTS credits)	In consultation with the lecturer concerned, a second attempt can be taken at the course of Leisure & Urban Development.

*The final name of this course will be known upon the start of the academic year.

Chapter 3 Binding Recommendation Regarding the Continuation or Discontinuation of Studies

WHW article 7.8b

3.1 Binding Recommendation at the end of the First Year of Study

- 1 No later than at the end of the first year of enrolment, the board of examiners will issue a written recommendation to every student with regard to the continuation of studies, either on the same programme or another one.
- 2 The board of examiners has been mandated by the Executive Board to issue this study recommendation.
- 3 In anticipation of the recommendation as referred to in section 1, every student will receive an up-to-date transcript of their academic achievements no later than³ at the beginning of term C in the first year of study. If these achievements give cause to do so, a warning (the provisional recommendation) will be attached to this transcript. This warning will also specify the reasonable period of time within which the student will have to improve their academic performance.
- 4 The warning mentioned in section 3 will be issued if less than 24 ECTS credits have been earned.
- 5 The board of examiners will issue a positive recommendation if the student has earned at least 48 ECTS credits at the end of the first year.
- 6 The board of examiners will issue a negative recommendation, if the student has failed to comply with the academic performance standard referred to in section 5, and there is no reason to postpone the term of the study recommendation due to personal circumstances (see section 12). An 'intention to reject' will be attached to a negative recommendation. The board of examiners is authorised to deviate from this.
- 7 Before converting the aforementioned 'intention to reject' into a definitive rejection (negative binding recommendation), the board of examiners will give the student the opportunity to be heard.
- 8 Prior to the possible provisional decision of issuing a negative binding study recommendation (see section 6), the board of examiners will ask the student counsellor concerned for advice. The student counsellor's advice will be taken into account in the formation of the study recommendation.
- 9 The rejection as referred to in section 7 only relates to the study programme on which the student is enrolled.
- 10 The rejection as referred to in section 7 is final, and applies to an indefinite period of time. The board of examiners may decide to withdraw a negative binding recommendation, see article 3.3.
- 11 A student may appeal against a negative binding recommendation with the Examinations Appeals Board within six weeks after the negative binding recommendation is issued. Also see article 5.12 section 2.

³ At the time when the warning is issued, it still has to be possible for the student to remedy their academic performance in order to comply with the academic performance standard after all.

- 12 If the board of examiners believes that any personal circumstances (see article 4.3) are involved, which may have caused the student to fail to make satisfactory academic progress (see section 5), the board of examiners may postpone the term for issuing the study recommendation until the end of the second year of enrolment. This is referred to as a deferred recommendation.
- 13 A student whose term for the binding recommendation has been postponed (see section 13), will be presented with a study recommendation no later than at the end of the second year of enrolment. If, by that time, the student still does not comply with the academic performance standard as referred to in section 5, a negative binding recommendation will be issued to this student after all.
- 13 If the student is of the opinion that personal circumstances influenced (or are influencing) their academic results, this student will be required to report these circumstances to the student counsellor as soon as possible after they occur and to discuss these circumstances with the student counsellor. Only in this way will it be possible for the board of examiners to consider these personal circumstances in their final study recommendation.
- 14 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 will have the opportunity to apply for the same study programme again in the next academic year. If a selection procedure is applied for the study programme (with or without enrolment restrictions), the student will have to go through the selection procedure of the same study programme again.

3.2 Binding Recommendation upon Early Termination of Enrolment after 1 February

- 1 In derogation from article 3.1, a negative binding recommendation regarding the continuation of studies is issued to every student who terminates their enrolment at some point during the first year of enrolment after 1 February (and/or whose enrolment is terminated by the institute), unless the board of examiners decides otherwise, on the advice of the student counsellor.
- 2 A student may appeal against a negative binding recommendation with the Examinations Appeals Board within six weeks after the negative binding recommendation is issued.

3.3 Withdrawal of the Negative Binding Recommendation Regarding the Continuation of Studies

- 1 The board of examiners may withdraw a negative binding recommendation. This happens when the student is deemed capable by the board of examiners to successfully complete the study programme at the moment of re-enrolment for this programme. Withdrawal of the negative binding recommendation will be recorded in Osiris. Withdrawal of the negative binding recommendation regarding the continuation of studies is an absolute condition to re-enrolment.
- 2 The study recommendation withdrawn will be regarded as not to have been issued. Articles 3.1 and 3.2 will apply (again) to the student concerned.

Chapter 4 Student Counselling and Student Progress

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

4.1 Student Counselling

This article does not apply to *extraneus* students.

- 1 The study programme does not have an individual student counselling system. In every year though, class coaching and feedback sessions are held regularly, aimed to ensure that study-related problems are either avoided or detected in time, and to offer support in solving these problems. Additionally, the programme coordinator is available by appointment for all students for the purpose of individual support and advice. Student counselling is aimed at ensuring that study-related problems are either avoided or detected in time, and to offer support in solving these problems.
- 2 If desired or necessary, notes of talks between a student and a coach, within the framework of student counselling, can be recorded in Osiris.
- 3 The registration of data relating to student counselling will be in compliance with the provisions of the 'Privacy Regulations for Students'. These regulations are part of NHTV's Students' Charter.

4.2 Student Counselling within the Academy / Study Programme

The academic bachelor's programme has its own student counsellor and a confidential counsellor. The student can, at their own initiative, make an appointment, or be advised to do so by a lecturer or the programme coordinator.

4.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances⁴ are taken to mean:

- board activities
- illness or pregnancy
- a disability or chronic illness
- special family circumstances
- other special circumstances - specified by the Executive Board – which apply to a student (e.g. top-class sport)

4.4 Personal Circumstances and the Student Counsellor's Role

- 1 If the student is of the opinion that personal circumstances, as referred to in article 4.3, influenced (or are influencing) their academic results, this student will be required to report these circumstances to the student counsellor as soon as possible after they occur and to discuss these circumstances with the student counsellor. In this respect, the student may be asked for supporting evidence, such as a medical or psychological statement. If a special circumstance is likely to affect a decision of the board of examiners, then this special circumstance should be reported before the board of examiners makes this decision.
- 2 The student counsellor of a study programme or group of study programmes may provide advice to the board of examiners, both solicited and unsolicited.

⁴ See 'Profiling Fund Regulations' for more detailed information.

4.5 Studying with a Disability⁵

- 1 In this article, a 'disability' should be taken to mean any disability or chronic illness that may cause a student to fall behind in their studies.
- 2 Students with a disability may be offered the opportunity by the board of examiners to attend courses and take attendant examinations in a specially adapted manner. The facilities to be provided for this purpose consist of a type or duration of courses and/or examinations geared to individual situations, and/or of practical aids being provided and/or made available. Also see the LMS for more information.
- 3 To qualify for any of the facilities as referred to in section 2 of this article, students are required to submit their request to the student counsellor of the study programme, as soon as possible after enrolment on the study programme or after the occurrence of the disability.
- 4 The student counsellor's decision will be communicated to the student in writing (or via Osiris).
- 5 In principle, facilities will be provided throughout the student's enrolment on a study programme within Breda University of Applied Sciences, unless otherwise determined by the student counsellor.
- 6 A student who falls behind in their studies due to their disability may submit a request for financial support from the Profiling Fund of Breda University of Applied Sciences.

4.6 Student Progress Monitoring

- 1 The academy will ensure that the students' academic achievements are carefully and accurately recorded by means of the student progress monitoring system Osiris.
- 2 Students themselves will be responsible for regularly checking their results for accuracy in the academy's student progress monitoring system Osiris. In the case of incorrect or incomplete records in the system, the student is to report to the lecturer involved.
- 3 Academic progress data will be recorded in compliance with the provisions of the 'Privacy Regulations for Students' by NHTV Breda'.

⁵ For more information, see the website of Breda University of Applied Sciences, www.buas.nl

Chapter 5 Examinations

5.1 Competency-based Education and Earning ECTS credits

Not applicable.

5.2 Organisation of Examinations

WHW article 7.10 paragraph 1

- 1 Every course is concluded by means of an examination. The examination may consist of several partial examinations.
- 2 The board of examiners will appoint one or more examiners for the purpose of administering examinations and establishing the results of these examinations. The examiners will provide the board of examiners with the requested information, for which purpose they may be invited to a meeting. The board of examiners establishes rules with regard to the proper course of business during examinations, also see article 5.7. In the case of competency examinations, examiners are called assessors.
- 3 Every examination comprises a measurement of the student's knowledge, understanding and/or skills, as well as the assessment of the results of this measurement.
- 4 An examination may take the form of an assessment, written or oral questions, a reflection on one's own performance, a study task or project, a paper, carrying out practical activities, a thesis, a research report, a work placement report, carrying out placement assignments, other practical components, or fieldwork.
- 5 In special cases, the board of the examiners is authorised to allow an alternative form of examination than that specified by the examiner. This power includes the decision to conduct online / digital examinations.
- 6 At the beginning of each course, the following information will be communicated in writing:
 - a Content (subject matter),
 - b Learning targets,
 - c Study load (in ECTS credits) and accompanying substantiation,
 - d Type/form of the examination or partial examinations,
 - e The sequence in which the partial examinations have to be taken (if applicable),
 - f Any materials that students are permitted to use while taking the examination,
 - g The assessment criteria relating to partial examinations,
 - h The procedure regarding student inspection of examinations assessed.
- 7 The examination of a course is passed if:
 - a the result obtained for the examination is a 5.5. or higher, 'satisfactory' or higher, or 'pass' (also see article 5.8.1),
 - b the weighted average of the results obtained for the partial examinations is at least a 5.5, in which a minimum mark of 4.5 applies to these partial examinations. The lecturer may decide – in consultation with the board of examiners – to set a higher minimum mark (of 5.5 at the most) for a certain partial examination.
 - c the course requirements, specified in advance, have been fulfilled.
- 8 When the examination or partial examination has been taken, the result obtained for it will be entered into the Osiris student progress monitoring system.

5.3 Sequence of Examinations

There is no mandatory sequence in which examinations should be taken.

5.4 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraph 2h and 2j

- 1 Every year, students will be offered at least two opportunities to take examinations.
- 2 A student will be allowed to participate in no more than two opportunities every academic year.
- 3 The opportunities referred to in section 2 are inclusive of 'GKs' (Dutch abbreviation of Missed Opportunities). See article 5.6.1 section 1.
- 4 A second or subsequent examination during the same academic year will be comparable to the first examination in terms of the form of testing and in terms of subject matter. The board of examiners is authorised to offer students (whether or not on the advice of the examiner / student counsellor / study coach), after a number (to be determined by the board of examiners) of used but insufficiently assessed opportunities, to take the examination in a different form. The subject matter must be the same as that of previous opportunities.
- 5 If a course is no longer offered, the student will be offered another two opportunities to take the examination or partial examination that belongs to this course in the subsequent academic year. The provisions of section 4 will also apply. The board of examiners will be authorised to extend this period of time. This will be laid down in the transitional arrangement, see article 2.6.
- 6 A student will be allowed to take a second attempt at every 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, the second opportunity will not apply to the concluding examination, if the student has earned a 5.5 or higher for this.

5.5 Registration for Examinations and Resit Examinations

5.5.1 Regular procedure

- 1 Timely registration for examinations, whatever their nature or form, is compulsory for all students as well as a condition to being awarded an assessment or result in Osiris. Students are registered at central level for the first opportunity of an examination or partial examination at the time when the course is offered in the curriculum. For every next opportunity, regardless of what year of study the student is in, the student themselves will have to register for a resit.
- 2 Registration for a written resit examination will open during the period as mentioned in Osiris and LMS.
- 3 Registration for all other resit examinations (for example, but not exclusively: assignments, presentations, etc.) will be open throughout the relevant semester.
- 4 Students will be notified of this via e-mail 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 personal circumstances, the student concerned may request the board of examiners to still give them the opportunity to register.
- 7 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.

5.5.2 Possibility to register after the registration period

- 1 If the regular registration period as mentioned in article 5.5.1 for a written resit examination has passed, the student will be offered the opportunity to register after the registration deadline via the Exam Centre. This, however, will only be possible if the resit examination is among the examination offerings during the period concerned.
- 2 The registration possibility as referred to in section 1 is possible up to five working days before the start of the examination. This registration possibility will involve service charges. The service charges are €15 for each registration (maximum of €45 per examination period).
- 3 A student who wants to make use of the registration opportunity mentioned in section 1 will be required to report this to the Exam Centre.

5.5.3 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which the student already registered (or for which the student was already registered at central level) during the period when registration for this examination is open (see article 5.5.1 section 2).

5.6 Inability to Attend an Examination

- 1 If a student has registered for an examination, but fails to take part in it, a 'GK' (Dutch abbreviation of Missed Opportunity) will be recorded in Osiris as the result for this examination.
- 2 If the inability to take part in an examination, as referred to in section 1, was caused by force majeure, according to the student, then the student may submit a request for an extra opportunity to the board of examiners.
- 3 If the board of examiners is of the opinion that force majeure⁶ applies, the student will be required to take part in the first upcoming opportunity for this examination. If no opportunity is offered any more in the current academic year for the examination concerned, then an extra opportunity will be offered by the board of examiners.

⁶ Public transport delays, traffic jams, etc. are NOT regarded as force majeure.

5.7 Regulations regarding Examinations

- 1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before commencement 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 does not carry 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, students are not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the inspection of examination results. Any breach of this provision will be regarded as fraud (see article 5.15).
- 4 There are several additional rules that apply to written examinations. These are described in the Examination Regulations.
- 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 under the supervision of at least two examiners, in which one of the examiners, at the instruction of (the chair of) the board of examiners, will act as first examiner. The examination can also be administered by one examiner, who in this case will record the interview.

5.8 Assessment of Examinations

5.8.1 General

- 1 All examinations will be assessed by the examiner concerned in conformity with the predetermined and published assessment criteria.
- 2 External experts, also referred to external examiners at Breda University of Applied Sciences, will not be allowed to assess students, unless they have been appointed as examiners by the board of examiners. In this process, the board of examiners applies a specific examiner profile, compiled 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, the way in which this is done is described in the relevant study guide.
- 4 One or more of the following assessment criteria will be applied:
 - a The way in which a study task or assignment has been carried out (in terms of quantity);
 - b The degree to which the specific criteria with regard to the study task or assignment have been met (in terms of quality) (for instance, the degree to which the questions have been answered correctly, the degree of participation in the execution of a study task or assignment in a group of students);
 - c The degree of participation in practical assignments; this criterion only applies to the assessment of examinations or parts of examinations that go with courses or parts of courses which have been designated as practical components with mandatory attendance, and which has been announced as such at the beginning of the course (see section 5.2),

- 5 The assessment of an examination is expressed in terms of either a numerical or verbal descriptor. For more detailed information you are referred to appendix 5. Results for minor courses passed will be registered in accordance with the Dutch marking system, and if necessary, converted to the Dutch marking and credit system if these courses were completed abroad. The average minor mark will subsequently be entered into Osiris.
- 6 If an examination consists of several partial examinations, the attendant ECTS credits will only be awarded when all partial examinations have been completed successfully, taking into account any compensation arrangements. All results for the partial examinations will be entered into Osiris.

5.8.2 Assessment of placement and practical assignment

Not applicable.

5.8.3 Assessment of graduation internship / graduation project / thesis

The Bachelor's Thesis ('Research Practical' - see appendix 3) is regarded as the final, concluding exam. To this component, no special or alternative (different from other courses) assessment criteria will be applicable.

5.9 Announcement of Examination Results

WHW article 7.13 paragraph 2o

- 1 The examiner will determine the results of an examination and enter these (provisional) results into Osiris, within 15 working days after the day on which the examination was held. These provisional results can then be consulted via Osiris. Provisional results may be adjusted upwards or downwards, if necessary.
- 2 If there is any reason to do so, the academy director may decide to differ from the term stated in section 1. Any arrangements to the contrary should be communicated to the students in time.
- 3 The results of an examination (in provisional form) have to be announced no later than three whole working days before the second opportunity of this examination. If this term is exceeded, the second opportunity will be postponed to a date to be set by the academy director. In this process, the provisions of article 5.11 section 1 should be taken into account. Any arrangements to the contrary should also be communicated to the students in time.
- 4 If a second assignment builds on a previous one, the result of the first assignment must be announced before the deadline for handing in the second assignment.
- 5 The academy will finalise the results (in definitive form) in Osiris within five working days after the inspection date of an examination (see article 5.11). Consequently, the definitive examination results are announced within 30 working days after the examination was held. Finalised examination results can only be adjusted upwards or downwards via the board of examiners.

5.10 Period of Validity

- 1 The period of validity of examination results obtained will be indefinite. This is without prejudice to any curriculum changes and the transitional arrangements applicable thereto.

- 2 The period of validity of partial examinations will be limited to the academic year in which the result for the partial examination is obtained and the subsequent academic year.

5.11 Inspection

- 1 During a period of 10 working days after the announcement of the results of an examination, students will be permitted to inspect the examinations assessed as well as the assessment criteria used, on the understanding that this inspection takes place no later than three working days before the second opportunity. The date and time for this inspection opportunity will be set by the lecturer involved or scheduled by academy 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 should be communicated to the students in time.
- 4 Without the express written permission of the lecturer, students are not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the inspection of examination results. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 5.15).
- 5 The lecturer will propose a time and place for the inspection opportunity. That is the moment when students are offered the opportunity to inspect the assignment and their answers, as well as ask questions about the assessment criteria and marking system. If the student is unable to attend, article 5.11 section 2 will apply.

5.12 Possibility to appeal

WHW article 7.61

- 1 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 lodge an appeal against this decision with the Examinations Appeals Board (abbreviated in Dutch as CBE) of Breda University of Applied Sciences. This appeal must be lodged in writing within six weeks after the date on which the decision was made.
- 2 This appeal can be lodged via the digital Complaints Service Point of Breda University of Applied Sciences. This Service Point is available via the student portal. The appeal will be dealt with in conformity with the provisions of the Code of Order of the CBE Breda University of Applied Sciences.

5.13 Individual Exemptions

5.13.1 Exemptions from taking examinations

WHW article 7.13.2r

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- 1 At the student's written request, the board of examiners may grant exemption from one or more interim examinations.
- 2 Requests for exemptions from interim examinations must be submitted within four weeks after the start of the academic year.

- 3 To obtain an exemption, the student has to submit a written reasoned request to the chair of the board of examiners. The request must be supported by one or more of the following documents:
 - a copy of the certificate, diploma, degree or statement;
 - a copy of the accompanying list of qualifications;
 - a list of literature, lecture notes, etc. studied;
 - an official EVC (accreditation of prior learning) procedure gone through at Breda University of Applied Sciences or somewhere else;
 - written proof of a successfully completed assessment.
- 4 The board of examiners will decide as soon as possible – within 20 working days after the request has been submitted – whether or not to grant the request, possibly in consultation with the examiners involved. The decision will be recorded, filed by the board of examiners, and communicated to the student (digitally via Osiris).
- 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 curriculum of the first year will count towards the academic performance standard of the binding recommendation.
- 7 The student may lodge an appeal, within six weeks, against the decision of the board of examiners as referred to in section 4 with the Examinations Appeals Board. Also see article 5.12 section 2.

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

Based on the documents submitted by the student, as referred to in article 5.13.1 section 3, the board of examiners will determine the extent to which the student already masters the learning objectives of the course for which exemption is requested.

5.14 Contingency Scheme

A contingency is any situation that requires everyone present in a building to leave this building immediately. If an examination is being administered at that time, then this examination will be declared invalid and the work submitted will not be assessed. A new examination will be scheduled as soon as possible and the students will be informed of the date, place and time of the new examination.

5.15 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

5.15.1 Definitions

- 1 Academic dishonesty involves any act or omission by the student that makes it impossible, either fully or partially, to form a correct assessment of the student's knowledge, understanding and skills. This may involve providing incorrect facts, deliberate concealment of any fact that the student knew or should have known they were obliged to disclose, using a false name or false identity, and/or engaging in forgery of documents.
- 2 Academic dishonesty or fraud concerns all cases which involve any form of deception as laid down by law, among other things in the Dutch Criminal Code and the Dutch Civil Code (Book 3), and as such it is a punishable offence.

- 3 Academic dishonesty or fraud is also understood to mean any attempt towards fraud, complicity, being a fellow perpetrator in fraud, making preparations for academic dishonesty/fraud, and preventing academic dishonesty/fraud from being discovered.
- 4 Plagiarism is the act of copying or quoting from someone else's work by not or not properly acknowledging one's source(s), and/or by falsely placing any name or mark on someone else's work, and/or by forging the real name or mark on someone else's work. The aim of this is to create the false impression that the work (and/or the quotation) is the plagiarist's own. Plagiarism also involves selling, offering for sale, or storing for sale such forged works.
- 5 The term academic dishonesty or fraud includes, but is not limited to, the following instances where it is established that the student:
- a uses/has used - in the room where the examination takes place - tools that have been explicitly designated by the invigilator as not being permitted for reference during the examination.
 - b uses/has used information in any way - during the examination - that has not been supplied by the invigilator, and this information was obtained either inside or outside the examination room.
 - c discloses/has disclosed information in any way – either prior to or during the examination – to another student about the examination, including information about the contents and answers of the examination.
 - d passes/have passed themselves off as someone else during an examination or have/have had themselves represented by someone else during an examination.
 - e takes/has taken unauthorised cognizance – either prior to or during the examination – of the examination questions, assignments and/or answer keys of the examination.
 - f applies/has applied changes to examination work already handed in, either after the examination time or during the inspection opportunity afterwards.
- 6 Other forms of academic dishonesty include, but are not limited to:
- a any act or omission of a student aimed at making it impossible – either fully or partially – to form a correct and reliable judgement about the knowledge, understanding and skills acquired by the student or about the knowledge, understanding and skills acquired by fellow students.
 - b presenting someone else's work or ideas as their own, including the work of fellow students, even if a reference to other authors has been included.
 - c Handing in, as a first version, a text (or comparable text) already handed in previously by the student themselves or another student for assignments from other courses.
 - d Fabricating research results.
- 7 Where 'academic dishonesty' or 'fraud' is used in the TER, it should be taken to represent 'plagiarism' as well.
- 8 By taking part in an examination, the student gives implicit permission for the examination they have handed in for assessment, if applicable, to be checked for academic dishonesty by means of anti-plagiarism software and for their work to be included into the anti-plagiarism software database. In their digital examinations or any other digital text that is part of education, students are not allowed to apply any software blocks against anti-plagiarism software.
- 9 Irregularity is defined as an event or circumstance that prevents the examiner from forming an objective opinion of a student's knowledge and ability. An irregularity as referred to in this article does not automatically qualify as fraud or academic dishonesty. In the case of an irregularity as referred to in this article, the board of examiners may decide that the examination in question is declared invalid. The examination is not assessed and an 'OV' is entered into Osiris.

5.15.2 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 taken note of the suspicion of academic dishonesty, the student will be given the opportunity to be heard by 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 complies with the criteria of academic dishonesty as specified in these regulations, and will inform the student, no later than within 2 weeks after the student has been heard, of its decision and – if applicable - disciplinary measures in writing, stating the possibility to appeal to the Examinations Appeals Board.
- 6 The student will have the possibility to appeal (within six weeks after announcement of the decision of the board of examiners) to the Examination Appeals Board against the decision. The appeal procedure is described in the Code of Order of the CBE Breda University of Applied Sciences.

5.15.3 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 revoke 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 as invalid. In the academic progress system 'Osiris', this will result in a recorded mark of 'FR', or
 - c a combination of a and b.Any previous incidents of academic dishonesty will be involved in determining the severity of the disciplinary measure.
- 2 On the proposal of the board of examiners, the Executive Board may decide to definitively terminate the student's enrolment on their study programme in the case of serious academic dishonesty.
- 3 In confirmed cases of academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or justice officials.
- 4 Cases of academic dishonesty established after degree completion will be reported to police or justice officials by Breda University of Applied Sciences. Moreover, the degree certificate will subsequently be declared invalid and/or the degree title will be revoked. The student will promptly return their degree certificate to the institute upon first request. The institute will ensure that the degree awarded will be revoked in all formal registers and that the degree certificate will be destroyed.

5.16 Examination Certificates

WHW article 7.11 paragraph 1
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- 1 As proof of an examination having been passed, the examiner concerned will issue a written piece of evidence. The registration of the confirmed result in Osiris will also be regarded as evidence.
- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.4, section 2 cannot yet be awarded, will receive – upon their own request - a certified written statement from the board of examiners in which the examinations passed are listed. Students have to submit a written request for this statement themselves to the chair of the board of examiners.

Chapter 6 Final Exam

6.1 Exam Concluding the WO Bachelor's Programme

WHW article 7.10

A student will pass the final exam of the WO bachelor's programme, if this student has met the completion requirements of all the examinations that go with the courses of the bachelor's programme. Passing this exam will earn the student 180 ECTS credits. The compensation possibilities as mentioned in article 6.2 will be applicable in this process.

6.2 Compensation Possibilities

- 1 All courses must be completed with at least a 5.5; compensation between courses will not be possible.
- 2 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 a partial examination is a 4.5, unless the lecturer decides – in consultation with the board of examiners – to set a higher minimum mark (of 5.5 at the most) for a certain partial examination, in accordance with article 5.2 section 7b.

6.3 Conditions to Successfully Completing the Final Exam

Prior to granting a student access to the final exam of the WO bachelor's programme, the board of examiners will check whether this student has successfully completed all the courses of the bachelor's programme.

6.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

- 1 In the meeting on the final exams, the board of examiners will establish the results of the final exams of the bachelor's programme. The names of the students who comply with the requirements of the bachelor's exam will be registered in an official report ('proces verbaal') drawn up as a result of the final exam meeting.
- 2 As proof of the bachelor's exam having been passed, the board of examiners will issue a degree certificate with attendant list of marks. The board of examiners has been mandated to do so by the Executive Board. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 The marks on the list of marks that is attached to the degree certificate of the bachelor's exam are rounded to one decimal place (ranging from n.0 to n.9).
- 4 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance compared to international standards.
- 5 The GPA is determined by taking the weighted average of the results obtained within the curriculum. The GPA is expressed on a scale from 1 through 4, to two decimal places accurately. For information about calculating the weighted average, you are referred to appendix 5. An explanation of the GPA value will be included in the diploma supplement. In addition, a complete conversion table (from weighted average to GPA) is available via the portal and on the internet.

6.5 Degree Conferred

WHW article 7.10a

The Executive Board will confer the bachelor's degree on students who have passed the final exam of WO bachelor's programme (see article 1.3 section 5).

6.6 'Cum Laude' Distinction

- 1 If a student complies with all the criteria as mentioned in section 2, this student may receive the designation 'cum laude'.
- 2 The criteria mentioned in section 1 are:
 - a The weighted average of the results of all courses of the bachelor's exam is at least an 8.0 (unrounded).
 - b The student's graduation result is a final mark of at least an 8.0 (unrounded).
 - c The student graduated on the first attempt.
 - d The total of exemptions from courses of the bachelor's programme granted to the student must not exceed 60 ECTS credits.
 - e The student has never been involved in an incident of academic dishonesty.
 - f The student has completed the bachelor's degree within 4 years' time (standard duration of studies plus 1 year).
- 3 If the student has passed more than the required 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 bachelor's programme at another education institution, and/or completed a graduation placement, the board of examiners will establish the value and weighting of these courses.
- 5 The designation 'cum laude' will be stated on the degree certificate.

6.7 Further Study

WHW article 7.30

- 1 Students who have been awarded a degree as referred to in article 6.5, will be eligible for admission to the academic master's programme 'Leisure and Tourism Studies' (CROHO number 60078), which is offered by Breda University of Applied Sciences.
- 2 Students who have been awarded a degree as referred to in article 6.5, with a weighted average final mark of at least a 7.0 and a TOEFL score of at least 550 (paper-based), will also be eligible for admission to the master's programme 'Leisure, Tourism and Environment' offered by Wageningen University.

Chapter 7 Committees

7.1 Board of Examiners

WHW article 7.12 and 7.12b

For each study programme or group of study programmes, the Executive Board has formed 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' study 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 complies with 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).

7.2 Participation Council

- 1 Breda University of Applied Sciences has a participation council whose task is to exercise student and employee participation in decision-making within the institute as laid down in the Employee and Student Participation Regulations. These regulations determine, 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).

7.3 Degree Programme Committee

- 1 For each degree programme or group of degree programmes, a degree programme committee has been formed. 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.

Chapter 8 Adoption and Amendment of the Teaching and Examination Regulations

8.1 Adoption and Entering into Effect

- 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 agreement.
- 4 After agreement by the degree programme committee, the TER will be submitted for approval to the academy director.
- 5 After this, the TER will be submitted for adoption to the Executive Board.
- 6 The academy director will make sure that students and staff are informed of the TER in time, 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.

8.2 Amendments

- 1 Amendments that apply to the academic year to which the TER relate will only be made if they do not harm the interests of the students. Exceptions in this respect concern amendments that are a direct consequence of a legislative change.
- 2 Amendments will furthermore not affect:
 - Examinations passed;
 - Exemptions granted;
 - Any other decisions, already taken 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, depending on the topic in question, 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 Definitive amendments to the TER will be communicated to the persons concerned through the usual channels within the academy in the form of an overview of amendments (possibly in cumulative form).

8.3 Unforeseen Circumstances

- 1 In situations or circumstances which should be covered by the TER, but which are not, the chair of the board of examiners will decide, in consultation with the academy director. In the written argumentation to the student or students concerned, the situations and/or circumstances, considerations, and decisions will be clarified (and the possibility to appeal will be mentioned).
- 2 Should any differences of opinion arise within the board of examiners with regard to the interpretation of the regulations and procedures in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

Chapter 9 Additional Provisions

9.1 Hardship Clause

- 1 The board of examiners is authorised to deviate from these regulations – for the benefit of the student - if their application leads to extreme unfairness, and to make decisions in situations not provided for in these regulations.
- 2 If a student is of the opinion that there are any cases of extreme unfairness at issue, the student will have to submit a written, well-founded request regarding this matter to the board of examiners. The board of examiners will decide on the request and inform the student of its decision and the reasons it is based on in writing, and of the student's right of appeal.
- 3 To determine whether any case of extreme unfairness is at issue, the board of examiners will carefully weigh the interests of the student and the academy. If an immediate decision is required, the chair of the board of examiners or their replacement will decide, after which the other members of the board of examiners must be notified as soon as possible.

9.2 Retention Periods

Selection List Breda University of Applied Sciences

9.2.1 Retention period of exemption decisions

- 1 The decisions relating to exemptions will be retained for seven years after the date of the decision concerned.
- 2 The seven-year retention period also applies to all underlying documents:
 - Request for exemption
 - Diploma (previous education)
 - Diploma supplement (previous education)
 - Evidence of accredited prior learning ('EVC')
 - Exemption including supporting information

9.2.2 Retention period of study recommendations

The warning regarding the continuation of studies (see article 3.1 section 3) and the recommendation regarding the continuation of studies (see article 3.1 section 1) must be retained for five years after the date of issuance.

9.2.3 Retention period of examinations

- 1 Examination question papers, answer keys, pass criteria, attendance lists, official reports of examinations, and evaluations of examinations must be kept on file for seven years after the date of assessment.
- 2 Examination papers completed by students, assessment results, and second assessment results (if there are any) must be kept on file for two years after the date of assessment.
- 3 Reports on graduation internships and theses and attendant results (in writing) will be kept on file for at least seven years after the year of graduation of the student concerned.

- 4 Personal data, copies of propaedeutic and degree certificates, and attendant lists of marks will be kept on record for 50 years.
- 5 The term mentioned in section 1 may be extended by the board of examiners, should this be necessary.

9.2.4 Retention period of examination certificates

- 1 The certified statement referred to in article 5.16 section 2 must be retained for ten years after the date it was issued.
- 2 The request as referred to in article 5.16 section 2 must be retained for one year after the date it was settled.

9.2.5 Retention period of degree certificates

- 1 The degree certificate, as referred to in section 2 of article 6.5, must be retained for 50 years after the date of issuance.
- 2 The 50-year retention period also applies to:
 - Degree statement
 - Diploma supplement
 - Certificate (additional education)
 - Certificate (minor)
- 3 With regard to the final exam, the requests, the assessment of the requests, the assessment of the board of examiners, the decisions list of the board of examiners, and the student's statement of receipt of the degree certificate, must all be retained for seven years.

9.2.6 Retention period of academic dishonesty cases

- 1 The proposal to the Executive Board, as referred to in article 5.15.3 section 2, must be retained for two years after the date of termination of enrolment.
- 2 The retention period of two years after the date of termination of enrolment also applies to:
 - The discovery of academic dishonesty
 - Letter to the student
 - The student's defence statement
 - Revocation of the student's right to sit one or more examinations (if applicable)
 - Declaration of invalidity of the examination (if applicable)

9.2.7 Retention period of appeal cases

The following retention periods apply to the documents pertaining to the procedure as referred to in article 5.12:

- Confirmation of receipt: 1 year
- Notice of appeal, if dealt with: 10 years
- Notice of appeal, if not dealt with: 3 years
- Assessment of amicable settlement: 5 years

Appendix 1 Code of Conduct (English-taught study programmes)

WHW article 7.2

1 General

- 1 Article 2.3 specifies whether the degree programme is either fully or partially delivered in English.
- 2 The academy director will be required to attach conditions to the use of the English language with the aim of assuring the quality of the course (or courses) in question, which explicitly includes the language proficiency of the lecturers involved.

2 Additional provisions

- 1 If the study programme is taught in English entirely. That is why academy staff and students are obliged to use the English language in the following cases:
 - 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 In all teaching / study activities
- 2 The use of the English language by Dutch students is not obligatory in the following cases:
 - a Contacts with the student counsellor
 - b Contacts with staff members of other academies / study programmes
 - c Contacts with the Executive Board
 - d In the following cases, specified by the academy:
 - in contacts with the student administration officers
 - during excursions / field trips to Dutch companies

Appendix 2 Exit Qualifications of the BSc ‘Leisure Studies’ – old curriculum (in 2022-2023: applicable to year 3)

1 GENERAL INTELLECTUAL SKILLS

1.1 Logical, analytical reasoning

- Logical and analytical reasoning, problematising, and placing problems into context

1.2 Critical self-reflection

- Ability to reflect on one's own professional knowledge and practices, and on those of others

1.3 Ethical/normative awareness

- Familiarity and compliance with the fundamental principles of academic objectiveness, integrity and responsibility
- Awareness of social-political and ethical aspects involved in operating in the field of Leisure Sciences

1.4 Communication skills

- Ability to communicate clearly, both orally and in academic writing, about the aspects of the discipline with fellow professionals and non-fellow professionals
- Academic English proficiency
- ICT and presentation skills

1.5 Multi-perspective or multi-source approach

- Use and evaluation of various sources of information, in order to be able to make an accurate, qualitatively sound selection
- Multidisciplinary perspective in approaching practical problems
- Awareness of intercultural differences in leisure activities and in the conditions for leisure activities

2 RESEARCH ATTITUDE

2.1 Ability to identify connections, trends and developments

- Contribution to the expansion of knowledge based on an interested, inquisitive attitude
- Recognition of paradigms within Leisure Sciences
- Independent opinion formation on issues in the discipline of Leisure Sciences
- Ability to - under supervision – set up, carry out and report on research projects into the use of leisure and conditions and/or organisation of leisure

2.2 Commitment to update/expand one's level of knowledge

- Critical attitude with regard to one's own findings and conclusions, and those of others
- Looking for and being open to new points of view

2.3 Lifelong learning

- Commitment to the continuous process of knowledge development
- Willingness to lifelong learning

3 DISCIPLINARY KNOWLEDGE

3.1 Knowledge and understanding of the fundamentals and history of one's discipline

- Knowledge of and insight into the developments in leisure activities/pursuits and in the conditions for leisure activities/pursuits
- Knowledge and understanding of the fundamentals, history and development of Leisure Sciences

- 3.2 Understanding of the structure and relationships between subareas of the discipline**
- Overall understanding of the multidisciplinary discipline of Leisure Sciences, with an eye for the relationships between the various subfields
 - Knowledge and understanding of the most important models and conceptual frameworks in Leisure Sciences
- 3.3 Recognition of discipline-related paradigms**
- Insight into relevant theories and research traditions in the fields of anthropology, sociology, economics, psychology, and philosophy in general, and the way leisure is studied in these fields in particular
- 3.4 Specific practical skills**
- Application of knowledge in organisations which operate in the mixed economy of leisure
- 3.5 Knowledge and understanding of research methods and theory formation**
- Knowledge of social scientific research methods and techniques
 - Knowledge of the history and development of research in one's discipline and the methods and approaches used in it
- 3.6 Taking a position in academic discourse**
- Taking a critical position with regard to topics in the academic literature in the field of Leisure Sciences
- 3.7 Application of discipline-related analysis techniques**
- Ability to apply current research methods and techniques
 - Ability to translate social issues into discipline-related problems and an ability to relate these problems – by means of current research methods and techniques – to empirical and theoretical insights in the field of Leisure Sciences
 - Insight into the progression of research
 - Ability to – under supervision and in a methodically sound manner – carry out the various phases of research; ability to ask clarifying questions regarding one's own discipline and an ability to test hypotheses on the grounds of knowledge and skills acquired with regard to problem formulation, theory construction, and research methods and techniques
 - Interpretation of and reporting on research findings
- 3.8 Evaluation of discipline-bound research**
- Understanding and interpretation of presuppositions, information content/value and empirical tenability of research and theories in the field of Leisure Sciences
 - Understanding and interpretation of specialist literature
- 3.9 Disciplinary skills**
- Proficiency in fundamental professional skills, such as project-based working, ability to work in a team, reporting and advising
- 4 TRANSDISCIPLINARY SKILLS**
- 4.1 Knowledge and skills not related to one's own discipline**
- Knowledge of the most important social-philosophical and epistemological principles and approaches
 - Knowledge of the basic principles of at least one other related or non-related discipline
- 4.2 Multidisciplinary collaboration skills**
- Application of a multidisciplinary perspective in exercising academic activities

Appendix 2B Intended Learning Outcomes for New Curriculum (in 2022-2023: applicable to years 1 and 2)

Intended Learning Outcomes BSc. Leisure Studies for curriculum starting in 2021-2022

Five major domains of intended learning outcomes have been identified:

1. Knowledge and understanding

Contents that an academic Leisure expert has to know and understand, be able to integrate, and to use in informed judgments. The contents concern the Leisure domain, its underlying disciplines and a multi-disciplinary perspective.

2. Scientific research competence

All knowledge, skills and attitudes needed to be a responsible scientific researcher in the field of Leisure.

3. Academic thinking skills

An analytical / critical way of thinking that underlies all the reading, interpreting and communicating as an academic Leisure expert.

4. Self-development & Professional skills

Acting like a self-reflective, responsible, communicative and strategically smart professional and global citizen.

5. Academic communication skills

The ability to write, present and discuss about leisure studies and scientific research, with the right spelling and grammar, using academic (or policy) conventions.

1	Knowledge & Understanding	Contents that an academic Leisure expert has to know and understand, be able to integrate, and to use in informed judgments. The contents concern the Leisure domain, its underlying disciplines and a multi-disciplinary perspective.
Students will have developed knowledge of and insight in:		
1.1	The foundations of leisure studies	1.1.1 How leisure is defined and studied as a socially and economically relevant subject 1.1.2 How leisure as a concept and phenomenon is influenced by the historical, socioeconomic, and cultural context 1.1.3 How leisure has been studied from various disciplinary and interdisciplinary perspectives 1.1.4 Major developments and trends in the amount of leisure time, the type of leisure practices, and the kind of leisure experiences 1.1.5 Major themes addressed in the study of leisure from a multi- /transdisciplinary perspective, i.e. experiences and storytelling, placemaking, sustainability
1.2	Leisure as object of study in the social sciences	1.2.1 The foundations of the social sciences and major theories that have contributed to the foundations of leisure studies 1.2.2 The social, cultural, and psychological foundations of leisure and major sociological, anthropological and psychological theories that are at the foundations of explaining/understanding leisure behaviour and experiences
1.3	Value creation and leisure experiences from a business perspective	1.3.1 The economic foundations for leisure experiences 1.3.2 The marketing foundations for leisure experiences. 1.3.3 The organizational foundations for leisure experiences.
1.4	The role of leisure in society	1.4.1 The consequences of societal trends and developments for leisure consumption, experiences and practices 1.4.2 Key issues in society, in particular the relationship between leisure and social cohesion, social inclusion, social capital and quality of life. 1.4.3 Policy development and interventions for people, places and practices.

2	Scientific research competence All knowledge, skills and attitude needed to be a responsible scientific researcher in the field of Leisure.	
Students will be able to:		
2.1	Understand research methods & methodology	2.1.1 Understand major quantitative, qualitative and ‘non-traditional’ research methods, including their philosophical underpinnings, characteristics and methods and techniques
2.2	Discuss research	2.2.1 Reflect on philosophical underpinnings of research and explain the implications of adopting different positions for the type of desired knowledge and methodologies to produce this knowledge
		2.2.2 Explain the use of different quantitative, qualitative and ‘non-traditional’ methodologies (that are relevant for the field of leisure research)
		2.2.3 Critically evaluate the quality of research according to accepted quality criteria
2.3	Design, carry out, and report research	2.3.1 Under supervision design and carry out relevant research, and report the results in an integer, precise, accurate and academic manner for an academic audience
		2.3.2 Detect and handle ethical dilemmas in various phases in the research process
		2.3.3 Under supervision translate outcomes of research to (policy) advice for relevant stakeholders in a professional manner

3	Academic thinking skills An analytical / critical way of thinking that underlies all the reading, interpreting and communicating as an academic Leisure expert.	
Students will develop skills in the following areas:		
3.1	Information literacy	3.1.1 Know the relevant data-bases and information sources for academic Leisure Studies 3.1.2 Apply an effective and efficient search strategy (define the search problem, find the search terms, be flexible and reflective) 3.1.3 Be able to judge the scientific value of a source (peer-reviewed, impact factor, author)
3.2	Critical reading of academic texts	3.2.1 Understand and recognise the existence of different kinds of academic texts (book – paper – essay etc). 3.2.2 Identify and relate key ideas in what is read (select, summarize, compare, contrast, link) 3.2.3 Be able to explain the meaning of the key ideas to others 3.2.4 Question the content of what is read (author(s), purpose of the writing, argumentation, contrast it with other things read elsewhere).
3.3	Learning skills	3.3.1 Apply the self-regulation cycle of studying texts and doing assignments (orientation – processing/preparing – apply/do – checking) 3.3.2 Apply deep learning (relating, concretising, self-testing, adaptive preparation focused on type of assessment). 3.3.3 Apply planning skills and discipline (regulate study effort, communicate planning problems, ...)
3.4	Critical and analytical thinking	3.4.1 Reflect on theories, own knowledge and practices, and those of others 3.4.2 Setting up argumentation 3.4.3 Solve complex and unpredictable problems in the field of Leisure Studies (identify problem, problem-solving, understand in proper context) 3.4.4 Use research/theory to come to informed judgments on relevant issues

4.	Self-development & Professional skills Acting like a self-reflective, responsible, communicative and strategically smart professional and global citizen.	
Students will develop skills in the following areas:		
4.1	Interpersonal skills	4.1.1 Able to collaborate in a team (listening, convincing, providing feedback, task management)
		4.1.2 Able to build a network and professional relations
		4.1.3 Able to identify cultural similarities and differences
		4.1.4 Sensitive to the dynamics that emerge from (intercultural) collaboration
4.2	Intrapersonal skills	4.2.1 Reflect on one’s actions, take responsibility, process feedback and be able to improve oneself.
		4.2.2 Acknowledge that his/her own norms, values and behaviour are not universal
		4.2.3 Acts on the basis of a suitable attitude and ethical norms
		4.2.4 Actively develop ways to broaden the (cultural) frame of reference
4.3	Strategic skills	4.3.1 Understand different needs and interests of stakeholders and be capable to deal with these needs and interests (Stakeholder management)
		4.3.2 Awareness of social-political aspects in operating in the field of LS
		4.3.3 Able to synthesise various (cultural) perspectives in a Leisure Studies context
		4.3.4 Able to design intercultural dialogues suitable for the specific context
4.4	Creative Skills	4.4.1 Facilitate sessions to stimulate creative collaboration (brainstorms, dialogues, multi-stakeholder sessions)
		4.4.2 Design creative, evocative and professional communication materials (presentations, infographics, vlogs, posters, etc.)

5.	Academic communication skills	
	The ability to write, present and discuss about leisure studies and scientific research, with the right spelling and grammar, using academic (or policy) conventions.	
Students will develop skills in the following areas:		
5.1	Presentation skills	5.1.1 Present research results for a (non)specialist audience in English orally and in written forms
5.2	Debating skills	5.2.1 Participate in academic debates on leisure issues, problems, solutions and contribute own ideas, responding to key ideas in literature/research
5.3	Consultancy skills	5.3.1 Provide policy and strategic advice, vision, and concepts
5.4	Academic writing skills	5.4.1 Express thoughts in writing within academic reports, papers and essays in English

Appendix 3

Appendix 4

Appendix 5 Curriculum Overview BSc 'Leisure Studies'

Exam programme of students who started in 2021-2020

Year 2: only resits are offered

Year 2	Course	Term/semester				Competenties /Beroepstaken (Indien van toepassing)	ECTS credits	Assessment	Weight	Assessment moment
Course code		A	B	C	D					
DILS2.LCL	Labour, Care and Leisure	x	x				6	Written exam / Paper	70/30	B
DILS2.IMP	Experience and Storytelling	x	x				6	Essay / observation and field notes / interview / report and presentation	20/20/20/40	B
DILS2.PHS	Philosophy of Leisure 1	x	x				6	Two essays / take home exam	25 / 25 / 50	B
DILS2.PROP3	Project 3	x	x				6	Group assignments		B
DILS2.RMT3	Research Methods 3	x	x				6	Written exam (theory)/ Computer exam	50/50	B
DILS2.SEP	Sustainability, Entrepreneurship and Performance			x	x		6	Written exam / assignments	60/40	D
DILS2.STRD	Dynamics of the Leisure Sector			x	x		6	Individual assignment / group assignment / individual oral exam	30/40/30	D
DILS2.INNO	Innovation and Change			x	x		6	Written exam / assignments	50/50	D
DILS2.PROP4	Project 4			x	x		6	Research report / article	75/25	D
DILS2.RMT4	Research Methods 4			x	x		6	Written exam (theory)/ Computer exam	50/50	D

Year 3

Jaar 3	Onderwijseenheid	Blokken				Competenties /Beroepstaken (Indien van toepassing)	Werkvorm	Contact- uren	Zelfstudie- uren	ECTS credits	Toetsvorm	Wegingsfactor deeltoetsen	Toets- moment
Cursuscode		A	B	C	D								
DILS3.EXTERN	Externe Minor	x	x							30			
	Leisure & Placemaking			x	x					6	Exam Practical assignment	60/40	CD
DILS3.ICM	Intercultural Management			x	x		Hoorcollege	28	140	6	Two group products / Individual paper	40/60	D
DILS3.RESLAB	Research Lab			x	x		Praktisch Project		168	6	portfolio	100	D
DILS3.RESTH	Research Practical			x	x		Praktisch Project	56	280	12	Research paper / written exam	75/25	D

Exam programme of students that started since 2021-2022

Year 1

Course code	Course name	Term + assessment opportunity (1 st sit-2 nd sit)					Ects credits	Teaching format	Exam (Osiris)	Form - weight - ind/group - grade type	Contact hours per week/total	Self study hours
		A	B	C	D	E						
DBLS1.INTLEI-01	Introduction to leisure	1	2				6	Interactive meetings	Exam	-Take home exam (100%) - individual - numerical	4/28	140
DBLS1.FUND-01	Fundamentals of Scientific Research	1	2				3	Lecture + seminar	Exam	-Short answer question exam (100%) – individual - numerical	3/21	63
DBLS1.SOC-01	Sociology		1	2			6	Lecture + seminar	Exam Presentation	-Long answer question exam (75%) – individual - numerical -Presentation (25%) – group - numerical	4/28	140
DBLS1.QRM-01	Qualitative Research Methods		1	2			3	Lecture + seminar	Exam Research Practice Assignments	-Short answer question exam (60%) – individual - numerical -Research practice assignments (40%) – individual - numerical	4/28	56
DBLS1.ANTH-01	Anthropology			1	2		6	Lecture + seminar	Exam Ethnographic report	-Long answer question exam (60%) – individual - numerical -Assignment – Ethnographic report (40%) – individual - numerical	4/28	140
DBLS1.ECON-01	Economics		1	2			6	Lecture + seminar				
DBLS1.LEISNET-01	Leisure Networks			1	2		6	Interactive meetings	Stakeholder analysis Essay	Group assignment Stakeholder analysis (40%) - numerical Individual essay (60%) - numerical	4/28	140
DBLS1.STAT-01	Statistics			1	1	2	6	Lecture + seminar	Exam 1 Exam 2 Practical assignment	mc-exam midterm (25%) – individual - numerical mc-exam (25%) – individual - numerical practical assignments (SPSS skills) (50%) – individual - numerical	4/56	112
DBLS1.PSY-01	Psychology	1	2				6	Lectures, student presentations, structured discussions	Exam Presentation Essay	Open questions exam (50%) Presentation (25%) Essay (25%) Contribute discussion topics (pass/fail)	3/21	147
DBLS1.CBM-01	Consumer Behaviour & Marketing				1	2	6	Lecture (8) + seminar (7)	Exam Marketing plan	Written exam 60% (individual) - numerical Marketing plan 40% (group) - numerical	4/30	138
DBLS1.PSURV-01	Project Survey Research				1	2	6	Supervision	Research paper Presentation Self-evaluation & peer feedback	Research paper (60%) – group - numerical Presentation (20%) – group - numerical Self-evaluation & peer feedback (20%) – individual - numerical	42	126
DBLS1.AC-01	Academic Skills & Coaching					12	0	Training & coaching	Portfolio	Portfolio		

Year 2

Course code	Course name	Term + assessment opportunity (1-2)					Ects credits	Teaching format	Exam (Osiris)	Summative Assessments (form + weight + ind/group + grade type)	Contact hours per week/total	Self study hours
		A	B	C	D	E						
	Leisure ethics: Theories, cases and tools	1	2				6		Essay Assignments	Essay (60%, individual, graded) Assignments (40%, individual, graded)		
	Advanced Qualitative Research Methods	1	2				6	Lectures + seminars	Exam Assignments	Exam (60%, individual, graded) Assignments (40%, individual, graded)		
	Project qualitative Field Research		1	2			6	Supervision	Research paper Oral exam	Research paper (80%, group, graded) Oral exam (20%, individual, graded)		
	Storytelling: Cultural Perspectives		1	2			6		Exam Portfolio	Exam (60%, individual, graded) Portfolio (40%, individual, graded)		
	Organisational Principles		1	2			6		Exam Practical assignment	Exam, (60%, individual, graded) Practical assignment (40%, individual, graded)		
	Multivariate Statistics & Introduction to Data Science			1	2		6		Exam Practical assignment	Exam (60%, individual, graded) Practical assignment (40 %, individual, graded)		
	Leisure & Placemaking			1	1	2	6		Exam Practical assignment	Exam (60%, individual, graded) Practical assignment (40 %, individual, graded)		
	Project Mixed Research Designs for Leisure Policies				1	2	6	Supervision	Research report Advisory report Oral exam	Research report (40%, group, graded) Advisory report (40%, group, graded) Oral exam		
	Transformative Organisations			1	2		6		Exam Assignment	Exam (60%, individual, graded) Assignment (40 %, individual, graded)		
	Experience Measurement and Design				1	2	6		Exam Assignment 1 Assignment 2	Exam (50%, individual, graded) Assignment 1 (20%, individual, graded) Assignment 2 (20%, individual, graded)		
	Academic Skills & Coaching					12	0	Training & coaching	Portfolio	Portfolio (individual, submitted/voldaan)		

Year 3

First semester:

- Choose between minor and internship

Second semester:

- Thesis
- Leisure theory & practice for policy, strategy and design

Appendix 4 - Overview exam programme 'Premaster Leisure and Tourism Studies'

Course code	Course name	Term + assessment opportunity (1-2)					Ects credits	Teaching format	Exam (Osiris)	Summative Assessments (form + weight + ind/group + grade type)	Contact hours per week/total	Self study hours
		A	B	C	D	E						
	Leisure ethics: Theories, cases and tools	1	2				6		Essay Assignments	Essay (60%, individual, graded) Assignments (40%, individual, graded)		
	Advanced Qualitative Research Methods	1	2				6	Lectures + seminars	Exam Assignments	Exam (60%, individual, graded) Assignments (40%, individual, graded)		
	Project qualitative Field Research		1	2			6	Supervision	Research paper Oral exam	Research paper (80%, group, graded) Oral exam (20%, individual, graded)		
	Storytelling: Cultural Perspectives		1	2			6		Exam Portfolio	Exam (60%, individual, graded) Portfolio (40%, individual, graded)		
DBLS1.SOC-01	Sociology		1	2			6	Lecture + seminar	Exam Presentation	-Long answer question exam (75%) – individual - numerical -Presentation (25%) – group - numerical	4/28	140
DBLS1.STAT-01	Statistics			1	1	2	6	Lecture + seminar	Exam 1 Exam 2 Practical assignment	mc-exam midterm (25%) – individual - numerical mc-exam (25%) – individual - numerical practical assignments (SPSS skills) (50%) – individual - numerical	4/56	112
	Leisure & Placemaking			1	1	2	6		Exam Practical assignment	Exam (60%, individual, graded) Practical assignment (40 %, individual, graded)		
DBLS1.PSURV-01	Project Survey Research				1	2	6	Supervision	Research paper Presentation Self-evaluation & peer feedback	Research paper (60%) – group - numerical Presentation (20%) – group - numerical Self-evaluation & peer feedback (20%) – individual - numerical	42	126
	Transformative Organisations			1	2		6		Exam Assignment	Exam (60%, individual, graded) Assignment (40 %, individual, graded)		
	Experience Measurement and Design				1	2	6		Exam Assignment 1 Assignment 2	Exam (50%, individual, graded) Assignment 1 (20%, individual, graded) Assignment 2 (20%, individual, graded)		
DBLS1.AC-01	Academic Skills & Coaching					12	0					

Appendix 6 Assessment and Completion

- 1 The following rating descriptors are used in the assessment of examinations:
- a numerical descriptor (mark) between 0 and 10, up to one decimal place accurately,
 - a verbal descriptor (with numerical equivalent) as listed in the table below:

Verbal descriptors	Dutch abbreviation	Numerical equivalent	ECTS credits awarded
Zero	N	0	No
Extremely poor	ZS	1	No
Very poor	S	2	No
Poor	ZO	3	No
Unsatisfactory	O	4	No
Weak	Z	5	No
Satisfactory	V	6	Yes
Above average	RV	7	Yes
Good	G	8	Yes
Very good	ZG	9	Yes
Excellent	U	10	Yes

- a pass or fail; without numerical equivalent.

Verbal descriptors	Dutch abbreviation	ECTS credits awarded
Pass	VD	Yes
Fail	NVD	No

- another kind of rating, without numerical equivalent, as listed in the table below:

Verbal descriptors	Dutch abbreviation	ECTS credits awarded
Fraud	FR	No
Missed opportunity	GK	No
Exemption	VRIJ	Yes

- 2 The following is applicable to the rounding and averaging of examination results:
- Marks are entered into Osiris up to one decimal place accurately at the most. This is something that is determined at academy level.
 - If whole marks are entered into Osiris:
 - a 6 or higher will count as a pass for awarding ECTS credits
 - and if marks need to be rounded (to the nearest whole number) before they can be entered, this is done as follows: up to n.50 down (mark will be 'n'), and from n.50 up (mark will be 'n+1').

Example:

Mark	Rounded to whole numbers
5.40	5
5.49	5
5.50	6
5.51	6

- If marks with one decimal place are entered into Osiris:
 - a 5.5 or higher will count as a pass for awarding ECTS credits
 - marks with two (or more) decimal places will be truncated (to numbers with one decimal) before they can be entered. They are truncated after the first decimal digit. Examples of this are:
 - 5.49 becomes 5.4
 - 6.73 becomes 6.7
- Verbal descriptors, without any numerical equivalent, cannot be used in calculating averages (including GPA) and compensation arrangements.

- e All examination results that come with a numerical equivalent can be used in calculating a student's average result.
- f Averages can only be determined as weighted averages based on the number of ECTS credits of the underlying components.