



Teaching and Examination Regulations

Master Imagineering

Breda University of Applied Sciences

Academic Year 2024-2025 (1 September 2024 – 31 August 2025)

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.

Academy	Academy for Leisure and Events
Degree programme(s)	Master Imagineering
Date of consent/advice from degree programme committee	23 April 2024
Date of approval by academy director	26 June 2024
Date of adoption by CvB	4 July 2024

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Chapter 1 General

Article 1.1 Definitions

When applying these regulations, the following is meant by:

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.
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.
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	Knowledge, skills and attitude according to the study programme's exit qualifications.
Competency-based education	A type of education in which the final objectives are expressed in terms of competencies.
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 education sectors.
Curriculum	An interrelated set of courses for a particular study programme, including assessment/marking standards.
Declaration of invalidity	Qualification of the examination that is not assessed or cannot be assessed.
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.
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.
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 the <i>Stichting Breda University of Applied Sciences</i> .
Extraneous 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>extraneous</i> student does not have the right to attend classes/lectures.

¹ In accordance with legislation effective from September 2017.

Final exam	The total of successfully completed examinations in 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.
Full-time programme	A full-time study programme involves students studying full-time, not taking into account any commitments other than educational commitments. A full-time study programme does contain practical components like work placements, which represent a certain number of ECTS credits.
Further admission requirements	Further requirements, as referred to in WHW article 7.25, in addition to the admission requirements, which the applicant's previous education must meet for admission to a programme in higher education.
HBO master's programme	An HBO study programme as referred to in article 7.3a paragraph 2b and/or article 7.3b paragraph b of the WHW. Also see: study programme.
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.
Microcredentials	A reliable and recognised certificate that allows professionals to demonstrate their knowledge, skills and understanding after successful completion of a short unit of study within the framework of contract education.
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. For more information, you are referred to the BUAs Regulations pertaining to Staff and Student Participation in Decision-Making.
Part-time education	A study programme, as referred to in WHW articles 7.7 and 7.27, which is structured in such a way that the student can carry out certain professional activities in addition to the educational activities.

Selection list	The list which describes how long the institute is obliged to retain archive records.
Semester	A consecutive period of 20 lecture weeks.
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 as a student 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.
Student portal	This online communication portal gives students access to BUAs-wide news, academy news, events, all applications and practical information.
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.
Supplement	Supplement to the degree certificate as referred to in WHW article 7.11 paragraph 4. The supplement will include, among other things, the list of marks.
WHW	The Dutch Higher Education and Research Act (WHW), including any additions made after that date.
WO master's programme	A WO master's programme as referred to in WHW article 7.3a paragraph 1b. Also see: study programme.

Article 1.2 General Provisions

- 1 In conformity with article 7.59 of the WHW, 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 general 'TER Framework for Master's Programmes'. The date when the TER Framework was adopted 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 7.1 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 degree programme committee will present the results of its evaluation to the academy director.
- 6 The original Dutch version of the teaching and examination regulations will 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.

Article 1.3 Applicability

- 1 These teaching and examination regulations apply to the academic year of 2024-2025, which runs from 1 September 2024 up to and including 31 August 2025.
- 2 The TER as referred to in section 1 are applicable to all students who are enrolled on a study programme as specified in section 5.
- 3 The term 'study programme(s)' - as mentioned in section 2 - refers to all modes of delivery of the study programme(s) in conformity with its/their 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(s):

Name of master's programme	Master Imagineering
English name	Master in Business Innovation from the Experience Perspective
ISAT code	70073
Degree title (in full)	Master of Business Administration
Degree title (abbr.)	MBA

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

- 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, among other things, 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 (interim) 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 master'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 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.
- 13 Where 'Master Imagineering' is mentioned in these teaching and examination regulations, it should be read as 'Master Imagineering; Master in Business Innovation from the Experience Perspective' and vice versa.

Article 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.

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

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.

Quality assurance system of the Master Imagineering

The quality of education is monitored within the Master Imagineering in various ways. The general system to do this is the Plan, Do, Check, Act cycle.

Evaluations are carried out with various stakeholders involved in the delivery of education. After analysing evaluation results and underlying causes, improvement actions are recorded and implemented. The aspects that are perceived as good are retained and possibly strengthened.

Article 1.6 Admission Requirements of the Master Imagineering

1.6.1 Admission requirements (relating to previous education)

- 1 Prospective students in possession of a bachelor's degree (HBO or WO) are directly admissible.
- 2 For admission to the master's executive programme, prospective students who do not have a bachelor's degree must demonstrate that they have knowledge, understanding and skills at the level of a bachelor's degree in higher professional education. Prospective students can demonstrate this with:
 - courses/education taken and diplomas and certificates obtained;
 - professional positions held;
 - any other document deemed important by the prospective student;For information purposes, the exit qualifications / competencies of the Leisure & Events Management bachelor's programme, which gives access to the Master Imagineering, may also be consulted. The competencies are listed in the [TER](#) of this bachelor's programme.
- 3 If, during the application procedure (Studielink and My Online Application), it appears that the prospective student does not meet the admission requirements referred to in section 1, but does have several (multiple) years of relevant work experience at senior level, this prospective student will be asked to provide information in which they demonstrate that they possess knowledge, understanding and skills comparable to the requirements referred to in section 1. The prospective student must submit a request for admission, substantiated by documents relevant to the prospective student (see section 2). The admissions committee (consisting of a representative of Admissions, the master's coordinator and a representative of the board of examiners) will decide on such a request for admission within six weeks after submission of this request.

1.6.2 English language test

A prospective student with prior education completed in a non-Dutch education system must take an English language test. The accepted English language tests, including the minimum score to be achieved, are listed in article 8.6 of the [BUAs Application and Enrolment Regulations](#). These regulations also set out the cases in which a prospective student is exempted from this requirement.

Chapter 2 Content and Organisation of the Study Programme(s)

Article 2.1 Objectives of the Study Programme(s) and Competencies

The objective of the master's degree programme Imagineering is to ensure that its graduates comply with the relevant professional competencies (see appendix 2).

Article 2.2 Admission Requirements (general; per study programme)

WHW article 7.24 et seq.

The admission requirements (relating to previous education), and any further / additional admission requirements are set out in the BUAs Application and Enrolment Regulations (AER). The AER are an integral part of the TER.

Article 2.3 Mode of Delivery

WHW article 7.7

The master's programme is delivered in a full-time mode and in a part-time (part-time executive) mode.

Article 2.4 Language

WHW article 7.2

The master'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).

Article 2.5 Scope and Duration of the Master's Programme(s)

WHW article 7.4, 7.4a and 7.4b

The master's programme corresponds to 60 ECTS credits and is concluded by means of a final exam. One ECTS credit represents 28 hours of study. The standard duration of the study programme is one year (study load of 1680 hours).

Article 2.6 Structure of the Study Programme(s)

2.6.1 General

1 The curriculum of the study programme(s) can be found in appendix 3.

2.6.1.1 Full-time programme

1 The master's programme will start with an introduction week during which a variety of activities and events are offered to familiarise students with the programme and the lecturers involved.

- 2 After the introduction week, the programme consists of four terms.
- 3 One term consists of at least five weeks of lectures and seminars, and one examination week.
- 4 An extra study week, graduation week or practical orientation week may be added to a term. This will be announced at the beginning of the year on LMS Brightspace.
- 5 When the Academy for Leisure & Events is closed for holidays, this period (or a part of this period) may be designated as independent study time for the students.
- 6 Each of the first three terms has a course that is centred on a specific theme.
- 7 In addition to the courses that are centred on a specific theme, a number of continuous courses are offered during the first three terms which focus on practice-based learning, research, and competency development.
- 8 The student manual contains the following information: concise information about all the courses, dates and times of seminars/lectures, and deadlines for handing in practical assignments.
- 9 Every course has a course coordinator who is the first point of contact as far as content and organisation of the course are concerned. In addition, every course has a co-coordinator in order to guarantee the four-eye principle in assessments.
- 10 The course set-up can be changed by the course coordinator, but they will timely communicate in writing, via LMS Brightspace, any changes with regard to course content and schedule prior to the course.
- 11 The master's programme also has a study trip which will take place in term 4. In the event that this trip cannot take place, an alternative assignment will be offered.
- 12 Term 4 comprises the graduation phase.
- 13 A student (both full-time and part-time executive students) can proceed to term 4, the graduation phase, if they have earned 25 ECTS credits, including the ECTS credits for the research proposal.

2.6.1.2 Part-time programme

- 1 The Master Imagineering has a part-time variant to the regular full-time programme. All articles mentioned in these teaching and examination regulations are applicable to this part-time (part-time Executive) variant. The structure of the programme, the distribution of ECTS credits, the content of the programme, and the assessment criteria are all similar to the regular programme. The duration is different though, a minimum of 18 months and a maximum of 20 months.
- 2 The programme of the part-time Master Imagineering is different from the regular programme in the following respects:
 - 1) The student of the part-time Master Imagineering attends a selection of courses. Detailed information can be found in the student manual.
 - 2) The student of the part-time Master Imagineering may carry out substitute assignments instead of the practical assignments.
 - 3) The submission deadlines for the student of the part-time Master Imagineering may be different from those that apply to regular students. Information about these dates will be

communicated in writing by the course coordinator for each course component. This also applies to the final research project.

2.6.2 Graduation

- 1 The master's programme offers two graduation opportunities for full-time students and two graduation opportunities for part-time executive students.
- 2 The graduation opportunities for students who entered in 2024-2025 will be announced in September 2024 and communicated to the students via the LMS Brightspace and the Research Planning and Deadlines document.
- 3 If the graduation project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form, within the scope of crisis prevention.

Article 2.7 Transitional Arrangement Relating to Curriculum Changes

Not applicable.

Article 2.8 Extra master's fee upon delayed degree completion

- 1 A master's programme has two graduation opportunities, see article 2.6.2.
- 2 If a student fails to complete their degree through one of these two graduation opportunities (or fails to make use of these opportunities altogether), the student may submit a request for an extension of the enrolment term to the management team of the master's programme.
- 3 The management team of the master's programme will determine the precise duration of the extension. The extension will comprise at least one graduation opportunity. Extending the specified course duration involves expenses. For information about the fees of extending the specified course duration, you are referred to the Application and Enrolment Regulations.

Chapter 3 Student Counselling and Student Progress

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

Article 3.1 Student Counselling

This article does not apply to *extraneus* students.

- 1 The academy will apply an individual student counselling system. By means of this student counselling system, the academy seeks to ensure that study-related problems are either avoided or discovered in time, and to offer support in solving these problems.
- 2 If desired or necessary, notes of talks between a student and a student counsellor, 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 the Students' Charter.

Article 3.2 Student Counselling within the Academy / Study Programme

A research coach will be assigned to each student at the beginning of term 1. Student and coach will have contact at least once every term. Both student and coach can take the initiative to discuss the student's academic progress.

Article 3.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances² 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).

Article 3.4 Personal Circumstances and the Student Counsellor's Role

- 1 If the student is of the opinion that personal circumstances, as referred to in article 3.3, 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.

² See Profiling Fund Regulations for more information.

Article 3.5 Studying with a Disability³

- 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, 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 mentioned in section 2 of this article, students are required to submit their request to the board of examiners, via 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 board of examiners will inform the student and the student counsellor of its reasoned decision 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 board of examiners.
- 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. This provision is not applicable to students enrolled on non-government-funded programmes.

Article 3.6 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'.

³ See the website of Breda University of Applied Sciences (www.buas.nl) for more information.

Chapter 4 Examinations

Article 4.1 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 4.6. 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 Contents (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 procedure regarding student inspection of examinations assessed,
 - h The procedure regarding the provision of information on assessment standards, and how students may ask questions concerning this matter.
- 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 4.7.1),
 - 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 examination or partial examination.
 - c The course requirements, specified in advance, have been fulfilled.
- 8 When the examination or partial examination has been taken, the result for it will be entered into the Osiris student progress monitoring system.

Article 4.2 Sequence of Examinations

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

- 2 However, a student will only be allowed to take part in the final oral exam when they have submitted the final written deliverables.
- 3 A student will only be allowed to proceed to the graduation phase if they have earned at least 25 ECTS credits from the programme including the research proposal (also see articles 2.6.1.1 section 13).

Article 4.3 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 4.5 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 2.7.
- 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.

Article 4.4 Registration for Examinations and Resit Examinations

4.4.1 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 be open until five working days before the Monday of the week in which an examination (period) starts.
- 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 the LMS at the beginning and at the end of a registration period for resit examinations.
- 5 If a person is not enrolled as a student (any more), but still takes part in an examination or resit examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.
- 6 If it turns out that registration for a resit examination was impossible due to personal circumstances, the student concerned may request the board of examiners to still give him 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.

4.4.2 Possibility to cancel registration

The student can cancel their registration for an examination or resit examination for which they already registered (or for which they were already registered at central level) during the period when registration for this examination is open (see article 4.4.1 section 2).

Article 4.5 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 majeure⁴ 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.

Article 4.6 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/academic dishonesty (see article 4.14).

⁴ Public transport delays, traffic jams, etc. are NOT regarded as force majeure.

- 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.

Article 4.7 Assessment of Examinations

4.7.1 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, a description will be made of the way in which this is done.
- 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 4.1).
- 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 4.
- 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.

4.7.2 Assessment of placement and practical assignment

- 1 The Master Imagineering has various group and individual practical assignments. For the relevant practical assignments, the following information will be communicated in writing when the assignments are provided to the students:
 - Contents (subject matter);
 - Learning targets;
 - Reporting requirements and deadline for submission;
 - Any obligation to take part in (parts of) meetings/sessions, workshops and extracurricular activities;

- Assessment criteria;
 - Requirements for professional conduct during extracurricular activities.
- 2 The practical assignments have been successfully completed if the predetermined requirements of participation and reporting have been met.

4.7.3 Assessment of graduation internship / graduation project / thesis

- 1 The graduation phase of the study programme consists of two parts: the thesis (18 ECTS credits) and the 'Trial' credits concluded with an oral exam (5 ECTS credits). These follow each other.

Thesis

- 2 A research coach will be assigned to every student. The research coach will be available throughout the thesis to answer questions with regard to the process and content of the final written deliverables.
- 3 The research coach can provide further instructions as to the content of the final written deliverables.
- 4 The student will hand in the final written deliverables digitally via LMS. The required date of completion of the final written deliverables will be communicated in writing by the coordinator of the study programme prior to the graduation period.
- 5 The graduation committee consists of two internal members, supplemented by an external examiner where possible. The research coach (chair) and the second reader (lecturer other than the research coach) both assess each final deliverable separately and give a mark (to one decimal place). The external examiner has an advisory role.
- 6 The student will receive the ECTS credits for the thesis if:
- The weighted average of each sub-deliverable is a 5.5 or higher, and
 - None of the members of the graduation committee have given a final mark of lower than a 4.5 for one or more of the sub-deliverables.
- 7 If all final written deliverables are assessed as satisfactory, the final mark will be determined. The final written deliverables consist of a paper and a business inspiration report. Both the paper and the business inspiration report count for 50%. In this process, the average of all assessments (of all separate final written deliverables) will be calculated (to one decimal place). Moreover, the ECTS credits will then be awarded to the student.
- 8 If the student, due to an unsatisfactory assessment, is not awarded any ECTS credits, the graduation committee will explore the possibilities for remedial action.
- 9 The student's research coach is responsible for organising the consultations of the graduation committee.
- 10 The student's research coach is responsible for ensuring that a written report of the consultations of the graduation committee is produced.

Trial (oral exam)

- 11 When the final written deliverables have been submitted, an oral exam will be administered.

- 12 The final exam will take place in the presence of the graduation committee. The graduation committee will be composed for each individual student by the programme coordinator and will consist of the Trial coach (the chair), the student's research coach, and, where possible, supplemented by an external examiner.
- 13 After the oral exam and after confidential deliberations, the graduation committee will give an assessment for the oral exam. The chair of the graduation committee will be the first to make a proposal in terms of an assessment. The student will be informed of this by the chair of the graduation committee, including an explanation of how the committee arrived at its assessment. The external examiner has an advisory role.

Article 4.8 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 10 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 deviate from the provisions in section 1. Any arrangements to the contrary should be communicated to the students in time.
- 3 The academy will finalise the results (in definitive form) in Osiris within five working days after the inspection date of an examination (see article 4.10). Consequently, the definitive examination results are announced within 25 working days after the examination was held. Finalised examination results can only be adjusted upwards or downwards via the board of examiners.
- 4 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 4.10 section 1 should be taken into account. Any arrangements to the contrary should also be communicated to the students in time.
- 5 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.

Article 4.9 Period of Validity

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.

Article 4.10 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 he was 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 4.14).
- 5 The student will always have a right to receive feedback to written as well as oral examinations. In this process, students will always have a right to an inspection opportunity of an examination taken.

Article 4.11 Possibilities 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.

Article 4.12 Individual Exemptions

4.12.1 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 examinations.
- 2 Requests for exemptions from examinations must be submitted before the start of the term.
- 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 attendant list of qualifications;
 - a list of literature, lecture notes, readers, 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 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 The student may lodge an appeal, within 6 weeks, against the decision of the board of examiners as referred to in section 4 with the Examinations Appeals Board. Also see article 4.11 section 2.

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

To be able to grant exemptions, the board of examiners will apply the following assessment frameworks:

- the ability to identify sufficient overlap in learning objectives
- the ability to identify sufficient overlap in material covered
- the ability to identify that the examination passed was of a comparable level
- the ability to identify that the examination passed was of a comparable volume (expressed in ECTS credits)

Article 4.13 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.

Article 4.14 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

4.14.1 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/has passed themselves off as someone else during an examination or has/has 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 he has 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.

4.14.2 Procedure

- 1 Upon suspicion of academic dishonesty, the examiner will promptly address this with the student concerned and the board of examiners. The invigilator 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.

4.14.3 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 the 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.

Article 4.15 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 5.4 section 2 cannot yet be awarded, will receive – upon their own request - a written certified 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 5 Final Exam

Article 5.1 Master's Exam

WHW articles 7.8 and 7.10

A student will pass the master's exam, if this student has met the completion requirements of all the examinations that go with the courses of the master's programme. Passing this exam will earn the student 60 ECTS credits.

Article 5.2 Compensation Possibilities

Not applicable.

Article 5.3 Conditions to Successfully Completing the Final Exam

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

Article 5.4 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 master's programme. The names of the students who comply with the requirements of the master's exam will be registered in an official report ('proces verbaal') drawn up as a result of the final exam meeting. An official report will also be taken to mean a meeting list or a document provided digitally.
- 2 As proof of the master'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. Furthermore, students who have passed the final exam of the master's programme, will be awarded a 'diploma supplement'. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 If the student has attended one or more courses which are not part of the curriculum, the results will be presented on the supplement to the degree certificate as 'other'.
- 4 The marks on the list of marks that is attached to the degree certificate of the master's exam are rounded to one decimal place (ranging from n.0 to n.9).
- 5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance compared to international standards.
- 6 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 4. 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.

Article 5.5 Degree Conferred

WHW article 7.10a

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

Article 5.6 'Cum Laude' Distinction

- 1 If a student complies with all the criteria as mentioned in section 2, this student will receive the designation 'cum laude'.
- 2 The criteria mentioned in section 1 are:
 - a The weighted average of the results of the master'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 granted to the student from courses that make up the master's programme must not exceed 15 ECTS credits.
 - e The student has never been involved in an incident of academic dishonesty.
 - f The master's degree has been completed within the standard duration of studies.
- 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 for the 'cum laude' designation.
- 4 If the student has attended courses of the master's programme at another educational institute, and/or completed a graduation internship, the board of examiners will establish the value and weighting of this course / these courses.
- 5 The designation 'cum laude' will be stated on the degree certificate.

Chapter 6 Committees

Article 6.1 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).

Article 6.2 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).

Article 6.3 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.

Article 6.4 Other Committees

Not applicable.

Chapter 7 Adoption and Amendment of the Teaching and Examination Regulations

Article 7.1 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.

Article 7.2 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 (to the detriment of the students):
 - 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, 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).

Article 7.3 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 8 Additional Provisions

Article 8.1 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 the chair's replacement will decide, after which the other members of the board of examiners must be notified as soon as possible.

Article 8.2 Retention Periods

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8.2.1 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

8.2.2 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.

8.2.3 Retention period of examination certificates

- 1 The certified statement referred to in article 4.15 section 2 must be retained for ten years after the date it was issued.
- 2 The request as referred to in article 4.15 section 2 must be retained for one year after the date it was settled.

8.2.4 Retention period of degree certificates

- 1 The propaedeutic certificate and the degree certificate, as referred to in article 5.4, 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)
- 3 With regard to the master's 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.

8.2.5 Retention period of academic dishonesty cases

- 1 The proposal to the Executive Board, as referred to in article 4.14.3 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)

8.2.6 Retention period of appeal cases

The following retention periods apply to the documents pertaining to the procedure as referred to in article 4.11:

- 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 2.4 specifies whether the degree programme is either fully or partially delivered in English.
- 2 The academy director is under the obligation 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, 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
 - d In all contacts with staff members of the academy organisation
- 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: not applicable

Appendix 2 Competencies / Exit Qualifications

Designing for interventions in human systems from the complexity perspective

- Understanding the Paradigm Shift in Society: The complexity challenge, its causes and consequences for leadership and management
- Explaining how a complexity science view differs from a Newtonian science view of the world
- Understanding and explaining the implications of complexity insights for management practice in general and for thinking and acting concerning change and innovation as processes of emergence specifically
- Understanding and describing the concept and use of systems thinking and design thinking in management
- Applying systems thinking and design thinking in coping with complex management issues in practice

Facilitating and igniting processes of collective creativity

- Knowing about creativity and collective creativity as a way of thinking and applying techniques that streamline the creative process
- Creating an environment in which collective creativity can take place and in which creative initiatives will result in innovation processes
- Analyzing and creating interactive communication (a two way process between sender and receiver, where in this process the different roles (sender/receiver) change constantly) between the organization and its stakeholders
- Inspiring and structuring oneself, others and organizations to release and use creative powers
- Understanding and describing the co-creation paradigm and applying it in different industries and settings
- Understanding, explaining and analyzing new digital environments as “creative places” of communication between individuals, organizations, actors, stakeholders, etc.

Leading business innovation processes

- Understanding and describing the implications of growing complexity in society for strategy, business and innovation
- Articulating the implications of a shift from Goods Dominant Logic to Service Dominant Logic for the business model
- Understanding and describing the principles of Effectuation and Sustainability
- Designing and applying new business models based on a high-involvement experience concept
- Understanding and working with innovation lifecycles and discontinuous change
- Understanding and applying practical approaches towards innovative business processes
- Understanding and applying generative leadership approaches, theories and concepts to various industries and sectors
- Performing financial calculations and analyzing financial statements to support management decisions regarding a project

Initiating and executing design research

- generating new insights for the specific context in a rigorous way
- promoting collective creativity
- creating an on-going dialogue
- developing interventions aimed at transformation
- contributing to the management of the dynamics of emergent processes
- evaluating the impact of a designed high concept/adaptive tension engine

Designing and facilitating dialogues that create new perspectives, behaviour and practices

- Describing and explaining the processes in which meaning making is constructed and the implications for stability, change and transformation

- Understanding and using communication skills that are fundamental in building an environment for co-creation and change
- Understanding and working with dialogue theories
- Understanding, analyzing and articulating the complex dynamics of intercultural dialogue and collaboration

Designing high concepts/creative tension engines

- Articulating creativity, art, dialogue, improvisation and role plays to initiate transformative processes by means of a high concept
- Understanding and applying principles of playfulness and gamefulness, (corporate) Storytelling, Service Design and Experience Design in practice
- Understanding, developing and analyzing high concepts while:
 - Steering the creative process in a highly-involving and networking way
 - Allowing for (future) interactivity and innovation
 - Incorporating cost effectiveness in final concept as well as process
 - Translating the concept in meaningful symbols/experiences/interaction

Acting in a transparent, reflective, inspiring, appreciative and leading way

- Orchestrating processes with a meaningful and appealing perspective based on appreciative understanding and critical analysis of and reflection on situations and assumptions
- Redesigning meaning schemes in order to transform thinking and dialogues
- Examining practice reflectively and reflexively, paying critical attention to the practical values and theories that inform everyday actions
- Being able to fill someone with the urge or ability to do or feel something, especially something creative
- Affecting, guiding, or arousing creative passion through innovative ways
- Fostering an environment in which every member of the value creating network feels appreciated in order to embrace and fully capitalize on professional human community
- Being able to invite and guide people to the future by starting in the present as well as to inspire people to develop themselves from 'reader of the past' to 'author of the future'

Appendix 3 Curriculum Overview

Course code	Course	Terms				Teaching method	Contact hours	Independent study hours	ECTS credits	Type of test	Min. mark	Toets-moment
		1	2	3	4							
DIMA3.INSPIR-02C	Inspiration	X				Whole class	96	128	8	Individual examination	5.5	End of term 1
DIMA3.IDE-01C	Ideation		X			Whole class	96	128	8	Individual examination	5.5	End of term 2
DIMA3.IMPL-02C	Implementation			X		Whole class	96	128	8	Group and individual report	5.5	End of term 3
DIMA3.DESIGN-02C	Practice	X				Whole class	20	8	1	Design assignment (group)	pass	Term 1
DIMA3.DESIGN2-20	Practice		X			Whole class	40	16	2	Design assignment (group)	5.5	Term 2
DIMA3.STUDYT-20	Practice			X		Field trip	40	16	3	Report (group)	5.5	Term 3
DIMA3.RL-02C	Research	X	X			Whole class	16	40	3	Literatuur review (individual)	5.5	Term 2 (term 4 executives)
DIMA3.RP-M-02C	Research		X	X		Whole class	20	64	3	Research proposal (individual)	5.5	Term 3 (term 4 executives)
DIMA3.IMAR-03C	Graduation				X	Individual	30	474	18	Final written deliverables (individual)	5.5	Term 4 (term 6 executives)
DIMA3.ITR-02C	Final oral exam				X	Individual	58	110	6	Oral exam	5.5	Term 4

Appendix 4 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
Declaration of invalidity	OV	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.

Appendix 5 Transitional Arrangement