

# TER HBO Bachelor & Associate Degree Tourism Management

Teaching and Examination Regulations

Academic Year 2025-2026 (1 September 2025 – 31 August 2026)

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CREATING MEANINGFUL EXPERIENCES

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# Chapter 1 General

## Article 1.1 Definitions

In these regulations, the following is understood to mean:

<b>Academic year</b>	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).
<b>(Academic) results</b>	A collection of results as registered by the examiner or examiners. This collection is recorded in student progress monitoring system Osiris.
<b>Academy</b>	Organisational unit as referred to in WHW article 10.3a WHW, within which one or more study programmes are offered.
<b>Academy director</b>	Leading officer of an academy. The academy director is ultimately responsible for the day-to-day running of an academy by virtue of the duties and powers mandated by the Executive Board.
<b>Area of specialisation</b>	A coherent set of education related to a specific subject-related discipline in the main phase of a degree programme.
<b>Assessment</b>	A specific examination in which the student receives a realistic professional assignment and/or performs professional activities, enabling the assessor to determine the extent to which the student has mastered the competencies and/or sub-competencies.
<b>Associate degree programme</b>	A programme as referred to in WHW articles 7.3 and 7.3a paragraph 2. Upon completion of this programme, students are awarded an associate degree (AD).
<b>Binding recommendation (or study recommendation)</b>	Recommendation, as referred to in article 7.8b paragraphs 1 and 2 of the WHW, issued to the student no later than at the end of the first year of enrolment in the propaedeutic phase (or first period of 60 ECTS credits in an associate degree programme or bachelor's degree programme in academic education) regarding the continuation of their studies within the study programme.
<b>Block</b>	A continuous period of 9 to 10 weeks in which 15 ECTS credits can be earned.
<b>Board of examiners</b>	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which determines objectively and expertly whether a student meets the conditions set out in the TER with regard to the knowledge, understanding and skills required to obtain a degree. Every study programme or group of study programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.
<b>Cohort</b>	A group of students who started the programme at the same time.

<b>Competency</b>	Knowledge, skills and attitude according to the exit qualifications of a study programme.
<b>Competency-based education</b>	A type of education in which the exit qualifications are expressed in terms of competencies.
<b>Course</b>	A part of a study programme that is concluded with an examination. The study load of a course is expressed in whole ECTS credits.
<b>Curriculum</b>	A group of related courses, including assessment/marking standards.
<b>Data point</b>	Individual moments when data about a student's progress and development during a course is gathered, on the basis of which the final assessment of the learning outcomes is made possible.
<b>Declaration of invalidity</b>	Qualification of an examination that is not assessed or that cannot be assessed.
<b>Degree certificate</b>	A certificate issued by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, stating that the final exam of a programme has been successfully completed.
<b>Degree programme committee</b>	A participation body established for each programme or group of programmes as referred to in WHW article 10.3c, which has the right of consent and the right to prior consultation with regard to parts of the TER. For more information, see the <a href="#">BUas Participation Council Regulations</a> .
<b>Diploma supplement</b>	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing insight into the nature and content of the completed study programme, partly in connection with the international recognisability of the study programme(s). The supplement is drawn up in the English language and complies with the standard European format.
<b>Double degree</b>	A graduation programme which, upon successful completion, entitles the student to a certificate from both degree programmes. This other programme can be either within BUas or at another institution.
<b>ECTS credit</b>	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
<b>Enrolment and Tuition Fee Regulations</b>	These regulations can be consulted via: <a href="#">portal/legal service/regulations</a> .
<b>Examinations Appeals Board (Dutch abbreviation: CBE)</b>	A judicial body established under WHW article 7.60 to which the student may appeal against decisions as listed in WHW article 7.61.
<b>Examination</b>	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. Within the Academy for Tourism, the term 'High Stake' is used instead of 'examination'.

<b>Examiner</b>	A member of staff, as well as experts from outside the institute, appointed by the board of examiners to administer examinations and determine their results, as referred to in article 7.12c paragraph 1 of the WHW.
<b>Exchange</b>	An exchange programme of 30 ECTS credits that the student can take at another educational institution as part of the curriculum.
<b>Executive Board</b>	The governing body of <i>Stichting</i> Breda University of Applied Sciences, as referred to in article 10.2 of the WHW in conjunction with articles 3 to 5 inclusive and article 7 of the articles of association of <i>Stichting</i> Breda University of Applied Sciences.
<b>Extraneus student</b>	A person, as referred to in WHW article 7.36 who is enrolled at BUAs with only the right to take examinations and final exams. An <i>extraneus</i> student does not have the right to attend education.
<b>Final exam</b>	The collection of successfully completed examinations in the courses belonging to the programme, possibly supplemented by an assessment of the student's knowledge, understanding and skills, conducted by one or more examiners appointed by the board of examiners.
<b>Further previous education requirements</b>	Further requirements, as referred to in WHW article 7.25, in addition to the previous education requirements that the applicant must meet for admission to a study programme in higher education.
<b>HBO bachelor's programme</b>	A degree programme as referred to in WHW articles 7.3 and 7.3a paragraph 2. Upon completion of an HBO bachelor's programme, students are awarded the title of 'Bachelor'. Also see: Study programme.
<b>Institute</b>	Breda University of Applied Sciences.
<b>Intended Learning Outcome (ILO)</b>	That which a student must know, understand or apply after a period of learning.
<b>Main phase</b>	The second part of the bachelor's programme that follows the propaedeutic phase, as referred to in WHW article 7.30.
<b>Management team</b>	Staff members of an academy who are responsible for academy policy and have been appointed by the Executive Board for this purpose.
<b>Minor</b>	A set study component of 30 ECTS credits taken in the final or penultimate year of study. The minor is either an institute-wide minor (a broadening minor) or a programme-specific minor (an in-depth minor). A minor may also be taken at another higher educational institution.
<b>LMS</b>	Learning Management System
<b>Osiris</b>	The Student Information System.



<b>Participation council</b>	An independent body, as referred to in WHW article 10.17. Half of this body consists of elected staff members and the other half of elected students. For more information, see <a href="#">BUas Participation Council Regulations</a> .
<b>Previous education requirements</b>	Requirements, as referred to in WHW article 7.24, which the applicant's previous education must meet for admission to a study programme in higher education.
<b>Programme code</b>	Code by which the programme is officially registered in the Dutch Institutions and Programmes Register (Dutch abbreviation: RIO).
<b>Programme-based testing</b>	An integrated approach to the design of an assessment programme aimed at optimising the learning and decision-making function and the quality of a programme.
<b>Propaedeutic and main phase exam</b>	See Final exam.
<b>Propaedeutic phase</b>	The first part of a bachelor's programme (60 ECTS credits) that is followed by the main phase, as referred to in article 7.8 paragraphs 2 and 4 of the WHW.
<b>Standard duration of studies</b>	Number of study load hours of the study programme divided by 60 ECTS credits expressed in years.
<b>Study programme</b>	A cohesive set of courses, as referred to in WHW article 7.3.
<b>RIO</b>	<i>Registratie Instellingen en Opleidingen</i> : Dutch Institutions and Programmes Register.
<b>Remediation</b>	The method of resitting an examination when an ILO has not yet been achieved in the block in which the ILO first appeared in the curriculum.
<b>Retention schedule</b>	The schedule that specifies how long the institute is required to retain archival documents.
<b>Semester</b>	A continuous period of 30 ECTS credits.
<b>Student</b>	A person enrolled at BUas, as referred to in WHW article 7.32.
<b>Student counsellor</b>	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
<b>Study load</b>	The study load expressed in ECTS credits, as referred to in WHW article 7.4 paragraph 1.
<b>(Study) coach / mentor</b>	A staff member within the programme who has the task of providing coaching and guidance to students.

<b>WO bachelor's programme</b>	An academic bachelor's programme as referred to in WHW articles 7.3 and 7.3a paragraph 1. Upon completion of this programme, students are awarded the title of Bachelor. Also see: Study programme.
<b>WHW</b>	The Dutch Higher Education and Research Act, including amendments.

## Article 1.2 General Provisions

- 1 Breda University of Applied Sciences (hereinafter BUas) has a Students' Charter, in accordance with article 7.59 of the WHW, which has been adopted by the institute's Executive Board with the approval of the participation council. The Students' Charter consists of an institute-specific part and a programme-specific part. The institute-specific part is included in a separate document. The Teaching and Examination Regulations (TER) are part of the study programme-specific part of the Students' Charter.
- 2 The Teaching and Examination Regulations will comply with the rules and regulations of the 'TER Framework for HBO Bachelor's Programmes'. The date of adoption of the TER Framework by the Executive Board and the date of consent by the participation council are listed in the status table on the cover page of the TER.
- 3 The Teaching and Examination Regulations will be approved by the academy director in accordance with article 9.1 of these regulations.
- 4 The academy director will ensure an annual evaluation of the Teaching and Examination Regulations and, for the purpose of monitoring and, if necessary, adjusting the study load, will consider the resulting time commitment for the student (article 7.14 of the WHW).
- 5 The manner of implementation of the Teaching and Examination Regulations will be evaluated by the degree programme committee. The degree programme committee will present the results of its evaluation to the academy director.
- 6 The original Dutch version of the Teaching and Examination Regulations will prevail over the English translation.
- 7 The provisions of these regulations will be legally valid only if and insofar as they do not conflict with the provisions of or under the WHW.

## Article 1.3 Applicability

- 1 These Teaching and Examination Regulations apply to the academic year of 2025-2026, which runs from 1 September 2025 up to and including 31 August 2026.
- 2 The TER, as referred to in section 1 of this article, will apply to all students who are enrolled on a study programme as mentioned in section 5.
- 3 The term 'study programme', as mentioned in section 2, refers to all forms of this programme as registered in RIO.
- 4 If, on 1 September of the academic year, the decision-making process regarding the Teaching and Examination Regulations of that academic year has not yet been finalised, the Teaching and Examination Regulations of the previous academic year will remain in force until the decision-making process has been finalised.

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

**Programme name**

English programme name	B Tourism Management
Programme code	35524
Degree (in full)	Bachelor of Arts
Degree (abbreviation)	BA

**Programme name**

English programme name	AD Tourism Management
Programme code	80009
Degree (in full)	Associate Degree
Degree (abbreviation)	AD

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

- 6 Where these Teaching and Examination Regulations refer to students, it also applies to extraneous students, unless otherwise specified.
- 7 Where these Teaching and Examination Regulations refer to the student counsellor, this means one of the student counsellors within the relevant academy.
- 8 Where these Teaching and Examination Regulations refer to course, this should be read as, among other things, course, project, training session, module, workshop, or learning arrangement.
- 9 Where these Teaching and Examination Regulations refer to examination, this should be read as examination, partial examination, assignment, assessment, or competency examination.
- 10 Where these Teaching and Examination Regulations refer to board of examiners, this means the board of examiners of the student's own bachelor's or associate degree programme.
- 11 Where these Teaching and Examination Regulations mention 'communicated to students' or 'students will be informed', this means communicated by e-mail (to the institute's e-mail address), internet, portal, LMS, Osiris, in writing or orally.
- 12 These Teaching and Examination Regulations contain several references to other regulations. These other regulations can be consulted via the portal/internet, unless otherwise stated.

## Article 1.4 Rules of Conduct

WHW article 7.57 h

- 1 To maintain proper conduct within BUAs, the Executive Board has established codes of conduct and disciplinary measures for students. These rules are included in the Students' Charter.
- 2 It is forbidden for students to digitally record, copy and/or distribute (parts of) lectures without permission (written, including by chat and e-mail) from the lecturer.

## Article 1.5 Evaluation of Education

### 1.5.1 General

Quality assurance system of Breda University of Applied Sciences

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

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

### 1.5.2 Academy-specific

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

At the start of each academic year, an evaluation calendar is drawn up by the person from the year team with team role 4 'Quality of Assessment' in consultation with the managers or coordinators and the various teams. This evaluation calendar is approved by the academy's management. The annual evaluation calendar contains all evaluations that will take place during that academic year, including BUAs-wide evaluations, national evaluations and AT-specific evaluations at phase and module level.

# Chapter 2 Previous Education Requirements and Admission

## Article 2.1 Previous Education Requirements and Further Previous Education Requirements

### 2.1.1 Previous Education Requirements

WHW article 7.24

- 1 For enrolment on a study programme in higher professional education, the following previous education requirements apply:
  - a VWO diploma, or;
  - b HAVO diploma, or;
  - c diploma of a middle-management programme or specialist programme, as referred to in article 7.2.2 first paragraph, under d, respectively e, of the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*), or;
  - d diploma of a middle-management programme or specialist programme, as referred to in article 7.2.2 first paragraph, under d, respectively e, of the Dutch Adult and Vocational Education (BES Islands) Act (*Wet educatie en beroepsonderwijs BES*), or;
  - e diploma of a vocational training course designated by ministerial regulation, as referred to in article 7.2.2, first paragraph, under c, of the Dutch Adult and Vocational Education Act (*Wet educatie en beroepsonderwijs*), or;
  - f diploma of a vocational training course designated by ministerial regulation, as referred to in article 7.2.2, first paragraph, under c, of the Dutch Adult and Vocational Education (BES Islands) Act (*Wet educatie en beroepsonderwijs BES*).
- 2 Individuals who have obtained a bachelor's or master's degree, and holders of a successfully completed propaedeutic exam certificate from a higher education institution, will also be admissible. However, individuals may be required to demonstrate, if applicable, that they meet the further previous education requirements. This is done through supplementary examination.
- 3 Prospective students must meet the previous education requirements by 1 September and demonstrates this by submitting a diploma dated before 1 September. Applicants must have submitted this by 1 October at the latest. Otherwise, it is not possible for an applicant to complete the enrolment.

### 2.1.2 Further previous education requirements for students from HAVO / VWO

WHW article 7.25

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

### 2.1.3 Examination related to further previous education requirements (remedying deficiencies)

WHW article 7.25 paragraph 6

- 1 The BUas Executive Board may determine that a possessor of a diploma that does not meet the further previous education requirements, as mentioned in article 2.1.2, will still be enrolled, if a supplementary examination shows that the student meets substantively comparable requirements. These requirements must be met before the start of the study programme. Deficiencies can be remedied in

various ways, see the [overzicht Wegwerken deficiënties/Toelatingsonderzoek](#). It is also possible to remedy deficiencies by taking a state examination at HAVO or VWO level or by obtaining a partial certificate from an educational institution

- 2 If a prospective student wishes to remedy a deficiency, this prospective student must register for this in good time with the relevant provider (also see [overzicht Wegwerken deficiënties/Toelatingsonderzoek](#)). In addition, the prospective student is urgently advised to apply for the BUas bachelor's or associate degree programme in a timely manner, no later than 1 May, and indicate how the deficiency will be remedied.
- 3 Participation in the study choice activities / selection procedure will only be possible after the deficiencies have been remedied<sup>1</sup>.
- 4 Prospective students with a VWO diploma who want to take part in an accelerated 3-year HBO programme, must meet the further previous education requirements as mentioned in article 2.1.2. If a prospective student has a deficiency, this prospective student will only be admissible to the accelerated track if this deficiency is remedied through an exam at VWO level.
- 5 A prospective student may appeal a decision made based on the supplementary examination, as referred to in section 1, to the Examinations Appeals Board (CBE) of BUas, as referred to in article 10.2. This only applies to supplementary examinations administered by BUas.

#### 2.1.4 Admission Test (21+ arrangement)

WHW article 7.29

- 1 The Executive Board of BUas can determine that a prospective student aged 21 and older<sup>2,3</sup>, who does not satisfy the previous education requirements is exempted from these requirements. Instead, this prospective student is tested whether they are capable of attending the relevant programme through an admission test (21+ arrangement). For more details, see the [overzicht Wegwerken deficiënties/Toelatingsonderzoek](#).
- 2 If a prospective student wishes to take part in an admission test, they are required to apply for both the bachelor's programme or associate degree programme of BUas and the 21+ test by 1 May at the latest<sup>4</sup>. The result of the admission test will be valid for 2 years and will only be valid at BUas.
- 3 Participation in the study choice activities / selection procedure will only be possible after a positive result has been obtained for the admission test.
- 4 Prospective students who obtained a positive result for the admission test can only be enrolled for the regular variant of a study programme. Enrolment for a short or accelerated track of a programme will not be possible.
- 6 A prospective student may appeal the result of an admission test to the Examinations Appeals Board (CBE) of BUas, as referred to in article 10.2.

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<sup>1</sup> In the case of a selection procedure, a study programme may deviate from this if the student shows that they are in the process of remedying their deficiencies.

<sup>2</sup> Reference date: 30 September of the academic year concerned.

<sup>3</sup> The BUas Executive Board may decide to allow a prospective student who holds a certificate issued outside the Netherlands to take part in the admission test, even if they have not yet reached the age of 21. This also applies in special cases if the prospective student is unable to present a diploma.

<sup>4</sup> Not all programmes offer an admission test after 1 May. For more details, see the [overzicht toelatingstoetsen](#).

### 2.1.5 Exemption from previous education requirements based on other diplomas

WHW article 7.28

- 1 The BUAs Executive Board will grant exemption from the previous education requirements referred to in articles 2.1.1 and 2.1.2 to a person who:
  - a holds a degree issued in a country that has ratified the Convention on the Recognition of Qualifications Concerning Higher Education and that gives access to higher education in that country.
  - b Holds a degree certificate, whether or not issued in the Netherlands, which in the opinion of the Executive Board is at least equivalent to the degree mentioned in article 2.1.1. FC&S Student Office will make this decision with a mandate from the Executive Board.
- 2 A student who is admitted on the basis of the provisions of section 1 will also be subject to the requirement set out in article 2.2.

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

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

- 1 The prospective student does not have to take an English language test to be allowed to attend an English-taught programme at BUAs if one of the following conditions is met:
  - the prospective student, regardless of nationality, has completed a programme in one of the following countries where the language of instruction was English (or according to the educational system of and accredited in): Australia, Canada (excluding Quebec), Ireland, New Zealand, United Kingdom, and the United States.
  - the prospective student, regardless of nationality, has obtained a diploma included in the [Nuffic List of Diplomas](#). This also includes having taken an exam in the subject of English.
  - the prospective student meets the previous education requirements based on an International Baccalaureate (IB) diploma, the Career-Related Certificate of the International Baccalaureate, or the European Baccalaureate certificate (Engels language 1 or 2).
- 2 The prospective student who does not meet one of the conditions mentioned in section 1 must, in order to be allowed to attend an English-taught programme at BUAs, have obtained the corresponding minimum score on one of the following tests:<sup>5</sup>
  - **IELTS academic test**  
The minimum score to be obtained is:
    - total score 6.0
    - speaking score 6.0
  - **TOEFL iBT test**  
The minimum score to be obtained is:
    - internet-based (iBT) 80
    - speaking skills 20
  - **Cambridge English Qualification results** (B2 First, C1 Advanced, or C2 Proficiency).
  - The minimum score to be obtained is:
    - total score 169
    - speaking score 169

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<sup>5</sup> Only tests administered at a test location.

- **Pearson PTE academic test**
- The minimum score to be obtained is:
  - total score 61
  - speaking score 61
- **LanguageCert academic test**
- The minimum score to be obtained is:
  - total score 65
  - speaking score 65

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

Students who are exempted from the previous education requirements on the basis of a diploma as referred to in article 2.1.5 must, in order to be allowed to attend a Dutch-taught programme at BUAs, pass the state examination NT2 programme II (Dutch as a second language).

Dutch-speaking students from Belgium are exempt from this requirement.

## Article 2.3 Admission Requirements Related to a Selection Procedure

- 1 If a prospective student wishes to apply for the first time for a programme with a selection procedure, other rules apply in addition to the requirements as mentioned in article 2.1.
- 2 The bachelor's program does not have a selection procedure. After applying for this programme, the applicant will take part in the study choice activities.

## Article 2.4 Admission to Variants within the Programme

### 2.4.1 Admission to the accelerated track

WHW article 7.9a

- 1 Within the bachelor's programme, an accelerated track is offered that is accessible to students with a VWO diploma, or at least an equivalent diploma.
- 2 A student who satisfies the condition in section 1 as well as the other conditions for enrolment, will be enrolled in an accelerated track if this student has requested this before the start of the first year of enrolment.
- 3 If a student wants to switch, and meets the condition as mentioned in section 1, the switching procedure will be as follows: the student submits a request to an MT member for permission to switch.

### 2.4.2 Admission to the short track

For the bachelor's programme of Tourism Management, a tailored track for students with previous HAVO education is offered in cooperation with De Rooi Pannen. These students can enter the short track, in year 2, after obtaining their MBO diploma.

The Associate Degree programme does not offer a short study track for prospective students who have successfully completed an MBO programme.



#### 2.4.3 Admission to the ATPM variant

- 1 For admission to the ATPM variant, a selection procedure is in place. The student will be required to:
  - a have successfully completed the propaedeutic phase of one of the following study programmes: Tourism Management, Leisure & Events Management, or Facility Management.
  - b have completed an admission procedure, which consists of two components:
    - an English test
    - a 'Pleased to Meet You' interview in pairs based on the student's motivation report to be delivered for ATPM.
- 2 The following persons will also be admitted to the selection procedure mentioned in section 1:
  - prospective students who expect to obtain their VWO diploma and who are planning to enrol for Tourism Management.
  - prospective students who are in possession of an HBO propaedeutic certificate (of a comparable degree programme) from another educational institution.
  - Students attending the tailored track for students with previous HAVO education at De Rooi Pan-  
nen and who are expected to obtain their MBO diploma and who want to enrol for either Tourism Management or Leisure & Events Management.
- 3 The selection procedure will take place in the months of May or June prior to the start of the new academic year.

#### 2.4.4 Admission to the SBM pre-master's track

- 1 For admission to the SBM pre-master's track, a selection procedure is in place. The student will be required to meet at least the following requirements:
  - 180 ECTS credits have been earned in the HBO bachelor's programme (including any exemptions granted).
  - No unsatisfactory assessment for any SBM-related courses.
  - Sufficient level of English (TOEFL minimum score 80 internet-based and minimum score 20 speaking skills (or comparable level)).
  - Good assessment of motivation letter (in English) with accompanying CV and list of marks.
  - Good assessment of interview on motivation and knowledge. This interview is conducted in English.
- 2 The board of examiners has not specified any additional conditions for attending the SBM pre-master's track in the graduation year.

#### 2.4.5 Admission to the Performatory Social Innovation SI

- 1 The SI track covers a period of three years of study and is offered in English. The SI curriculum is included in BrightSpace and Osiris.
- 2 The SI track can be chosen within all variants of the programme.
- 3 To be admitted to SI, students must:
  - have completed the propaedeutic phase of one of the following programmes: Tourism Management, Leisure & Events Management, or Facility Management;
  - have attended at least one Performatory meeting;
  - have had an individual interview with two Performatory experts.
- 4 In addition to the students referred to in section 3, the following are also eligible:
  - a. Prospective students who are expected to obtain a VWO diploma and who wish to enrol in Tourism Management;

b. Prospective students who have obtained a higher education propaedeutic certificate from another, comparable programme at another educational institution.

- 5 Recruitment and matching will take place in semester 2 prior to the start of the new academic year. During the institute's regular open days, prospective students who are expected to obtain a VWO diploma are informed of the possibility of starting in SI.

#### 2.4.6 Transfer to another programme variant within the programme

- 1 If a student is enrolled in a programme at BUas and believes that a different variant of the programme is a better fit (or if this is strongly advised), this student will have the opportunity to switch to another variant until 30 September.
- 2 For the transfer mentioned in section 1, approval from the programme coordinator of the new programme variant will be required. This approval must also be communicated in writing to Registration & Compliance (part of the Student Office, FC&S)

### Article 2.5 Senior-Year Admission

- 1 A prospective student who has obtained a propaedeutic certificate or an associate degree within higher education (within or outside the Netherlands) may be admitted to the main phase of a BUas HBO bachelor's programme that falls within the same sector of higher education. The academy director is authorised to impose additional requirements. These requirements are determined on an individual basis, depending on the applicant's prior education and experience.
- 2 A prospective student who is admitted to the main phase of an HBO bachelor's programme on the basis of the condition mentioned in section 1 will in principle attend the entire main phase curriculum. Individual exemptions will be possible (see article 6.13). In addition, based on agreements with foreign institutions, fixed parts of the programme may be exempted.
- 3 A prospective student who has obtained an associate degree in higher education (HBO) in the economics sector (subsector: hotel, facility and tourism), or a clearly related associate degree outside this subsector, will be admitted to the main phase and can complete it in a minimum of two and a half years. An appropriate curriculum will be offered for this, based on the chosen specialisation.

# Chapter 3 Content and Structure of the Programme(s)

## Article 3.1 Aim of the Degree Programme(s) and Competencies

- 1 The aim of the Tourism Management bachelor's programme and the Tourism Management associate degree programme is to ensure that graduates meet the professional competencies pertaining to the relevant study programme.
- 2 The educational profile of the Tourism Management programme has been derived from the national Tourism Management competency profile.
- 3 The educational profile of the Tourism Management associate degree programme (marketing name: AD Tourism & Leisure) has been derived from the Tourism, Leisure & Events competency profile.

## Article 3.2 Mode of Delivery

WHW articles 7.7, 7.5 and 7.9a

- 1 The degree programme(s) is (are) delivered in a full-time mode.
- 2 The bachelor's programme(s) has (have) the following variants:
  - Regular 4-year programme – Dutch-taught
  - Regular 4-year programme – English-taught
  - Accelerated 3-year programme for students with previous VWO education – Dutch-taught
  - Accelerated 3-year programme for students with previous VWO education – English-taught
  - Short 3-year programme for students with previous MBO education – Dutch-taught
  - Short 3-year programme for students with previous MBO education – English-taught
  - Short 3-year programme for students with previous MBO education / tailored track for students with previous HAVO education – Dutch-taught
  - Short 3-year programme for students with previous MBO education / tailored track for students with previous HAVO education – English-taught
- 3 The associate degree programme (also see article 3.8) has a study load of 120 ECTS credits and has the following variant:
  - Regular 2-year programme – Dutch-taught

## Article 3.3 Year Schedule

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

Block	Start date	End date
A	1 September 2025	9 November 2025
B	10 November 2025	25 January 2026
C	2 February 2026	12 April 2026
D	13 April 2026	28 June 2026

## Article 3.4 Language

WHW article 7.2

- 1 Teaching and examinations are in Dutch. In the international variant of the programme, teaching and examinations are in English. The use of English is subject to a code of conduct (appendix 1).
- 2 Contrary to section 1, the target language is also used in modern language courses.

## Article 3.5 Regular 4-year programme

WHW article 7.4

### 3.5.1 General

- 1 The HBO bachelor's programme corresponds to a total of 240 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The standard duration of the degree programme is four years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The curriculum of the degree programme(s) is included in the Education Catalogue of Osiris. This Education Catalogue is an integral part of these TER.

### 3.5.2 Propaedeutic phase

- 1 The propaedeutic year consists of four blocks (4 x 15 ECTS credits). The programme is structured around projects, each with its own theme. The propaedeutic programme is offered in English and Dutch, with both versions having the same structure. All content associated with the 60 ECTS credits for the propaedeutic year is offered and assessed during the propaedeutic year.
- 2 There are additional costs associated with a travel component in block B and two amusement park visits in block D (300 euros and 150 euros respectively). Participation in these activities is linked to learning outcomes with regard to doing research in the field. (Core task: initiating and creating; ILO: The student identifies the relevant environmental factors of a destination in order to develop a new/renewed product/service in a socially responsible (or: sustainable) and commercially attractive manner for all parties involved, and takes stock of the economic factors surrounding a destination). The specific amounts will be communicated via MORE during the year. Participation in these activities is linked to learning outcomes: practical skills for which fieldwork provides an essential environment for development.
- 3 During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of Intended Learning Outcomes (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been demonstrated for each of the ILOs to be achieved, the credits (15 ECTS credits) will be awarded.
- 4 If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 5 Remediation: Each academic year, students have two opportunities to pass an ILO that is part of their curriculum for that academic year. If a student needs to remedy an ILO from a block, they must draw

up an action plan in consultation with the lecturer. Students follow the order of the blocks in which the ILO is offered to determine in which block they wish to remedy an ILO. The student then collects documents in their assessment portfolio that demonstrate that they have sufficiently mastered the ILO to be remedied. The documents submitted by the student in the assessment portfolio for the purpose of remediation are assessed by a team of at least two lecturers.

### 3.5.3 Years 2 and 3

- 1 The second year begins with two blocks (2 x 15 ECTS credits) in which teaching is organised around projects. Students then choose a tailor-made programme. Students determine the order of the components within this tailor-made programme themselves. A compulsory component is a one-semester placement (30 ECTS credits). To fill the other semesters in years 2 and 3, students choose between two challenges (2 x 15 ECTS credits), a minor (30 ECTS credits) or an exchange (30 ECTS credits), whereby they can choose a minor or an exchange once.
- 2 For provisions regarding placements, minors and exchanges, please refer to article 3.8 of these TER.
- 3 Projects take place in the first semester of the second-year programme. They are offered in English and Dutch, with an identical structure. During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been achieved for each of the ILOs, the credits (15 ECTS credits) will be awarded. If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 4 Challenges will be offered from the second semester of the 2025-2026 academic year. They will be offered in English and Dutch, with an identical structure. Challenges can be completed within a professional context of the student's choice. During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of Intended Learning Outcomes (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been achieved, the credits (15 ECTS credits) will be awarded. If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 5 The programme has a mandatory fieldwork component in the first semester of year 2, which entails additional costs for the student. Participation in these activities is linked to learning outcomes with regard to doing research in the field. (Core task: initiating and creating; ILO: The student identifies the relevant environmental factors of a destination in order to develop a new/renewed product/service in a socially responsible (or: sustainable) and commercially attractive manner for all parties involved, and takes stock of the economic factors surrounding a destination). The student can choose between a destination to be determined and a 'low-cost' alternative. The costs for the mandatory fieldwork in year 2 are a maximum of 350 euros for the low-cost alternative (excluding personal expenses for food and drinks).
- 6 Students who commenced their studies before 1 September 2024 are referred to the transitional arrangement in appendix 7 for resitting any components of the curriculum that they have not passed.

### 3.5.4 Graduation year

In the fourth and final year, students can choose between different learning pathways:

- Students start with a BUas-wide, academy-specific or *Kies op Maat* minor worth at least 30 ECTS credits. In the second part, students choose a traineeship and conduct research that serves that organisation (30 ECTS credits).
- Students choose the pathway of the academy's NewWays training company and combine learning and working in multidisciplinary teams for (external) clients, with increasing responsibility and complexity throughout the year. This pathway lasts the entire academic year and is worth 60 ECTS credits (see study guide).
- The student opts for a one-year traineeship. Research is conducted that serves the organisation. The student must demonstrate that they have developed during the traineeship (60 ECTS credits) (see study guide).
- Within Breda University of Applied Sciences, it is possible for students to graduate within their own company. To this end, Breda University of Applied Sciences offers professional support (see 2.8.8).
- The student starts with a BUas-wide, academy-specific or *Kies op Maat* minor of at least 30 ECTS credits. In the second part, the student chooses a research project and concludes with a graduation report (30 ECTS credits).

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

WHW article 7.9a

### 3.6.1 General

- 1 This accelerated 3-year programme corresponds to a total of 180 ECTS credits and consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 120 ECTS credits. The standard duration of studies is three years. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The curriculum of this 3-year programme is included in the Education Catalogue of Osiris. This Education Catalogue is an integral part of these TER.

### 3.6.2 Propaedeutic phase

- 1 The propaedeutic year consists of four blocks (4 x 15 ECTS credits). The programme is structured around projects, each with its own theme. The propaedeutic programme is offered in English and Dutch, with both versions having the same structure.
- 2 There are additional costs associated with a travel component in block B and two amusement park visits in block D (300 euros and 150 euros respectively). Participation in these activities is linked to learning outcomes with regard to doing research in the field. The specific amounts will be communicated via MORE during the year. Participation in these activities is linked to learning outcomes: practical skills for which fieldwork provides an essential environment for development. (Core task: initiating and creating; ILO: The student identifies the relevant environmental factors of a destination in order to develop a new/renewed product/service in a socially responsible (or:

sustainable) and commercially attractive manner for all parties involved, and takes stock of the economic factors surrounding a destination).

- 3 During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of Intended Learning Outcomes (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been demonstrated for each of the ILOs to be achieved, the credits (15 ECTS credits) will be awarded.
- 4 If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').

### 3.6.3 Year 2

- 1 The second year begins with two blocks (2 x 15 ECTS credits) in which teaching is organised around projects. Students then choose a tailor-made programme. Students determine the order of the components within this tailor-made programme themselves. A compulsory component is a one-semester placement (30 ECTS credits). To fill the other semesters in years 2 and 3, students choose between two challenges (2 x 15 ECTS credits), a minor (30 ECTS credits) or an exchange (30 ECTS credits), whereby they can choose a minor or an exchange once.
- 2 For provisions regarding placements, minors and exchanges, please refer to article 3.8 of these TER.
- 3 Projects take place in the first semester of the second-year programme. They are offered in English and Dutch, with an identical structure. During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been achieved for each of the ILOs, the credits (15 ECTS credits) will be awarded. If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 4 Challenges will be offered from the second semester of the 2025-2026 academic year. They will be offered in English and Dutch, with an identical structure. Challenges can be completed within a professional context of the student's choice. During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of Intended Learning Outcomes (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been achieved, the credits (15 ECTS credits) will be awarded. If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 5 The programme has a mandatory fieldwork component in the first semester of year 2, which entails additional costs for the student. The student can choose between a destination to be determined and a 'low-cost' alternative. The costs for the mandatory fieldwork in year 2 are a maximum of 350 euros for the low-cost alternative (excluding personal expenses for food and drinks). Participation in these activities is linked to learning outcomes with regard practical skills for which fieldwork provides an essential environment in which to develop them. (Core task: initiating and creating; ILO: The student identifies the relevant environmental factors of a destination in order to develop a new/renewed product/service in a socially responsible (or: sustainable) and commercially attractive manner for all parties involved, and takes stock of the economic factors surrounding a destination).

- 6 Students who commenced their studies before 1 September 2024 are referred to the transitional arrangement in appendix 7 for resitting any components of the curriculum that they have not passed.

### 3.6.4 Graduation year

In the fourth and final year, students can choose between different learning pathways:

- Students start with a BUas-wide, academy-specific or *Kies op Maat* minor worth at least 30 ECTS credits. In the second part, students choose a traineeship and conduct research that serves that organisation (30 ECTS credits).
- Students choose the pathway of the academy's NewWays training company and combine learning and working in multidisciplinary teams for (external) clients, with increasing responsibility and complexity throughout the year. This pathway lasts the entire academic year and is worth 60 ECTS credits (see study guide).
- The student opts for a one-year traineeship. Research is conducted that serves the organisation. The student must demonstrate that they have developed during the traineeship (60 ECTS credits) (see study guide).
- Within Breda University of Applied Sciences, it is possible for students to graduate within their own company. To this end, Breda University of Applied Sciences offers professional support (see 2.8.8).
- The student starts with a BUas-wide, academy-specific or *Kies op Maat* minor of at least 30 ECTS credits. In the second part, the student chooses a research project and concludes with a graduation report (30 ECTS credits).

## Article 3.7 Programme for Students on the Tailored Track for Students with Previous HAVO Education

WHW article 7.4

### 3.7.1 General

- 1 By the tailored track for students with previous HAVO education, the track is meant, the first two years of which consist of an MBO programme delivered by De Rooi Pannen, followed by a short, 3-year programme delivered by Breda University of Applied Sciences.
- 2 The short 3-year programme at BUas consists of a main phase comprising 180 ECTS credits. Based on this tailored track, the student will be exempted from the requirement that a propaedeutic certificate is needed for admission into the main phase.
- 3 The curriculum of this 3-year programme is included in the Education Catalogue of Osiris. This Education Catalogue is an integral part of these TER.

### 3.7.2 Year1

The short BA Tourism Management programme is offered in English and Dutch, with the curriculum being identical to that of year 2 of the regular 4-year programme (article 3.6)

For resits of failed components of the curriculum, please refer to the transitional arrangement in appendix 7.



### 3.7.3 Year 2

- 1 The curriculum for year 2 of the BA Tourism Management programme is identical to that of year 3 of the regular 4-year programme (article 3.6).
- 2 For resits of failed components of the curriculum, please refer to the transitional arrangement in appendix 7.

### 3.7.4 Graduation year

In the fourth and final year, students can choose between different learning pathways:

- Students start with a BUas-wide, academy-specific or *Kies op Maat* minor worth at least 30 ECTS credits. In the second part, students choose a traineeship and conduct research that serves that organisation (30 ECTS credits).
- Students choose the pathway of the academy's NewWays training company and combine learning and working in multidisciplinary teams for (external) clients, with increasing responsibility and complexity throughout the year. This pathway lasts the entire academic year and is worth 60 ECTS credits (see study guide).
- The student opts for a one-year traineeship. Research is conducted that serves the organisation. The student must demonstrate that they have developed during the traineeship (60 ECTS credits) (see study guide).
- Within Breda University of Applied Sciences, it is possible for students to graduate within their own company. To this end, Breda University of Applied Sciences offers professional support (see 2.8.8).
- The student starts with a BUas-wide, academy-specific or *Kies op Maat* minor of at least 30 ECTS credits. In the second part, the student chooses a research project and concludes with a graduation report (30 ECTS credits).

## Article 3.8 Short 3-year Programme for Students with Previous MBO Education

WHW article 7.4

Not applicable.

## Article 3.9 Building Blocks

### 3.8.1 Minors in general

- 1 In the final and/or penultimate year of the programme, it is possible to choose a minor<sup>6</sup>. This choice is made in the year prior to taking the minor. Students can choose a minor offered by BUas or a minor offered by another institution. Tourism Management students can choose an AT-specific minor in semester 4 of year 2 in preparation for a placement. All students can take one minor within their curriculum.

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<sup>6</sup> In Tourism Management], the penultimate year is year 3 and the final year is year 4

- 2 The student will enter their minor choice in Osiris during the regular registration period (second semester of the previous year of study). See minor catalogue for additional information.
- 3 Academic results obtained during a minor or an exchange abroad will not be converted. These results will be registered in Osiris as 'completed'. The courses completed with the ECTS credits that apply to them will be mentioned on the BUAs list of marks and the academic progress overview. Results obtained abroad do not count towards the average nor the 'Cum Laude' distinction. Academic results obtained during a minor at another Dutch institution will be included in the BUAs list of marks. These results will count towards the average and the 'Cum Laude' distinction in accordance with appendix **XX**.
- 4 If the minor takes place abroad, either fully or partially, the student will be required to register via the Travel Abroad form prior to departure, within the context of crisis prevention.

### 3.8.2 Minors offered by BUAs

- 1 All minors will be offered throughout the first semester of the final academic year and have a study load of 30 ECTS credits. In addition, AT-specific minors are offered in each semester within the Tourism Management programme. The academy offering the minor will be responsible for the content and quality of the minor and also for processing the results obtained. For more details regarding the provision of information and registration, you are referred to the minor catalogue on LMS.
- 2 If a student chooses to participate in a minor at BUAs, a choice must be made from the list of possible minors. The board of examiners responsible for the minor may apply admission requirements to the minor. The minor catalogue (see LMS) contains the list of minors and any accompanying information on, for instance, admission requirements and selection.
- 3 A number of multidisciplinary minors are also offered through *Kies op Maat* for students from other institutions. These are offered in Dutch or English. Admission requirements and/or selection for a minor may apply. The minor catalogue on LMS includes the list of *Kies op Maat* minors and any accompanying information on admission and selection. See the minor catalogue on LMS for the educational programmes of the minors.
- 4 Results obtained in a minor cannot be used for compensation within the main phase programme.
- 5 If students from other institutions take part – through *Kies op Maat* – in a minor at BUAs, the TER of the degree programme offering this minor will apply to these students. This also holds true for all other relevant rules, regulations and procedures of BUAs.

### 3.8.3 External minors offered through Kies op Maat

- 1 A student can take a minor at another institution affiliated to *Kies op Maat*. If the student wants to use this minor towards completing their own bachelor's programme, prior approval (whether or not based on a substantiated request) will be required from the board of examiners of the student's own study programme.
- 2 For minors taken through *Kies op Maat* and for which approval has been obtained from the board of examiners, no additional registration fees will be payable. Costs associated with taking a minor (e.g. teaching materials and excursions) will always be at the expense of the student.
- 3 Minors not approved by the board of examiners cannot be used towards completion of the student's own bachelor's programme. However, students are allowed to take the minor outside their own bachelor's programme (extracurricular). In such cases, the costs involved in taking the minor will be borne by the student.

- 4 A minor, as referred to in section 1, should amount to at least 30 ECTS credits. In the case of more than 30 ECTS credits, the surplus of over 30 ECTS credits will be included on the supplement (WHW article 7.11 paragraph 4) to the degree certificate under 'other'.

#### 3.8.4 External minors (not through Kies op Maat)

- 1 A student can take a minor at another institution which is not affiliated to *Kies op Maat*. If the student wants to use this minor towards completion of their own bachelor's programme, prior approval will be required from the board of examiners of the student's own study programme, based on a substantiated request. Minors not approved by the board of examiners cannot be used towards completion of the student's own bachelor's programme. However, the student is allowed to take the minor outside their own bachelor's programme (extracurricular).
- 2 Any fees charged associated with taking the external minor at a non-affiliated *KoM* institution will always be borne in full by the student.
- 3 A minor, as referred to in section 1, should amount to at least 30 ECTS credits. In the case of more than 30 ECTS credits, the surplus of over 30 ECTS credits will be included on the supplement (WHW article 7.11 paragraph 4) to the degree certificate under 'other'.

#### 3.8.5 Exchange

- 1 Under certain conditions, a student is allowed to participate in an exchange programme at another educational institution. Permission for this must be sought in advance from the board of examiners.
- 2 Participation in the exchange programme referred to in section 1 may be subject to a selection procedure.
- 3 In the context of crisis prevention, the student will be required to register via the Travel Abroad form prior to the exchange.
- 4 Article 3.9 section 3 will also be applicable.

#### 3.8.6 Placement and practical assignment

- 1 If the placement or practical assignment takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.
- 2 A student may start a placement if they have passed the propaedeutic phase.
- 3 If a submission deadline is exceeded, the lecturer will register a 'GK' (Dutch abbreviation of missed opportunity). There will be one opportunity for remediation in the current academic year.
- 4 If the student encounters problems with their placement (company), they must report this to the programme staff. The programme staff will investigate the causes. Continuing the placement period at another company is then a possible option.
- 5 If the company is not satisfied with the student, this may be a reason to terminate the placement during the placement period. The programme staff will first investigate the causes. This may result in the student having to repeat the entire placement period.

- 6 The placement must be assessed as satisfactory within six months of completion. If the final assessment has not led to a satisfactory result six months after completion of the placement, the placement will no longer be valid and the student will have to complete a new placement.

#### 3.8.7 Graduation traineeship / project / thesis

- 1 If the graduation traineeship / project / thesis takes place abroad (either fully or partially), the student will be required to register via the 'Travel Abroad' form prior to departure, within the context of crisis prevention.
- 2 A student is permitted to commence graduation in the form of a traineeship if they have obtained 180 ECTS credits, including the propaedeutic phase. A student on the short track may commence a traineeship if they have obtained 120 ECTS credits, including the propaedeutic phase.
- 3 For other forms of graduation, a student may commence once they have obtained 200 ECTS credits, including the propaedeutic phase. The maximum deficit is 10 ECTS credits. For all other provisions regarding graduation, please refer to articles 3.5.4, 3.6.4 and 3.7.4.

#### 3.8.8 Graduation in one's own business (as an entrepreneur)

- 1 Within Breda University of Applied Sciences, it is possible for students to graduate within their own business (entrepreneurial graduation). To this end, the institute offers professional support. Entrepreneurial graduation is possible within all programmes in all academies.
- 2 The student who is allowed to start the graduation phase will be eligible for admission to the 'entrepreneurial graduation' track.
- 3 For admission into this form of graduation, a selection procedure is applied. The criteria for selection are in any case the student's entrepreneurial competencies and the viability of the student's business idea.

#### 3.8.9 Double degree

Not applicable.

#### 3.8.10 ATPM (Attractions and Theme Parks Management)

- 1 The ATPM programme covers a period of two years of study and is offered in English. The programme details of ATPM are included in appendix 4.
- 2 The ATPM programme can be chosen within all variants of the programme.

#### 3.8.11 Pre-master's track SBM (Strategic Business Management and Marketing)

- 1 The SBM pre-master's track comprises a period of one year of study, has a study load of 75 ECTS credits, and is divided into four blocks.
- 2 The SBM pre-master's track may be chosen as a replacement of the graduation year.
- 3 The Academy for Tourism is responsible for the pre-master's track in terms of content and quality.
- 4 The programme details of the SBM pre-master's track are included in appendix 4.

## Article 3.10

## Associate Degree

WHW article 7.8a

### 3.9.1 General

- 1 The total Associate Degree programme corresponds to a total of 120 ECTS credits. The standard duration of the programme is two years. One year of study has a credit load of 60 ECTS credits (1680 hours of study).
- 2 The curriculum of the associate degree programme is included in the Education Catalogue of Osiris. This Education Catalogue is an integral part of these TER.

### 3.9.2 Year 1

Students who start the AD programme in the 2025-2026 academic year will start with the curriculum as described below. For students who started before 2025, the transitional arrangement (appendix 7) applies.

- 1 Year 1 consists of 4 blocks (4 x 15 ECTS credits). The programme is structured around projects, each with its own theme.
- 2 Various practical components in year 1 are subject to practical fees of up to 550 euros for fieldwork, company visits and trade fair visits. Transport to the fieldwork destination is not included in this amount. The specific amounts will be communicated via MORE during the year. Participation in these activities is linked to learning outcomes relating to practical skills, for which fieldwork provides an essential environment in which to develop them.
- 3 During a block, students fill in their e-portfolio in the LMS with evidence of formative assessment moments (data points). These data points consist of assessing the development of Intended Learning Outcomes (ILOs). At the end of the block, the teaching team makes a decision about the development and achievement of the ILOs. If sufficient development has been demonstrated for each of the ILOs to be achieved, the credits (15 ECTS credits) will be awarded.
- 4 If a student has not yet achieved certain ILOs, these ILOs can still be achieved through remediation, subject to the associated conditions (see 3.5.2 under 5. 'Remediation').
- 5 Remediation: Each academic year, students have two opportunities to pass an ILO that is part of their curriculum for that academic year. If a student needs to remedy an ILO from a block, they must draw up an action plan in consultation with the lecturer. Students follow the order of the blocks in which the ILO is offered to determine in which block they wish to remedy an ILO. The student then collects documents in their assessment portfolio that demonstrate that they have sufficiently mastered the ILO to be remedied. The documents submitted by the student in the assessment portfolio for the purpose of remediation are assessed by a team of at least two lecturers

### 3.9.3 Year 2

- 1 The regular programme for year 2 consists of teaching units (modules) worth 4 and/or 8 ECTS credits. In addition, students attend the English programme and the Personal and Professional Development programme.
- 2 The year 2 programme includes a mandatory fieldwork component that entails additional costs for the student. The student can choose between a destination to be determined and a low-cost alternative. The costs for the mandatory fieldwork in year 2 are a maximum of 350 euros for the low-cost alternative (excluding personal expenses for food and drinks). During the fieldwork, students work on

the following core task and learning outcomes: (Focus on the guest experience: Students collect specific information and data needed to analyse the current guest experience or customer journey of a specific tourism or leisure organisation. The student then maps out the internal business process surrounding the renewed customer journey. In this process, it is clarified which responsibilities and mutual relationships exist between the stakeholders involved on site.

- 3 For resits of failed components of the examination programme, please refer to the transitional arrangement in appendix 7.

#### **3.9.4 Exemptions for students with an associate degree**

- 1 The student with an associate degree obtained at BUAs may continue studying on the bachelor's programme to which the associate degree programme is linked. A maximum study load of 120 ECTS credits remains for obtaining the bachelor's degree.
- 2 Students with an associate degree from an external associate degree educational institution may continue their studies on the bachelor's programme to which the associate degree provides access pursuant to article 3.10.3.
- 3 The student, as referred to in sections 1 and 2, will be exempted from examinations from years 1 and 2, totalling 120 ECTS credits.
- 4 The student, as referred to in section 2, will, after assessment, be exempted from examinations from year 1 and one internship, with a maximum of 90 ECTS credits.

#### **3.9.5 Progression for students after obtaining an associate degree**

- 1 For progression options for students who have completed their associate degree within BUAs and wish to progress to the related bachelor's degree programme, the study coach or student counsellor can be contacted.
- 2 The following degree certificates obtained at external educational institutions will offer the student progression options on the corresponding bachelor's programmes within BUAs.
  - an associate degree within the subsector hotel, facility and tourism of the education sector of Economics
  - related associate degree programmes
  -
- 3 For the progression options mentioned in section 2, students may contact their study coach or student counsellor.

#### **Article 3.11 Referral in the Main Phase**

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

Not applicable.

#### **Article 3.12 Transitional Arrangement Related to Curriculum Changes**

If changes occur in the curriculum, the board of examiners will determine a transitional arrangement for this. If necessary, it will also determine how to deal with any changes in the assessment standards of the curriculum. The provisions of article 6.4 section 5 will also be taken into account. See appendix 7 for the transitional arrangement.

# Chapter 4 Recommendation on the Continuation of Studies and Binding Rejection

WHW article 7.8b

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

- 1 Every student is given a study recommendation on the continuation of studies within or outside the programme no later than the end of the first year of enrolment on the propaedeutic phase of a programme.
- 2 The board of examiners has been mandated by the Executive Board to issue this study recommendation.
- 3 In anticipation of the study recommendation referred to in section 1, each student will be provided with an up-to-date overview of the academic results achieved once in the first year of study, no later than<sup>7</sup> 1 December 2025. If these results give reason to do so, a warning (the interim recommendation) will be attached to this overview, the interim recommendation. This warning will also include the reasonable period of time by which the study results must have improved.
- 4 The warning mentioned in section 3 will be issued if fewer than 15 ECTS credits have been obtained.
- 5 The board of examiners will issue a positive recommendation, if the student has passed the propaedeutic exam at the end of the first year or has obtained at least 45 ECTS credits from the first-year curriculum. This positive recommendation will also be issued to students in the associate degree programme at the end of the first year if they have obtained at least 45 ECTS credits.
- 6 The board of examiners will issue a negative recommendation if the student has not met the standard as referred to in section 5 and if there is no reason to postpone the deadline of the study recommendation due to personal circumstances (see section 12). A negative recommendation is accompanied by an intention to dismiss. The board of examiners has the authority to deviate from this course of action.
- 7 Before converting the aforementioned intention into a final dismissal (negative binding study recommendation), the student will be given the opportunity to be heard by the board of examiners.
- 8 Prior to taking any preliminary decision to issue a negative binding study recommendation (see section 6), the board of examiners will request the student counsellor concerned to give advice. The student counsellor's advice will be considered in the decision on the study recommendation. This study recommendation will be recorded in Osiris.
- 9 The dismissal referred to in section 7 only concerns the programme (regardless of the variant)<sup>8</sup> on which the student is enrolled.
- 10 The dismissal referred to in section 7 will be final and indefinite. The board of examiners may withdraw a negative binding recommendation, also see article 4.3.

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<sup>7</sup> At the time when the warning is issued, the student must still be in a position to achieve the standard for a positive recommendation.

<sup>8</sup> If a programme has several variants (such as a regular, accelerated or short track), the study recommendation (and therefore any dismissal, if applicable) at the end of the first year will apply to all variants.



- 11 A student may appeal against a negative binding study recommendation to the Examinations Appeals Board within six weeks after the negative binding study recommendation is issued, as referred to in article 10.2.
- 12 If the board of examiners deems that personal circumstances (see article 5.3) have prevented the student from achieving the academic results required in section 5, the board of examiners may postpone the deadline for issuing the study recommendation until the end of the second year of enrolment. This is referred to as a deferred recommendation.
- 13 At the end of the second year of enrolment, students whose deadline for the study recommendation has been postponed (see section 12) will still be given a study recommendation. If the student does not meet the standard as set in section 5 at that time, a negative binding study recommendation will be issued.
- 14 If the student is of the opinion that personal circumstances have influenced or are influencing their academic results, the student should report and discuss these circumstances with the student counsellor as soon as possible after they have arisen. Only in this way will it be possible for the board of examiners to consider these circumstances in their final study recommendation.
- 15 If the student terminates their enrolment on a study programme before 1 February of the first year of study, this student will not receive a negative binding study recommendation as referred to in this article. The student may reapply once for the same programme. In the case of a programme to which a selection procedure applies (with or without enrolment restrictions), the student will be required to go through the selection procedure again when applying for the same programme.

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

If the student's enrolment during the first year of the propaedeutic phase<sup>9</sup> is terminated prematurely after 1 February (and/or this student's enrolment is terminated by the institute), a negative binding study recommendation will be issued, unless the board of examiners decides otherwise on the advice of the student counsellor.

#### **Article 4.3 Withdrawal of Negative Binding Study Recommendation**

- 1 The board of examiners may withdraw a previously issued negative binding study recommendation. The withdrawal of the negative binding study recommendation will be recorded in Osiris. Withdrawal of the negative binding study recommendation is an absolute prerequisite for any subsequent re-enrolment.
- 2 The study recommendation that has been withdrawn is considered not to have been issued. Articles 4.1 and 4.2 will apply to this student (again).
- 3 If a student received a negative binding study recommendation in the 4-year programme and this student re-enters the programme via the tailored track for students with previous HAVO education (of De Rooi Pannen), the board of examiners will withdraw the negative binding study recommendation issued earlier.

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<sup>9</sup> In the case of an associate degree programme, this should read: study recommendation at the end of the first year of study.

# Chapter 5 Student Guidance and Academic Progress

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

## Article 5.1 Student Guidance

This article does not apply to *extraneus* students.

- 1 The programme has a system of individual student guidance in place. Student guidance is aimed at preventing and identifying study-related problems, and at offering support to solve them.
- 2 If desired or necessary, notes of talks between a student and a supervisor, as part of student guidance, can be recorded in Osiris.
- 3 The registration of data related to student guidance will be in compliance with the provisions of [Privacy Regulations for Students \(https://www.buas.nl/regulations/privacy-regulations-students.pdf\)](https://www.buas.nl/regulations/privacy-regulations-students.pdf); these regulations are part of the Students' Charter.

## Article 5.2 Student Guidance within the Academy / Programme

Students starting in cohort 2025-2026 will begin a curriculum designed around project-based learning. This project-based learning involves fixed teaching days, during which students work together in small groups under the supervision of lecturers. Within a theme team, each student has a designated contact person (lecturer) with whom they can discuss study-related issues. In addition, the academy has a team of student counsellors who can provide advice and refer students dealing with personal circumstances as specified in the WHW to specialist agencies. Since 1 September 2024, an online coaching tool has been used to support individual students in their personal development. This tool is moderated by the teaching assistants. Based on information obtained through the use of the tool, the teaching assistants can refer students to lecturers or student counsellors for help and support.

Formal communication with students takes place by email via the Breda University of Applied Sciences student email address.

## Article 5.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances<sup>10</sup> are understood to mean:

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

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<sup>10</sup> See Student Support Fund Regulations for more detailed information.

#### Article 5.4 Personal Circumstances and the Student Counsellor's Role

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

#### Article 5.5 Studying with a Functional Impairment<sup>11</sup>

- 1 In this article, functional impairment refers to a disability or chronic illness that may cause a student to fall behind schedule in their studies.
- 2 A student with a functional impairment may be given the opportunity by the board of examiners or the student counsellor to attend courses and take examinations in a modified manner. The facilities available for this purpose consist of a modified type or duration of courses and/or examinations, or the provision of and/or permission to use practical aids, all tailored to the student's specific individual situation. Also see LMS for more information.
- 3 The student should discuss this with a student counsellor of the programme as soon as possible after enrolment on the programme or after the functional impairment has occurred. Depending on the facilities required, a request may be dealt with immediately by the student counsellor or the request should be forwarded to the board of examiners with a recommendation from the student counsellor:
  - a Practical aids: this is decided by the student counsellor;<sup>12</sup>
  - b Extra time for an examination: this is decided by the student counsellor, assuming an extension of one-third of the examination time up to a maximum of one hour;
  - c Type of examination: this is decided by the board of examiners. To this end, the student will submit a substantiated request, including a recommendation from the student counsellor, to the board of examiners.
- 4 A reasoned decision will be communicated to the student in writing (or via Osiris). If the decision is made by the board of examiners, the decision will also be communicated to the student counsellor.
- 5 In principle, the facilities will apply to the entire enrolment within BUAs, unless the board of examiners determines otherwise.
- 6 The student who falls behind schedule in their studies due to their functional limitation may submit a request for financial support from the Student Support Fund of BUAs.

#### Article 5.6 Registration of Academic Progress

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

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<sup>11</sup> For more information, see the website of BUAs ([www.buas.nl](http://www.buas.nl))

<sup>12</sup> The student counsellor will coordinate with the Exam Centre whether the use of a practical aid is feasible.

- 2 Students themselves will be responsible for regularly checking their academic results in the student progress monitoring system Osiris. Students should report any inaccurate or incomplete information in the system to the lecturer concerned.
- 3 The registration of data related to academic progress will be in compliance with the provisions of the [Privacy Regulations for students \(https://www.buas.nl/regulations/privacy-regulations-students.pdf\)](https://www.buas.nl/regulations/privacy-regulations-students.pdf).

# Chapter 6 Examinations

## Article 6.1 Competency-Based Education and Obtaining ECTS Credits

Within the propaedeutic year of the Tourism Management programme and the associate degree, a course refers to a project worth 15 ECTS credits. Each project is concluded with a summative assessment (examination). This assessment is determined by a decision-making committee consisting of the entire teaching team for the project in question. Each summative assessment covers the learning outcomes addressed in that project. The learning outcomes and the associated data points are communicated to the student at the start of each project via a project manual. Based on the quality and quantity of the feedback collected on data points, an assessment is made for each learning outcome in order to ultimately determine the extent to which all learning outcomes have been met. A project is considered successfully completed if all learning outcomes have been sufficiently demonstrated.

The order of ILOs is fixed in the propaedeutic year.

Within the propaedeutic year of the Tourism Management programme, the types of assessment may vary per data point per block, because learning outcomes are used. In all cases, the types of assessment enable the ILOs to be assessed. Students have two opportunities per ILO within an academic year to demonstrate that they have achieved a satisfactory level.

## Article 6.2 Organisation of Examinations

WHW article 7.10 paragraph 1

- 1 Each course concludes with an examination. The examination may consist of several partial examinations.
- 2 For the purpose of conducting the examinations and determining their results, the board of examiners will appoint one or more examiners. The examiner will provide the board of examiners with the requested information, for which purpose they may be invited to the meeting. The board of examiners establishes rules with regard to the proper conduct during examinations, see article 6.7. In a competency examination, the examiner is referred to as assessor.
- 3 Each examination comprises an assessment of the student's knowledge, understanding and/or skills, as well as the evaluation of the results of that assessment.
- 4 An examination may take place through an assessment, written or oral questions, a reflection of one's own performance, a study task or assignment, a paper, the performance of practical activities, a thesis, a research report, a placement report, the completion of placement assignments, practicals or field-work, or a combination of these.
- 5 In special cases, the board of examiners is authorised to allow an examination format other than the one determined by the examiner. This authority includes the decision to hold examinations online/digitally.
- 6 At the beginning of each course, the following will be communicated in writing:
  - a the course content (subject matter),
  - b the learning goals,
  - c the study load (number of ECTS credits) and the accompanying substantiation,
  - d the form of the examination or partial examinations,

- e the sequence in which the partial examinations have to be taken (if applicable),
  - f any aids permitted during the examination,
  - g the assessment criteria of examinations or partial examinations,
  - h the manner in which inspection of the assessed work is allowed,
  - i the choice made by the lecturer regarding the use of AI (appendix 5).
- 7 The examination of a course has been passed if:
- a the examination has been assessed with a mark of 5.5 or more, with 'sufficient' or more, or with a 'pass' (also see article 6.8.1),
  - b the weighted average of the results obtained for the partial examinations is at least 5.5, in which case these partial examinations cannot be compensated,
  - c the course requirements, specified in advance, have been fulfilled.
- 8 Once the examination or partial examination has been taken, the result for it will be registered in the student progress monitoring system Osiris.

### Article 6.3 Sequence of Examinations

- 1 In the propaedeutic phase, there is no mandatory sequence in which examinations should be taken.
- 2 In the main phase, there is no mandatory sequence in which examinations should be taken.
- 3 Within the associate degree programme, there is no mandatory sequence in which examinations should be taken.

### Article 6.4 Periods of Time and Frequencies of Examinations

WHW article 7.13 paragraphs 2h and 2j

- 1 At least two opportunities are offered annually for taking examinations.
- 2 A student will be allowed to participate in no more than two opportunities per academic year.
- 3 The opportunities mentioned in section 2 are inclusive of 'GKs' (Dutch abbreviation of 'missed opportunities'). See article 6.6 section 1.
- 4 A second or subsequent examination during the same academic year is comparable in test format and subject matter to the first examination. The board of examiners is authorised to offer a student (whether or not on the advice of the examiner/student counsellor/study coach) a different form of examination after a number of opportunities determined by the board of examiners have been used, but assessed as insufficient. The subject matter should be the same as that of the previous opportunities.
- 5 If a course is no longer offered, the student will be offered two more opportunities to take the corresponding examination or partial examination in the subsequent academic year. The provisions of section 4 also apply in this respect. The board of examiners has the authority to extend this period. This is laid down in the transitional arrangement, see article 3.12.
- 6 A student may resit any examination, regardless of the result obtained and taking into account the provisions of section 2. The highest result obtained will count.
- 7 Contrary to section 6, this resit option does not apply to the final exam if a 5.5 or higher has been obtained for it.

## Article 6.5 Registration for Examinations and Resit Examinations

### 6.5.1 Regular registration

- 1 Timely registration for examinations, in whatever form, is compulsory for all students and a prerequisite for being awarded an assessment in Osiris. Students are automatically registered for the first opportunity of an examination or partial examination at the time when the course is offered in the curriculum. For every subsequent opportunity, regardless of what year of study the student is in, students themselves will be required to register for a resit examination.
- 2 Registration for a written resit examination will be open until 5 working days before the Monday of the week in which an examination or examination period starts.
- 3 Registration for all other resit examinations (for example, but not exclusively: assignments, presentations, etc.) will be open throughout the entire academic year.
- 4 Students will be notified of this via the LMS at the beginning and at the end of a registration period for resit examinations.
- 5 If a person is not enrolled as a student (any more), but still takes part in an examination or resit examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.
- 6 If it turns out that registration for a resit examination was impossible due to technical problems in Osiris, the registration period will be adjusted by the management team of the academy.

### 6.5.2 Possibility to cancel registration

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

## Article 6.6 Inability to Take an Examination

- 1 If a student has (been) registered for an examination via Osiris but does not actually take it, a 'GK' (missed opportunity) will be registered as a result for this examination.
- 2 If the inability to take an examination, as referred to in section 1, according to the student, was caused by force majeure, the student may submit a request to the board of examiners for an additional opportunity.
- 3 If the board of examiners is of the opinion that force majeure<sup>13</sup> applies, the student must take part in the next opportunity for this examination. If no further opportunity for this examination is offered in the current academic year, an additional opportunity will be offered by the board of examiners.

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<sup>13</sup> Public transport delays, traffic jams, etc. are not regarded as force majeure.

## Article 6.7 Examination Regulations

- 1 During all examinations, students must furnish proof of identity (passport, driving licence, or identity card). This identity document will be checked before the start of the examination. If this check reveals that the name of a student does not occur on the attendance list (which means that the student did not register for the examination via Osiris), this student will not be admitted to the examination.
- 2 If a student is unable to present an identity document, this student will not be admitted to the examination and a missed opportunity ('GK') will be entered into Osiris.
- 3 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 6.15).
- 4 Several additional rules apply to written examinations. These are included in the [Examination Regulations](https://www.buas.nl/regulations/examination.pdf). (<https://www.buas.nl/regulations/examination.pdf>).
- 5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.
- 6 An individual oral examination is taken in the presence of at least two examiners, one of whom will act as the first examiner, who is so designated by the board of examiners (or its chair). The examination may also be held in the presence of one examiner, who in this case will record the oral examination.

## Article 6.8 Assessment of Examinations

### 6.8.1 General

- 1 Examinations are assessed by the relevant examiner in accordance with the assessment criteria published in advance.
- 2 An external expert, also referred to as external examiner at BUAs, may give an assessment if this person has been appointed as examiner by the board of examiners. To appoint an external expert as examiner, the board of examiners uses a profile drawn up by the institute (see Regulations pertaining to Boards of Examiners).
- 3 If the board of examiners has decided that external experts (e.g. supervisors of the placement or thesis host company) are to be involved in the assessment, a description will be made of the way in which this is done.
- 4 One or more of the following assessment criteria applies:
  - a the execution of a study task or assignment (in terms of quantity),
  - b the extent to which the specific criteria for the study task or study assignment have been met (in terms of quality) – for example, the extent to which the questions have been correctly answered, the degree of participation in carrying out the study task or assignment as part of a group,
  - c the degree of participation in practicals or practical exercises; this criterion applies only to the assessment of examinations or partial examinations belonging to courses or parts of courses designated as practicals with mandatory attendance, as announced at the start of the course (see article 6.2).
- 5 The assessment of each examination is expressed in a numerical mark or a verbal qualification. For more information, see appendix 6.



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

#### **6.8.2 Assessment of placements and practical assignments**

The assessment of placements and practical assignments is described in the placement manual on Brightspace. This is an integral part of the TER.

#### **6.8.3 Assessment of graduation traineeships / graduation projects / theses**

The assessment of traineeships and graduation assignments is described in the graduation manual on Brightspace. This is an integral part of the TER.

### **Article 6.9 Announcement of Examination Results**

WHW article 7.13 paragraph 2o

- 1 The examiner will determine the result of an examination and will enter this (provisional) result in Osiris within 10 working days after the examination date. This provisional result can then be consulted in Osiris. If necessary, the provisional result can be adjusted upwards or downwards.
- 2 The academy director may, if there is reason to do so, deviate from the period mentioned in section 1. Any such deviation must be communicated to the student in a timely manner.
- 3 The provisional result of an examination must be announced 3 full working days before the second opportunity. If this deadline is not met, the second opportunity will be postponed to a date to be determined by the academy director. In this process, article 6.11 section 1 must be taken into account. Any such deviation must also be communicated to the student in a timely manner.
- 4 If any second assignment is a continuation of a previous assignment, the results of the first assignment must be announced before the deadline for handing in the second assignment.
- 5 The programme staff will ensure that the result of an examination is finalised (confirmed) in Osiris within 5 working days after the inspection of an examination (see article 6.11). This means that the results are confirmed no later than 25 working days after the examination date. Finalised/confirmed examination results can only be adjusted upwards or downwards through the board of examiners.

### **Article 6.10 Period of Validity**

- 1 Examination results do not lose their validity. This does not affect any possible changes to the curriculum or the transitional arrangements applicable thereto.
- 2 A successfully completed propaedeutic phase will remain valid indefinitely.

### **Article 6.11 Right of Inspection**

- 1 Students will have the right to inspect their written examinations, assessments and the standards on which assessment was based within 10 working days of the announcement of the provisional examina-

tion results. The right to inspect must be granted no later than 3 working days before the second examination opportunity is scheduled. The inspection moment is determined by the lecturer or scheduled by the programme staff.

- 2 If a student can demonstrate that they were in a situation of force majeure which rendered them unable to attend the regular inspection opportunity within the set period of time, this student may be offered an alternative opportunity within the scope of the provisions of section 1 of this article.
- 3 If there is any reason to do so, the board of examiners may decide to deviate from the provisions in section 1. Any arrangements to the contrary must be communicated to the students in a timely manner.
- 4 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the post-examination inspection period. Any breach of this provision will be regarded as fraud/academic dishonesty (see article 6.15).
- 5 The student has access to the feedback received on the data points at all times. The final assessment is carried out using an assessment form, which is always available to the student.

## Article 6.12 Right of Appeal

WHW article 7.61

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

## Article 6.13 Individual Exemptions

### 6.13.1 Exemptions from examinations

WHW article 7.13.2r

Retention Schedule of Breda University of Applied Sciences

- 1 Upon the student's written request, the board of examiners may grant exemption from the propaedeutic exam or from one or more examinations.
- 2 A request for exemption from an examination must be submitted before .....
- 3 To obtain an exemption, the student must submit a written, substantiated request to the chair of the board of examiners. The request must be supported in writing by one or more of the following documents:
  - a copy of the relevant certificate, deed, diploma, or statement,
  - a copy of the related list of qualifications,
  - a list of the literature, lecture notes, readers, etc. studied,
  - an officially completed procedure for recognising prior qualifications at Breda University of Applied Sciences or elsewhere,
  - proof of a successfully completed assessment.
- 4 The board of examiners will decide as soon as possible, but no later than 20 working days after the submission of the request, possibly in consultation with the examiners involved. The decision will be confirmed by the board of examiners and communicated (digitally via Osiris) to the student.

- 5 An exemption granted will be registered as 'VRIJ' in the Osiris student progress monitoring system.
- 6 An exemption granted for a course from the propaedeutic curriculum will count towards the academic performance standard of the binding recommendation regarding the continuation of studies.
- 7 The student may lodge an appeal against the decision of the board of examiners as referred to in section 4 with the Examinations Appeals Board. Any such appeal must be made within 6 weeks of the decision being made. Also see article 10.2.

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

Not applicable.

### Article 6.14 Emergency Procedure

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

### Article 6.15 Academic Dishonesty and Plagiarism

WHW article 7.12b paragraph 2

#### 6.15.1 Definitions

- 1 Academic dishonesty is defined as a (suspected) act or omission thereof by a student that makes it impossible, either completely or partially, to form an accurate assessment of this student's knowledge, understanding and skills. Plagiarism is a form of academic dishonesty.
- 2 Academic dishonesty is understood to mean at least, but not exclusively, the following:
  - a the student uses or has used aids in the room where the examination takes place, which have not been explicitly authorised by the examiner for consultation during the examination;
  - b the student uses information from someone other than the examiner in any way during the examination, which information was obtained in or outside the examination room;
  - c before or during the examination, the student gives or has given information in any way to another student about (the contents, details and/or answers/ solutions) the examination;
  - d the student has impersonated someone else during the examination or has allowed themselves to be represented by someone else during the examination;
  - e the student has taken unauthorised notice of the examination questions, assignments and/or model answers prior to or during the examination;
  - f the student makes changes to examination papers already handed in, either after the end of the examination time or during the inspection opportunity afterwards.
- 3 Other forms of academic dishonesty include, but are not limited to:
  - a any action or omission by a student that aims to make it completely or partially impossible to form a correct and reliable judgement about the knowledge, understanding, and skills acquired by the student, or about the knowledge, understanding, and skills of fellow students;
  - b falsifying research data.
- 4 Plagiarism is understood to mean at least, but not exclusively, the following:

- a the student copies passages from someone else's work verbatim<sup>14</sup> without proper citation;
  - b the student paraphrases passages from someone else's work<sup>17</sup> without proper citation;
  - c the student presents ideas or findings of others<sup>17</sup> as their own ideas or findings;
  - d the student submits an initial version of a text that has previously been submitted (or a comparable text) by the student or another student for assignments of one or more curriculum components;
  - e the student sells, offers for sale, or holds in stock falsified works as described in points a to d.
- 5 Academic dishonesty also includes an attempt to commit academic dishonesty, complicity, participating in academic dishonesty, and preparing and preventing (or attempting to prevent) the discovery of academic dishonesty.
- 7 **By taking part in an examination, the student agrees that the examination submitted by the student for assessment, if applicable, will be checked for academic dishonesty using anti-plagiarism software, and that the examination will be stored in the anti-plagiarism software database. Students are not allowed to implement any software-based measures aimed at circumventing or cheating anti-plagiarism software used for electronic examinations or any other electronic texts that are part of their study programme.**
- 6 An irregularity is defined as an occurrence or circumstance that prevents the examiner from being able to reach an objective assessment of a student's knowledge and skills. An irregularity as referred to in this article does not automatically constitute academic dishonesty. In the event of an irregularity as referred to in this article, the board of examiners may decide that the examination in question be declared invalid. The examination will not be assessed and the code 'OV' will be entered into Osiris.

#### 6.15.2 Procedure

- 1 Upon suspicion of academic dishonesty, the examiner will promptly address this with the student concerned and the board of examiners. The examiner will submit to the board of examiners all relevant evidence with regard to the academic dishonesty or suspicion of academic dishonesty.
- 2 Upon suspicion of academic dishonesty arising during an examination, the invigilator will promptly address this with the student. The invigilator will make a note of the incident in the official report of the examination, confiscate any evidence regarding the incident and submit this evidence to the board of examiners. The student concerned will be given the opportunity to finish and hand in the examination.
- 3 No later than within 2 weeks after the board of examiners has been notified of the suspicion of academic dishonesty, the student will be given the opportunity for a hearing before the board of examiners. The board of examiners may – acting either ex officio or at the student's request – obtain information from witnesses and/or experts. Furthermore, the board of examiners must have the possibility to carry out any investigations that it deems necessary.
- 4 The board of examiners will lay down all findings in a written report.
- 5 The board of examiners will check whether the student's behaviour that was observed fulfills the academic dishonesty criteria as specified in these regulations and will inform the student in writing, no later than 2 weeks after the student has been heard, of its decision and – if applicable – of any disciplinary measures to be imposed. This will include information on the option to appeal to the Examinations Appeals Board.
- 6 Within 6 weeks from the announcement of the board of examiner's decision, the student may appeal the decision to the Examinations Appeals Board, as referred to in article 10.2.

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<sup>14</sup> Including works created with the help of technical tools, such as AI tools.

### 6.15.3 Disciplinary measures

- 1 In the event of academic dishonesty, the board of examiners may impose one of the following disciplinary measures upon the student concerned:
  - a withdraw the student's right to sit one or more examinations, to be designated by the board of examiners, during a term of one year at the most, to be determined by the board of examiners, or,
  - b declare the fraudulent examination invalid. In the student progress monitoring system Osiris, this examination will be marked with the code 'FR', or,
  - c a combination of a and b.Any previous incidents of academic dishonesty will be considered when determining the severity of the disciplinary measure.
- 2 On the proposal of the board of examiners, the Executive Board may decide to permanently terminate the student's enrolment on the study programme in the case of serious academic dishonesty.
- 3 In the case of confirmed academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or judicial authorities.
- 4 Cases of academic dishonesty established after degree completion will be reported to police or judicial authorities 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 removed from all formal registers and that the degree certificate will be destroyed.

### Article 6.16 Examination Certificates

WHW article 7.11 paragraph 1

Retention Schedule of Breda University of Applied Sciences

- 1 As proof that an examination has been passed, the examiner will issue a certificate relating to it. The registration of the confirmed result in Osiris will be regarded as proof.
- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 7.4 section 2 cannot yet be awarded, will receive – upon their own request - a written certified statement from the board of examiners listing the examinations completed successfully. Students are required to submit a written request for this statement themselves to the chair of the board of examiners.

# Chapter 7 Final Exams

## Article 7.1 Exam Concluding the Propaedeutic Phase

WHW articles 7.8 and 7.10

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

## Article 7.2 Exam Concluding the Main Phase (Final Exam)

WHW article 7.10

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

- 1 A student will pass the final exam of the main phase, if this student has passed the propaedeutic exam and if this student has met the completion requirements of all the examinations related to the courses of the main phase. Passing this exam will earn the student 180 ECTS credits. The compensation possibilities as mentioned in article 7.3 will also be applicable in this process.
- 2 The main phase exam (final exam) is the second exam of the HBO bachelor's programme. If a student has passed both the propaedeutic exam and the main phase exam, this student will have successfully completed the HBO bachelor's programme and have earned 240 ECTS credits in total.
- 3 Contrary to sections 1 and 2, for the student who attends a HBO bachelor's programme with a standard duration of three years, the main phase programme as referred to in section 1 will correspond to 120 ECTS credits, and the study load of the bachelor's programme as referred to in section 2 will amount to 180 ECTS credits.

### 7.2.2 Final exam as part of the associate degree

A student will pass the final exam of the associate degree programme, if this student has met the completion requirements of all the examinations related to the courses of the curriculum. Passing this exam will earn the student 120 ECTS credits. The compensation possibilities as mentioned in article 7.3 will also be applicable in this process.

## Article 7.3 Compensation Possibilities

### 7.3.1 General

- 1 If a compensation arrangement is in effect between courses, the following will apply:
  - the result of a course to be compensated is at least a 4.5,
  - additionally, if a course consists of several partial examinations, a minimum result of 4.5 must have been obtained for these partial examinations.
- 2 For the purpose of any compensation, the student will only be allowed to use courses from the same (part of the) curriculum with the same (or higher) study load.

### 7.3.2 Additional provisions in the propaedeutic phase

Not applicable.

### 7.3.3 Additional provisions in the main phase

- 1 Within a minor, compensation at course level is not possible. Within a course, compensation of a partial examination is possible. In this respect, the minimum mark for the partial examination must be a 4.5.
- 2 Results obtained in an excellence track, minor programme, or exchange programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).
- 3 Within the ATPM programme, compensation at course level will not be permitted. Within the projects, the partial marks can be compensated, provided that the minimum mark is a 4.5 or higher. Compensation within the modern language courses will not be possible.

### 7.3.4 Additional provisions in the associate degree

Not applicable.

## Article 7.4 Announcement of Final Exam Results

WHW article 7.11 paragraphs 2 and 4

- 1 The board of examiners will determine the results of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme) in its exam meeting. The names of the students who meet the requirements of the final exam (of the propaedeutic phase, the main phase, or the associate degree programme) will be registered in an official report (*'proces verbaal'*) drawn up following the exam meeting. The term 'official report' also includes a meeting list or a document provided digitally.
- 2 As proof of the final exam having been passed, the board of examiners will issue a degree certificate with accompanying list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students who have passed the final exam of the main phase or the associate degree programme, will receive a 'diploma supplement'. Certificates, lists of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 If the student has completed one or more courses that are not part of the curriculum, the results will be added to the supplement to the degree certificate under 'other'.
- 4 The marks on the list of marks issued with the certificate of the propaedeutic phase, main phase, or associate degree phase are presented with one decimal place (ranging from n.0 to n.9).
- 5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance in relation to international standards.
- 6 The GPA is derived from the weighted average of the results obtained within the curriculum. The GPA is expressed on a scale of 1 to 4 to two decimal places. For the calculation of the weighted average, see appendix 6. An explanation of the GPA value is included in the diploma supplement. In addition, the complete conversion table (from weighted average to GPA) is available via the portal and internet.

## Article 7.5 Degrees Awarded

WHW article 7.10a

### 7.5.1 HBO bachelor's degree

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

### 7.5.2 Associate degree

The Executive Board will award the associate degree to students who have passed the final exams of the associate degree programme (see article 1.3, section 5).

## Article 7.6 'Cum laude' Distinction

- 1 If a student meets all the criteria set out in section 2, and has completed the entire degree programme (propaedeutic and main phase) within the standard duration of the degree programme + 1 year, this student may receive the 'cum laude' distinction for the final exam of the main phase.
- 2 The criteria referred to in section 1 are:
  - a The weighted average of the results of all courses of the main phase is at least an 8.0 (unrounded).
  - b The final graduation mark is at least an 8.0 (unrounded).
  - c The student graduated on the first attempt.
  - d The total of exemptions from courses in the main phase granted to the student must not exceed 60 ECTS credits.
  - e The student has never been involved in an incident of fraud/academic dishonesty.
- 3 If the student has passed more than the required number of courses, only those examination results which are part of the curriculum as specified in the Teaching and Examination Regulations of the study programme in question will be considered.
- 4 If the student has attended courses of the main phase of another degree programme, and/or completed a graduation internship, the board of examiners will establish the value and weighting of these courses.
- 5 The 'cum laude' distinction will be mentioned on the degree certificate.



## Chapter 8 Committees

### Article 8.1 Board of Examiners

WHW article 7.12 and article 7.12b

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

### Article 8.2 Participation Council

- 1 BUas has a participation council whose task is to exercise student and staff participation within the institute as laid down in the [Participation Council Regulations](#) of BUas. These regulations specify, among other things, the matters on which the participation council has the right of consent and/or the right to prior consultation.
- 2 Depending on the subject, the participation council has the right of consent and/or the right to prior consultation over the generic part of the Teaching and Examination Regulations (TER Framework).

### Article 8.3 Degree Programme Committee

- 1 For each degree programme or group of degree programmes, a degree programme committee has been established. The task of this committee is to provide advice on ensuring and improving the quality of the degree programme.
- 2 Depending on the subject, the degree programme committee has the right of consent and/or the right to prior consultation over the programme-specific part of the Teaching and Examination Regulations.

### Article 8.4 Other Committees

Not applicable.

# Chapter 9 Adoption and Amendment of the Teaching and Examination Regulations

## Article 9.1 Adoption and Entry into Force

- 1 The academy director, together with the degree programme committee, will evaluate the current TER at least once a year.
- 2 Partially based on the advice of the degree programme committee, the academy director will draw up the draft version of the TER for the new academic year.
- 3 The academy director will submit the TER text, the academy-specific part in particular, to the degree programme committee for consent.
- 4 Once the degree programme committee has given its consent, the TER will be returned to the academy director for approval.
- 5 After this, the TER will be submitted for adoption to the Executive Board.
- 6 The academy director will ensure that students and staff are informed of the TER in a timely manner, though no later than 1 September of the academic year to which the TER relate. In any case, the TER must be published no later than 1 September of the academic year to which the TER relate.

## Article 9.2 Amendments

- 1 Any amendments that apply to the academic year to which the TER relate may only be made if they cannot reasonably be expected to adversely affect students' interests. An exception to this are amendments that are the direct result of a change to the law.
- 2 Amendments may not affect:
  - successfully completed examinations,
  - exemptions granted,
  - any other decision already made with regard to a student by the board of examiners pursuant to these regulations.
- 3 If an amendment relates to the academy-specific part of the TER, sections 4, 5 and 7 will apply. If an amendment relates to the general TER framework, sections 6 and 7 will apply.
- 4 An academy-specific amendment must not conflict with the TER framework. The decision will require approval from the academy director. Additionally, consent from the degree programme committee will be required.
- 5 The proposed amendment will be submitted for adoption to the Executive Board. If the Executive Board rejects the amendment, the original TER will remain in force.
- 6 Any amendments to the TER framework will be submitted to the Executive Board for adoption. The Participation Council will have the right of consent.
- 7 As soon as any amendments to the TER have been adopted, they will be published through the usual channels at the academy in the form of a cumulative amendment overview.

### Article 9.3      Unforeseen Circumstances

- 1       Situations or circumstances that should be covered by the TER but are not, will be decided by the chair of the board of examiners in consultation with the academy director. The written justification to the student or students concerned will explain the situations and/or circumstances, considerations, and decisions, and will also refer to the option to appeal, in accordance with in article 10.2.
- 2       Should any differences of opinion arise within the board of examiners with regard to the interpretation of the provisions in the TER, the academy director will be asked to provide an explanation. Afterwards, the board of examiners will make its decision.

# Chapter 10 Additional Provisions

## Article 10.1 Hardship Clause

- 1 The board of examiners is authorised to deviate from these regulations in favour of a student if their application were to have a seriously unfair effect on the student, and to make decisions on matters not provided for in these regulations.
- 2 If a student is of the opinion that a seriously unfair situation exists, this student should submit a well-founded written request to that effect to the board of examiners. To determine whether there is a seriously unfair situation, the examination board will weigh the interests of the student against those of the programme/academy. The board of examiners will decide on the request and inform the student concerned of its decision in writing, stating the reasons for the decision and the option to appeal as referred to in article 10.2.
- 3 If an immediate decision is necessary, the chair of the board of examiners or their deputy will decide. In the latter case (deputy), they will notify the members of the board of examiners as soon as possible.

## Article 10.2 Appeal Clause

WHW article 7.61

1. If a student disagrees with a decision as referred to in WHW article 7.61, this student may appeal the decision to the Examinations Appeals Board (CBE) of BUas. This appeal must be submitted in writing within six weeks of the date on which the decision was taken.
2. This appeal can be submitted through the BUas Legal Protection Service. This service is available via the student portal or the BUas website. The appeal will be dealt with in accordance with the provisions of the [Rules of Procedure of the Examinations Appeals Board \(https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf\)](https://www.buas.nl/Regulations/Rules-Procedure-EAB.pdf) of BUas.

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

WHW article 7.2

## **1      General**

- 1      Article 3.4 specifies whether the study programme is offered entirely or partially in English.
- 2      The academy director will be required to attach conditions to the use of English that guarantee the quality of the course(s) in question, explicitly including the language skills of the lecturers involved.

## **2      Additional Provisions**

- 1      If the study programme is taught in English entirely, the use of the English language by academy staff and students is mandatory in the following situations:
  - a      In official education-related documents (e.g. the Teaching and Examination Regulations and study guides)
  - b      In the course materials made available by the academy (e.g. lecture notes and readers)
  - c      During all teaching / study activities
  - d      During all contacts with staff members of the academy organisation, except for contacts with a student counsellor or confidential counsellor
  - e      An exception to the above-mentioned points can be made if the student is doing a placement or graduation assignment at an external client in the Netherlands. In this case, the final product may also be submitted in Dutch.
- 2      If only one or a few courses (such as a minor) is / are delivered in English, the use of the English language by academy staff and students is mandatory in the following situations:
  - a      In official documents that relate to the course in question (e.g. study guides)
  - b      In the course materials made available by the academy (e.g. lecture notes and readers)
  - c      During all teaching / study activities of this course
- 3      The use of the English language is not compulsory for Dutch-speaking students in the following situations:
  - a      Contact with the student counsellor
  - b      Contact with staff outside the programme / academy
  - c      Contact with the Executive Board
  - d      In the following situations, specified by the academy: in contacts with various committees and support services

## Appendix 2 Competencies

The core tasks and associated learning outcomes of the bachelor's programme in Tourism Management (from the National Educational Profile 2024) are:

### 1. Initiating and creating

Focusing on trends and developments and from a broad and international orientation, the Tourism professional proactively and creatively develops new or renewed tourism and/or business products and services that are feasible, responsible, and meet or exceed customers' demand for experiences.

### 2. Realising and implementing

The Tourism professional establishes structures and leads processes, taking into account both internal factors (legal, financial, organisational) and external factors (people, planet, profit, purpose, industry agreements, ethics, and the macro-environment).

### 3. Marketing

Based on knowledge of or research into the consumer, the desired experience, the market, and market developments, the Tourism professional determines how a product or service should be marketed to achieve the best possible result.

### 4. Organising and managing

The Tourism professional maintains and develops (parts of) the organisation, and to this end, makes policy and/or operational choices, and takes strategic decisions.

### 5. Generic aspects

In performing their duties (in an integrated manner), Tourism professionals demonstrate a broad and international orientation, a sense of hospitality and social responsibility, incorporate (technological) trends where possible, possess good verbal and written (intercultural) communication skills, and demonstrate personal leadership.

The core tasks of the associate degree are as follows:

#### The world of Tourism, Leisure and Hospitality

The AD LTH professional has insight into the industry, the relevant stakeholders and the consumer. To achieve this, the AD LTH professional has mastered various theories and models that help to analyse and classify the industry. In addition, the student delves into current trends and developments that influence the field of work.

#### Focus on the guest experience

The AD LTH professional collects specific information and data needed to analyse the current guest experience or customer journey of a specific tourism or leisure organisation. The AD LTH professional then maps out the internal business process surrounding the renewed customer journey. In this process, it is clarified which responsibilities and mutual relationships exist between the stakeholders involved.

#### Innovating with impact

The AD LTH professional analyses the issue presented by a client with the aim of determining how a new or improved tourism or leisure product can contribute to its solution. The AD LTH professional makes balanced choices on both a commercial and social level, based on knowledge of financial management, business processes and project management.

#### From experience to business operations

The AD LTH professional works on a project basis on an issue presented by a client in the tourism or leisure domain, focusing on both internal and external stakeholder interests. Relevant models and theories are used to structure the process. During the process, strategic and operational choices are made, with the aim of drawing up development directions that contribute to individual, team and organisational performance and are in line with the organisation's objectives.

## Appendix 3 Curriculum Overview

Year x	Course	Blocks*				Competencies / professional tasks (if applicable)	Teaching method	Contact hours	Hours of independ ent study	ECTS credit s	Type of examinati on	Weighting factor for partial examinations	Examination time
Course code		1	2	3	4								

See information on LMS Brightspace – Academy Square AT – Exam & Resit Information – Bachelor's programmes ITM/TM

See information on LMS Brightspace – Academy Square AT – Exam & Resit Information – Associate degree-programma: Ad tm jaar 1 2025-2026 (LMS) and Ad tm jaar 2 2025- 2026 (LMS)

## Appendix 4 Registration for a minor

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

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

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

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

### **Other external minors within *Kies op Maat***

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

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

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



## Appendix 5 Assessment and Rounding off

- 1 The assessment of each examination is expressed in one of the following ways:
- a figure from 0 to 10, to one decimal place,
  - in words, with an equivalent mark as shown in the following table.

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

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

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

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

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

- 2 The rounding off and calculation of averages of examinations is subject to the following:
- Marks are entered into Osiris with a maximum precision of one decimal place. This choice is made at academy level.
  - If whole marks are entered into Osiris:
    - a 6 or higher is sufficient for the issuing of ECTS credits
    - and if marks have to be rounded up or down to whole numbers before they can be entered, this is done as follows: up to n.49, rounded down (the mark is then 'n'), from n.50, rounded up (the mark is then 'n+1').

For example:

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

5.51	6
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- c If marks are entered into Osiris to one decimal place:
  - a 5.5 or higher is sufficient for the issuing of ECTS credits.
  - marks of up to two or more decimal places are rounded down to one decimal place before they can be entered. The rounding down is done after the first decimal. For example:
    - 5.49 becomes 5.4
    - 6.73 becomes 6.7
- d Assessment in words, without an equivalent mark, do not count for the purpose of calculating averages (including GPA) or compensation arrangements.
- e All assessments with an equivalent mark count towards the calculation of the student's average result.
- f Averages are always weighted averages. The weighted average is calculated on the basis of the number of ECTS credits of the subordinate parts.

## Appendix 6 Student AI Guidelines

	LEVEL OF AI USE	FULL DESCRIPTION	DISCLOSURE REQUIREMENTS
1	No AI use	<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>-Complete the work by themselves without using AI</li> <li>-Make sure everything they do is based on what they know and can do themselves, this ensures that they rely solely on their own knowledge and skills</li> </ul> <p><b>AI must not be used at any point during the assessment.</b></p>	<p><b>The students:</b></p> <ul style="list-style-type: none"> <li>-Do not use AI in their work</li> <li>-Confirm that they did not use AI</li> </ul>
2	AI-Assisted Idea Generation and Structuring	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>- Make sure that the final submission does not contain any content created by AI</li> <li>- Use AI to brainstorm, plan their work, improve their work, but ONLY before they finish the final submission</li> </ul> <p><b>No AI is allowed in the final product submitted.</b></p>	<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>-Write a statement explaining how they used AI in the assignment/project, etc.</li> <li>-Include the AI chat log to show how it supported their process</li> </ul>
3	AI-Assisted Editing	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>-Use AI to clarify and improve their own work, so as to create the best possible final submission (i.e. only editing of the final work)</li> <li>-Make sure <b>no</b> new ideas and content are included at this stage</li> </ul> <p><b>AI can be used, but the original work with no AI content must be provided in an appendix.</b></p>	<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>-Write a statement explaining how they used AI in the assignment/project, etc.</li> <li>-Include the AI chat log to show how it supported their process</li> <li>- Provide, in an appendix, the original product (written in English or Dutch) alongside the AI-edited version for comparison</li> </ul>
4	AI for Specified Task Completion	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>-Use AI to assist with parts of the project/assignment that the lecturer has given permission for</li> <li>-Make sure that they check everything AI has produced is correct</li> </ul> <p>AI is used to complete certain elements of the task/ assignment, with students engaging in discussions or providing commentary on the AI-generated content. This level requires critical</p>	<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>- Use APA7 for all AI- created content</li> <li>-Include the AI chat log to show how it supported their process</li> </ul>

		<p>engagement with AI-generated content and evaluating its output (critical thinking)</p> <p><b>AI is used to complete specified tasks in your assessment. Any AI- created content must be cited.</b></p> <p><a href="#">Referencing of Generative AI - Generative AI Tools and Resources - LibGuides at Breda University of Applied Sciences</a></p>	
5	Full Use with Human Oversight	<p><b>Students:</b></p> <ul style="list-style-type: none"> <li>-Use AI while working on the project/assignment to assist with the work in ways they think are needed, right and fair-use AI as an assistant to make their creative ideas even better</li> <li>-Make sure they check the output generated and carefully consider everything that the AI assists them with in completing the assignment</li> <li>- Use AI as a 'co-pilot' in order to meet the requirements of the assessment, allowing for a collaborative approach with AI and enhancing creativity</li> </ul> <p><b>AI may be used throughout their assignment to support their own work, provided that they specify precisely which content is AI generated.</b></p>	<p><b>Students are required to:</b></p> <ul style="list-style-type: none"> <li>-Include the AI chat log to show how it supported their process</li> </ul>

# Appendix 7 Transitional Arrangement - Bachelor Tourism Management

## Introduction

The bachelor's curriculum has been revised and started on 1 September 2024. For students who started a bachelor's programme before 1 September 2024 and have fallen behind in their studies, a transitional arrangement has been drawn up, which is set out below.

## Phasing out of education

The existing bachelor's programme will be phased out as follows:

- Examinations for the first year of the bachelor's programme will be offered in an adapted form until at least the 2024-2025 academic year (online independent study).
- Second-year courses of the bachelor's programme will be offered at least until the 2024-2025 academic year.
- Third-year courses of the bachelor's programme will be offered at least until 2024-2025.
- From the 2025-2026 academic year onwards, all examinations for years 2 & 3 of the 2024-2025 curriculum will be offered twice more in the week from 27 January 2026 to 31 January 2026 and 22 June 2026 to 26 June 2026.
- If, after 2025-2026, there are still examinations from the previous curriculum that have not been passed, individual arrangements will be made that are appropriate within the current curriculum. These arrangements will be recorded in Osiris
- **Transfer to the new curriculum:**
- **After 31 August 2027:** Students who have not passed the examination for their bachelor's programme before 31 August 2027 will be transferred to the new curriculum for their outstanding components on the basis of the OER TM applicable at that time. The Examination Board will draw up an adapted (individual) programme and ensure that the curricular study results already achieved are incorporated.

## Overzetten naar het nieuwe curriculum:

**Na 31 augustus 2027:** Studenten die niet vóór 31 augustus 2027 het examen van hun bacheloropleiding hebben behaald, worden voor wat betreft hun openstaande onderdelen overgezet naar het nieuwe curriculum op basis van de dan geldende OER TM. De examencommissie stelt een aangepast (individueel) programma op en draagt er zorg voor dat de reeds behaalde curriculaire studieresultaten worden ingepast.

## Transfer to the new curriculum:

**After 31 August 2027:** Students who have not passed the final exam of their bachelor's programme before 31 August 2027 will be transferred to the new curriculum for their outstanding course components on the basis of the TER TM applicable at that time. The board of examiners will draw up an adapted (individual) programme and ensure that the curricular study results already achieved are incorporated.

## Transfer to the new curriculum:

**Before 31 August 2027:** Students may request the board of examiners at any time to complete the bachelor's programme: in accordance with the 2025-2026 TM TER; or by means of an adapted programme, as referred to in the previous point. This transfer is generally only worthwhile if the student has fallen significantly behind

in their studies. If the student is considering making a transfer, it is recommended that they first contact the student counsellor.

Schematic representation of the phasing out of the bachelor's programme

	Year 1	Year 2	Year 3	Year 4
2023-2024	R*	R	R	R
2024-2025	V1*	R	R	R
2025-2026	N/a*	V1	V1	R
2026-2027	N/a	N/a	N/a	V1
2027-2028	N/a	N/a	N/a	N*

\*R = Regular | N/a = not applicable | V1= courses that are being discontinued, 2 examinations | N = students are transferred to the new curriculum based on ILOs

## Appendix 8 Graduation - Associate Degree

The AD Tourism Management programme concludes with the AD graduation phase (for students who enrolled in September 2018 or later), which consists of a written and oral component. The AD graduation component is an exam at NLQF level 5 that integrates as much as possible the knowledge acquired and skills practised in the first and second years.

### Objective of the Ad graduation programme

The objective of Breda University of Applied Sciences with regard to AD graduation is as follows:

*“The student accounts for the learning outcomes achieved (at associate degree level) in the context of tourism and recreation in order to be admitted to the professional field as an entry-level professional”.*

What is meant by the AD level is set out in the Design Platform AD manual (for students entering from 2018 onwards).

### Requirements for admission to Associate Degree graduation

For entry from September 2018 onwards:

A student must have achieved across the entire programme at least:

- 96 ECTS credits (regular programme); Additionally:
- The student has submitted the final product in the form of a portfolio by the specified deadline.

### Credits for AD graduation

For students starting in September 2018:

Upon successful completion of the AD graduation component, 12 ECTS credits will be awarded in the CADT2-AFST-01 module.

### Product of the AD graduation component

During the AD graduation component, students take a proficiency test. Students demonstrate that they have mastered the learning outcomes for entry-level professionals and are able to:

- master the theories and skills learned and being able to apply them in practice and operate in a business context;
- understand, formulate and analyse a problem and propose solutions for the issues identified in the practical assignment;
- indicate the student's personal qualities in the context of implementing the solution;
- identify learning experiences, including personal strengths and weaknesses.

During the AD graduation assessment or AD graduation, the student demonstrates how and to what extent the above objectives have been achieved.

### Learning outcomes

For the AD assessment or AD graduation, all competencies at levels I and II, as established in the National Educational Profile (LOP), apply. Depending on the final product in the form of a portfolio (from September

2018 intake onwards), it may be the case that learning outcomes can be addressed to a greater or lesser extent.

Furthermore:

For students who enrolled in September 2018 or later

During AD graduation, students take a proficiency test in which they demonstrate, on the basis of their final product and portfolio, that they have mastered the learning outcomes of an entry-level professional.

### **Assessment content**

For the exact assessment content, please refer to the Design Platform AD Graduation Manual (for students enrolled in 2018 or later).

### **Assessment details**

The graduation module coordinator (from graduation 2018 onwards) assigns the internal and external examiners and checks whether the results are sufficient for admission to the AD graduation component.

### **For students enrolled in September 2018 or later**

The AD graduation component is assessed by a graduation committee, consisting of internal and external examiners, comprising two lecturers from the programme and one external examiner whose opinion carries equal weight:

- first external examiner: this external examiner is chair of the graduation committee
- first internal examiner: this lecturer is co-assessor
- second internal examiner: this lecturer is co-assessor

The aspects on which assessments are based are listed in the Design Platform AD manual.

The final mark is the average of the mark for the written part and the oral part, with both marks carrying equal weight.

A student has passed the AD graduation component if both the mark for the written part and the mark for the oral part are 5.5 or higher.

### **The result**

The mark for AD graduation will be determined by the graduation committee immediately after completion and communicated and justified verbally. The mark will be entered into Osiris as soon as possible, but no later than ten working days after the AD graduation. The mark will be stated on the transcript/list of marks.



# Appendix 9 Transitional Arrangement - Associate Degree Tourism Management 2025-2026

## Introduction

The associate degree curriculum is being revised and started on 1 September 2025. A transitional arrangement has been drawn up for students who started an associate degree programme before 1 September 2025 and have fallen behind in their studies. This transitional arrangement will be included in the TER 2025-2026.

## Phasing out of education

The existing associate degree programme will be phased out as follows:

- From the 2025-2026 academic year up to and including the 2026-2027 academic year, all year 1 examinations from the old curriculum (modular education) will still be offered twice a year. In the academic year 2025-2026, these examinations will be offered during the week with fewer classes, from 27 January 2026 to 31 January 2026 and from 22 June 2026 to 26 June 2026.
- From the 2026-2027 academic year up to and including the 2027-2028 academic year, all examinations for year 2 of the old curriculum (modular education) will still be offered twice a year.

## Transfer to the new curriculum:

**After 31 August 2028:** Students who have not passed the final exam for their associate degree programme by 31 August 2028 will be transferred to the new curriculum based on the TER TM & associate degree applicable at that time. The board of examiners will draw up an adapted (individual) programme and ensure that the curricular study results already achieved are incorporated.

Schematic representation of the phasing out of the associate degree programme

	Year 1	Year 2
2025-2026	V1	R
2026-2027	V1	V1
2027-2028	N	V1
2028-2029	N	N

R = Regular

V1= courses to be discontinued, 2 examinations

N/a= not applicable

N= students are transferred to the new curriculum based on ILOs (learning outcomes).



Games



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