TER HBO Bachelor & Associate Degree

Tourism Management

Teaching and Examination Regulations
Academic Year 2026-2027 (1 September 2026 – 31 August 2027)

CREATING MEANINGFUL EXPERIENCES

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Breda University OF APPLIED SCIENCES

TER HBO Bachelor Tourism Management and Associate Degree Tourism Management 2026-2027	
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Chapter 1 General

Article 1.1 Definitions

In these regulations, the following is understood to mean:

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

Competency	Knowledge, skills and attitude according to the exit qualifications of a study programme.
Competency-based education	A type of education in which the exit qualifications are expressed in terms of competencies.
Course	A component of a programme that is concluded with an examination. The study load of a course is expressed in whole ECTS credits and has a minimum of 5 ECTS credits. A course is also known as a unit of study.
Curriculum	A group of related courses, including assessment/marking standards.
Declaration of invalidity	Qualification of an examination that is not assessed or that cannot be assessed.
Degree certificate	A certificate issued by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, stating that the final exam of a programme has been successfully completed.
Degree programme committee	A participation body established for each programme or group of programmes as referred to in WHW article 10.3c, which has the right of consent and the right to prior consultation with regard to parts of the TER. For more information, see the BUas Participation Council Regulations.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing insight into the nature and content of the completed study programme, partly in connection with the international recognisability of the study programme(s). The supplement is drawn up in the English language and complies with the standard European format.
Double degree	A graduation programme which, upon successful completion, entitles the student to a degree certificate from both degree programmes. This other programme can be either within BUas or at another institution.
ECTS credit	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
Examination	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.
Examinations Appeals Board (Dutch abbreviation: CBE)	A judicial body established under WHW article 7.60 to which the student may appeal against decisions as listed in WHW article 7.61.
Examiner	A member of staff, as well as experts from outside the institute, appointed by the board of examiners to administer examinations and determine their results, as referred to in article 7.12c paragraph 1 of the WHW.
Exchange	An exchange programme of 30 ECTS credits that the student can take at another educational institution as part of the curriculum.

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

Multidisciplinary projects	A collaborative cross-academy (set of) study unit(s) that integrates knowledge, methods, and perspectives from multiple disciplines. This project has predetermined ILO requirements and involve students from different academies working together on real-world challenges.
Osiris	The Student Information System.
Participation council	An independent body, as referred to in WHW article 10.17. Half of this body consists of elected staff members and the other half of elected students. For more information, see BUas Participation Council Regulations.
PBL (Project-Based Learning)	The teaching method at the heart of the Academy for Tourism's curriculum. Students work in project teams on realistic professional assignments set by external (or simulated) clients, developing and applying their knowledge and skills in an authentic professional context.
Previous education requirements	Requirements, as referred to in WHW article 7.24, which the applicant's previous education must meet for admission to a study programme in higher education.
Programme code	Code by which the programme is officially registered in the Dutch Institutions and Programmes Register (Dutch abbreviation: RIO).
Propaedeutic and main phase exams	See Final exam.
Propaedeutic phase	The first part of a bachelor's programme (60 ECTS credits) that is followed by the main phase, as referred to in article 7.8 paragraphs 2 and 4 of the WHW.
Retention schedule	The schedule that specifies how long the institute is required to retain archival documents.
RIO	*Registratie Instellingen en Opleidingen*: Dutch Institutions and Programmes Register
Semester	A continuous period of 30 ECTS credits.
Standard duration of studies	Number of study load hours of the study programme divided by 60 ECTS credits expressed in years.
Student	A person enrolled at BUas, as referred to in WHW article 7.32.
Student counsellor	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
(Study) coach / mentor	A staff member within the programme who has the task of providing coaching and guidance to students.
Study load	The study load expressed in ECTS credits, ad referred to in WHW article 7.4 paragraph 1.

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

Article 1.2 General Provisions

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

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

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

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

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

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

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

Article 1.3 Applicability

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

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

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

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

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

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

Programme name	Tourism Management
English programme name	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 extraneus students, unless otherwise specified.

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

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

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

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

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

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

13 Where these Teaching and Examination Regulations refer to 'associate degree in Tourism Management, this should be read as 'associate degree in Tourism and Leisure' and vice versa.

Article 1.4 Rules of Conduct

WHW article 7.57 h

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

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

Article 1.5 Evaluation of Education

1.5.1 General

Quality assurance system of Breda University of Applied Sciences

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

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

1.5.2 Academy-specific

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

At the start of each academic year, the Academy for Tourism draws up an evaluation calendar. This calendar sets out all the evaluations taking place during that academic year: both BUas-wide and national evaluations, as well as AT-specific evaluations at programme, phase and module level. The calendar is approved by the academy's management. The academy actively involves the degree programme committee (DPC), Student Affairs and students in the evaluation of teaching, including through surveys, round-table discussions and panel discussions. The results of evaluations are discussed with the teams concerned and, where necessary, lead to specific improvement measures. The DPC is involved annually in reviewing the outcomes of the evaluations and the resulting improvement measures. Responsibility for implementing the evaluation calendar lies with the individuals appointed annually by the management team.

Chapter 2 Previous Education Requirements and Admission

Article 2.1 Previous Education Requirements and Further Previous Education Requirements

2.1.1 Previous Education Requirements

WHW article 7.24

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

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

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

2.1.2 Further previous education requirements for students from HAVO/VWO

WHW article 7.25

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

2.1.3 Examination into further previous education requirements (deficiency remedying)

WHW article 7.25 paragraph 6

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

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

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

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

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

2.1.4 Admission test (21+ arrangement)

WHW article 7.29

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

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

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

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

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

2.1.5 Exemption from previous education requirements based on other diplomas

WHW article 7.28

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

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.

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

[2] Reference date: 30 September of the academic year concerned.

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

[4] Not all programmes offer an admission test after 1 May. For more details, see the overzicht toelatingstoetsen.

b Holds a degree certificate, whether or not issued in the Netherlands, which in the opinion of the Executive Board is at least equivalent to the degree mentioned in article 2.1.1. FC&S Student Office will make this decision with a mandate from the Executive Board.

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

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

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

1 The prospective student does not have to take an English language test to be allowed to attend an English-taught programme at BUas if one of the following conditions is met:

- the prospective student, regardless of nationality, has completed a programme in one of the following countries where the language of instruction was English (or according to the educational system of and accredited in): Australia, Canada (excluding Quebec), Ireland, New Zealand, United Kingdom, and the United States.
- the prospective student, regardless of nationality, has obtained a diploma included in the Nuffic List of Diplomas. This also includes having taken an exam in the subject of English.
- the prospective student meets the previous education requirements based on an International Baccalaureate (IB) diploma, the Career-Related Certificate of the International Baccalaureate, or the European Baccalaureate certificate (Engels language 1 or 2).

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

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

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

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

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

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

[5] Only tests administered at a test location.

- 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 for Selection Procedures

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

2 The Tourism Management programme 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 Tracks within the Programme

2.4.1 General

The Tourism Management bachelor's programme offers the following tracks: regular, accelerated, short (HAVO/MHBO), Dutch and English. If conditions apply to the tracks, these are listed below.

2.4.2 Admission to the accelerated track

WHW 7.9a

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

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

2.4.3 Admission to the short track

1 For the Tourism Management bachelor's programme, a tailored track for students with previous HAVO education is offered in cooperation with De Rooi Pannen. These students can enter a short track after obtaining their MBO diploma. This track is also referred to as the MHBO track (in marketing materials).

2 To attend the short track, a request is submitted to the board of examiners on behalf of the student to obtain exemption from the examinations for the relevant courses that are not being taken.

3 The associate degree in Tourism Management does not offer a short study track.

2.4.4 Switching to another track within the programme

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

2 Switching to another track after 30 September in year 1 is not permitted.

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

Article 2.5 Admission to Specialisations within the Programme

2.5.1 General

The Tourism Management bachelor's programme offers the following specialisations: Attractions & Theme Parks Management (ATPM), pre-master's Strategic Business Management (SBM), Social Innovation (SI), and Transformative Airline & Airport Management (TAAM).

2.5.2 Admission to the ATPM specialisation

There are no further conditions for admission to the ATPM specialisation.

2.5.3 Admission to the SBM pre-master's

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

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

2.5.4 Admission to the SI specialisation

There are no further conditions for admission to the SI specialisation.

2.5.5 Admission to the TAAM specialisation

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

2 To be admitted to the TAAM specialisation, students must meet the following requirements:
a. Have completed the propaedeutic year of the bachelor's programme in Logistics Engineering, Logistics Management, International Facility Management, or Tourism Management.

b. Sufficient level of English (minimum Cambridge English Qualification results B2 First level, or a comparable level). Students attending a bachelor's programme at BUas comply with this requirement.

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

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

Article 2.6 Switching to another Programme

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

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

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

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

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

Article 2.7 Senior-Year Admission

1 A prospective student who has obtained a propaedeutic certificate or an associate degree within higher education (within or outside the Netherlands) may be admitted to the main phase of a BUas HBO bachelor's programme that falls within the same sector of higher education. The academy director is authorised to impose additional requirements.

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

Chapter 3 Content and Structure of the Programme(s)

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

1 The objective of the Tourism Management bachelor's programme is to ensure that graduates meet the professional competencies pertaining to the study programme (see appendix 2).

2 The educational profile of the Tourism Management bachelor's programme has been derived from the national Tourism Management competency profile.

3 The objective of the associate degree programme in Tourism Management is to ensure that graduates meet the professional competencies pertaining to the study programme (see appendix 2).

4 The educational profile of the associate degree programme in Tourism Management has been derived from the national Tourism Management competency profile and the national Leisure & Events Management competency profile.

Article 3.2 Mode of Delivery

WHW article 7.7, 7.5 en 7.9a

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

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

3 The associate degree programme (also see article 3.8) has a study load of 120 ECTS credits and has the following track:
- 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:

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

Article 3.4 Language

WHW article 7.2

1 Teaching and examinations are in Dutch. In the English-taught track 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.

3 The Academy for Tourism offers the Tourism Management programme in both Dutch and English. This choice is based on the nature of the tourism sector and BUas' strategic position.

The tourism sector is, by its very nature, international and multicultural. Professionals in this field must be able to operate across national borders, navigate diverse cultural contexts and address global challenges such as sustainability and mobility. International and intercultural competence is therefore not an added bonus, but a core requirement of the programme.

The English-taught programme plays a vital role in this regard. It creates an international learning environment in which students and lecturers from diverse backgrounds come together. This environment fosters intercultural communication, adaptability and collaboration skills that are indispensable for graduates wishing to work in international tourism markets. Group projects, international work placements and traineeships, and collaborations with international partners are facilitated and enriched by an English-taught programme.

The Dutch-taught programme serves an equivalent but different objective. It ensures that students who primarily wish to work in the Dutch tourism sector build a solid foundation from an international perspective, while learning in their mother tongue. The Dutch-language programme includes international components such as placements abroad and international project work, but places greater emphasis on the Dutch tourism context.

Both tracks are complementary: the English-taught track supports graduates' development for international careers and is essential for attracting and retaining international students and lecturers; the Dutch-taught track supports students who thrive better in a Dutch-speaking learning environment, while still preparing them for an international career in tourism through the curricular integration of international content, mobility options and multilingual development.

By offering both tracks, we broaden the scope and inclusivity of the programme and prepare students for the full spectrum of career paths in tourism, from local to global.

This choice of language is in line with the BUas+ internationalisation strategy 2022–2025, which focuses on a stronger European dimension in internationalisation in line with sustainability objectives. BUas is part of the European University Alliance KreativEU, comprising 11 European universities, thereby strengthening the international and intercultural competences of students and staff that are essential for a global career.

The quality of language use is ensured as follows: lecturers delivering English-taught education must have at least a C1 level of English in accordance with the BUas Language Policy.

The Academy for Tourism holds the CeQuint quality label for the internationalisation of its programme.

4 In order to maintain and strengthen students' language skills and international competencies, the following facilities are available:
- Within the curriculum:
  - English and Dutch are strategically embedded in the curriculum, linked to the programme's learning outcomes, and are not offered as stand-alone subjects. Language skills are developed in the context of subject-specific assignments and assessed as part of the relevant learning outcomes.
  - Modern Foreign Language Teaching includes Spanish as an optional subject, offered as an AT minor, in which the target language is used as the language of instruction.
  - Intercultural communication skills are integrated into the learning outcomes and are addressed through assignments with international clients, international group projects and work placements.
- Extracurricular:
  - Basic Dutch language courses and training in Dutch culture and society for international students;
  - Dutch language enhancement coaching for professional competency;
  - English language enhancement coaching for professional competency in international settings;

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 phase consists of four blocks (4 × 15 ECTS credits). In year 1, students work towards learning outcomes at level 1. The programme is organised around PBL projects, each with its own sector-specific theme: Travel Experience Design (TED), Destination Development (DDE), Travel Mobility (TMO) and Tourism Hospitality (THO). The propaedeutic programme is offered in both English and Dutch formats, which have the same structure.

2 A maximum of three learning outcomes per block are assessed summatively, with a minimum of 5 ECTS credits per learning outcome. The credits for the block (15 ECTS credits) are awarded once all the summative assessment requirements for the block have been met.

3 Formative assessments throughout the block support the student in the run-up to the summative assessment, even if that summative assessment takes place in a subsequent block. The student records evidence in their portfolio within the LMS.

4 Fieldwork components in the propaedeutic phase may involve additional costs. Students always have the choice between a standard option and a cost-free alternative.

5 A student who has not yet achieved a learning outcome at the end of a block may still demonstrate this in the same academic year via resit route 1. For information on resit options (route 1 and route 2), please refer to article 6.4.9.

3.5.3 Years 2 and 3

1 Year 2, together with year 1, forms 'phase 1' of the programme. In year 2, students work towards learning outcomes at level 2. The year consists of four blocks (4 × 15 ECTS credits) covering the sector-specific themes of TMO, THO, TED and DDE. For each block, a maximum of three learning outcomes are assessed on a summative basis.

2 In semester 4, instead of the two regular blocks, students may opt for a 30-ECTS-credits exchange programme at another institution, which replaces the entire semester (see article 3.9.7).

3 Year 3 is the first year of 'phase 2' of the programme. In phase 2, students work more independently, with fewer contact hours, and focus on achieving learning outcomes at level 3. Each semester, students choose one of the following options (each worth 30 ECTS credits):

- An AT minor (academy-specific elective);
- An exchange at another institution (a maximum of one exchange during the entire programme);
- A minor via 'Kies op Maat (KOM)' or a BUas-wide minor;
- A placement of at least one semester; at least one placement is compulsory during the entire programme.

4 The following applies to the organisation of the elective semesters in phase 2:

- Students may choose a maximum of 2 minors throughout phase 2, at least 1 of which must be an AT minor.
- Students who do not choose an AT minor may choose 1 minor via 'Kies op Maat' or a BUas-wide minor.
- Students may choose a maximum of one exchange programme throughout the entire degree programme.
- At least one placement is compulsory throughout the entire degree programme.

5 Fieldwork components in year 2 may involve additional costs. In such cases, students always have the choice between a standard option and a cost-free alternative.

6 For provisions relating to work placements, minors and exchange programmes, please refer to article 3.9.

3.5.4 Graduation year

1 In the fourth and final year of study, students may choose from the following study pathways:

- In semester 7, students choose either an AT minor, a minor via 'Kies op Maat' or a BUas-wide minor (30 ECTS credits), followed by a graduation project in semester 8 (30 ECTS credits).
- In semester 7, students choose a placement (30 ECTS credits) followed by a graduation project in semester 8 (30 ECTS credits).
- Students may also opt for the traineeship pathway via the training company NewWays, which covers the entire graduation year (60 ECTS credits, semesters 7 and 8).

2 The graduation project comprises 30 ECTS credits and may take the form of a product, design, research or practice-oriented project. For further details on the graduation procedure, assessment criteria and supervision, please refer to the Graduation Manual for the Bachelor Tourism Management, published on the LMS. This manual (or study guide) forms an integral part of these TER.

3 The student may start the graduation project provided that the entry requirements set out in article 3.9.9 have been met.

4 At BUas, students may complete their graduation project within their own business. To this end, BUas offers professional support (see article 3.9.10).

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 phase of the accelerated 3-year programme follows the same structure as year 2 of the regular 4-year programme, with the exception of the exchange opportunity, as described in section 2. For a description of year 2 of the regular 4-year programme, please refer to article 3.5.2.

2 Students on the accelerated 3-year programme are required to successfully complete all four (theme) blocks and thereby demonstrate all learning outcomes at level 2. They may not opt for an exchange as described in article 3.5.3, section 2.

3.6.3 Year 2

The structure of the main phase for students on the accelerated three-year track is the same as that of years 3 and 4 of the regular 4-year programme. For a description of this, please refer to articles 3.5.3 and 3.5.4.

3.6.4 Graduation year

The graduation year of the accelerated programme follows the same structure as the graduation year of the regular 4-year programme. Please refer to article 3.5.4 for a description.

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. To obtain this exemption, a request is submitted to the board of examiners on behalf of the student to be exempted from the examinations for the courses they are not taking.

3 The short programme is offered in both Dutch and English formats. Students with an adequate level of English may enrol on the English-language version.

4 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 Year 1

1 The curriculum of year 1 of the tailored track for students with previous HAVO education is the same as that of year 2 of the regular 4-year programme, with the exception of the exchange opportunity, as described in section 2. For a description of year 2 of the regular 4-year programme, please refer to article 3.5.2.

2 Students on the short 3-year programme are required to successfully complete all four (theme) blocks and thereby demonstrate all learning outcomes at level 2. They may not opt for an exchange as described in article 3.5.3, section 2

3.7.3 Year 2

The curriculum for year 2 of the tailored track for students with previous HAVO education is the same as that for years 3 and 4 of the regular 4-year programme. Please refer to article 3.5.3 for a description.

3.7.4 Graduation year

The graduation year of the tailored track for students with previous HAVO education follows the same structure as year 4 of the regular 4-year programme. Please refer to article 3.5.4 for a description.

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

WHW article 7.4

Not applicable.

Article 3.9 Building Blocks

3.9.1 General

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

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

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

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

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

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

3.9.2 Compulsory placement and practical assignments

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 once they have successfully completed the propaedeutic phase of the study programme.

3 A student must complete a placement lasting at least one semester (30 ECTS credits) in either year 3 or 4.

4 A final assessment of 5.5 or higher for the placement is awarded 30 ECTS credits.

5 Students are personally responsible for securing a placement position and assignment.

6 If a student encounters problems with their placement (or the host company/organisation), they must report this to the programme staff. The programme staff will investigate the causes. Continuing the placement period at another company/organisation is then a possible option.

7 If the company is not satisfied with the student, this may, during the placement period, be grounds for terminating the placement. The programme staff will first investigate the causes. Having to repeat the entire placement period may then be a consequence.

8 The placement must be assessed as satisfactory within six months of completion. If the final assessment has not resulted in a satisfactory outcome six months after completion of the placement, the placement will no longer be valid and the student must undertake a new placement.

9 For the full entry requirements for a placement, reporting requirements and supervision procedures, please refer to article 6.8.2 and the relevant study guides, which form an integral part of these TER.

3.9.3 Minors in general

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

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

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

4 Academic results obtained during a minor at another Dutch institution will be included in the BUas list of marks. These results will count towards the average and the 'Cum Laude' distinction in accordance with appendix 5.

5 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.

6 For the 2026–2027 academic year, the following rules apply to minors within the bachelor's programme in Tourism Management with regard to the elective semesters in phase 2:

a. Students may choose a maximum of two minors throughout phase 2, of which no more than one may be a 'Kies op Maat' minor or a BUas-wide minor;

b. If two minors are chosen, at least one of them must be an AT minor designed to deepen or broaden the Tourism Management profile.

3.9.4 Minors offered by BUas

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

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

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

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

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

3.9.5 External minors offered via *Kies op Maat*

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

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

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

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

3.9.6 External minors not via Kies op Maat

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

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

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

3.9.7 Exchange

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

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

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

4 Article 3.9 section 3 will also be applicable.

3.9.8 Multidisciplinary projects

Not applicble.

3.9.9 Graduation internship/project/thesis

1 If the graduation internship/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 on the regular 4-year programme is permitted to start a graduation project once they have earned 200 ECTS credits, including the propaedeutic phase. A student on the short or accelerated track may start the graduation project once they have earned 140 ECTS credits (including the propaedeutic phase in the case of the accelerated programme). The maximum number of credits they may be behind is 10 ECTS credits.

3 Students are permitted to start their graduation in the form of a traineeship via the NewWays training company (60 ECTS credits, semesters 7 and 8) once they have obtained 165 ECTS credits, including the propaedeutic phase. A student on the short and/or accelerated track may start the traineeship via NewWays once 105 ECTS credits have been obtained (including the propaedeutic phase in the case of the accelerated programme). The maximum number of credits they may be behind is 15 ECTS credits.

4 The programme's curriculum is set out out in one or more study guides (also known as handbooks or manuals). The provisions contained in these study guides form an integral part of these TER.

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

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

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

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

3.9.11 Double degree

Not applicable.

Article 3.10 Specialisations

3.11.1 Attractions & 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 tracks of the programme.

3.11.2 Pre-master's Strategic Business Management

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

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

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

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

3.11.3 Transformative Airlines & Airport Management

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

2 The specialisation is offered in English.

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

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

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

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

Article 3.12 Associate degree

WHW artikel 7.8a

3.13.1 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 Year 1 comprises 60 ECTS credits and consists of four blocks (each worth 15 ECTS credits), organised around PBL projects, each with its own theme. Each block may include fieldwork components. For each block, a maximum of three learning outcomes are assessed summatively, with a minimum of 5 ECTS credits per learning outcome. Learning outcomes are assessed at the 'Enthusiast' and 'Explorer' levels (see appendix 8).

4 Fieldwork components may involve additional costs. Students always have the choice between a standard option and a cost-free alternative. The specific amounts will be communicated at the start of the academic 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.

5 Year 2 comprises 60 ECTS credits. The year includes a compulsory placement worth 30 ECTS credits and two blocks of 15 ECTS credits each. Learning outcomes are assessed at the Junior level (with the option to

demonstrate some learning outcomes at the Professional level). Fieldwork components may involve additional costs; students always have the choice between a standard option and a cost-free alternative.

6 An associate degree student may start the placement once they have obtained 45 ECTS credits in year 1.

7 Students are personally responsible for securing a placement position and assignment. If a student encounters problems with their placement (company/organisation), they must report this to the programme staff. The programme staff will investigate the causes. Continuing the placement period at another company/organisation is then a possible option. If the company is not satisfied with the student, this may, during the placement period, be grounds for terminating the placement. The programme staff will first investigate the causes. Having to repeat the entire placement period may then be a consequence.

8 The placement must be assessed as satisfactory within six months of completion. If the final assessment has not resulted in a satisfactory outcome six months after the placement has ended, the placement will no longer be valid and the student must undertake a new placement.

3.13.2 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 150 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.

3.13.3 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 3.14 Referral in the Main Phase

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

Not applicable.

Article 3.15 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 Every AD student is given a study recommendation on the continuation of studies within or outside the programme no later than the end of the first year of enrolment on the programme.

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

4 In anticipation of the study recommendation referred to in section 1, each student will be provided with an up-to-date overview of the academic results achieved once in the first year of study, no later than[6] at the end of block B. If these results give reason to do so, a warning (the interim recommendation) will be attached to this overview, the interim recommendation. This warning will also include the reasonable period of time by which the study results must have improved.

5 The warning mentioned in section 4 will be issued if fewer than 15 ECTS credits have been obtained.

6 The board of examiners will issue a positive recommendation if:
- at the end of the first year, the student has passed the propaedeutic exam; and
- at the end of the first year, the student has earned at least 45 ECTS credits.

7 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 13). A negative recommendation is accompanied by an intention to dismiss. The board of examiners has the authority to deviate from this course of action.

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

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

10 The dismissal referred to in section 8 only concerns the programme (regardless of the track)[7] on which the student is enrolled.

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

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

[7] If a programme has several tracks (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 tracks.

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

13 If the board of examiners deems that personal circumstances (see article 5.3) have prevented the student from achieving the academic results required in section 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.

14 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.

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

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

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

If the student's enrolment during the first year of the propaedeutic phase[8] 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.

[8] 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); these regulations are part of the Students' Charter.

Article 5.2 Student Guidance within the Academy/Programme

1 Students follow a curriculum organised around Project-Based Learning (PBL). Within each PBL project, students work together in small groups under the supervision of lecturers, teaching assistants and student assistants. Each student has a designated point of contact within the teaching team to whom they can raise any study-related questions or issues.

2 In addition, the academy has a team of student counsellors to whom students facing personal circumstances, as referred to in article 5.3, can turn for advice and referral to specialist organisations.

3 The academy uses an online coaching tool to support students' personal development. Lecturers and teaching assistants moderate this tool and use information about students' progress in one-to-one coaching sessions. Based on this, they may refer students to other lecturers or student counsellors.

4 In its academic guidance, the academy pays explicit attention to students' well-being and mental health. Students can contact the study coach or student counsellor for support.

5 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[9] 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)

Article 5.4 Personal Circumstances and the Student Counsellor's Role

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

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

Article 5.5 Studying with a Functional Limitation[10]

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

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

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

a Practical aids: this is decided by the student counsellor;[11]
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.

[9] See Student Support Fund Regulations for more detailed information.
[10] Voor meer informatie zie de website van BUas (www.buas.nl)
[11] The student counsellor will coordinate with the Exam Centre whether the use of a practical aid is feasible.

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.

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

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

Chapter 6 Examinations

Article 6.1 Competency-Based Education and Obtaining ECTS Credits

1 The bachelor's programme in Tourism Management and the associate degree programme in Tourism Management are organised as education based on learning outcomes. The exit qualifications are described in terms of learning outcomes (ILOs) derived from the national programme profiles. An overview of the learning outcomes is set out in appendix 2. A description of the levels is set out in appendix 8.

2 For both the bachelor's programme and the associate degree programme, each learning outcome per level is assessed summatively for a minimum of 5 ECTS credits . A maximum of three learning outcomes are assessed summatively per block. ECTS credits are awarded per achieved (set of) learning outcome(s), with a minimum of 5 ECTS credits per learning outcome.

Article 6.2 Organisation of Examinations

WHW article 7.10 paragraph 1

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

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

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

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

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

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

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 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 A student may only participate in a minor, exchange or multidisciplinary project if the propaedeutic phase has been successfully completed.

4 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, it is not possible to retake a test or examination that is part of a composite exam that the student has already passed.

8 The academy applies two resit pathways:

a. **Option 1** involves resitting an examination immediately after the end of the block in which the first attempt was taken, subject to section 4;
b. **Option 2** involves retaking an examination at a later date. This option offers students the opportunity to demonstrate, at a later stage of their studies, that they have achieved the learning outcomes associated with the examination they have not yet passed. Further instructions regarding this pathway can be found in the scademy's assessment policy and in the programme's study guide.

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 relevant semester.

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

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

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

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

6.5.2 Possibility to cancel registration

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

Article 6.6 Inability to Take an Examination

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

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

Article 6.7 Examination Regulations

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

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

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

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

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

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

Article 6.8 Assessment of Examinations

6.8.1 General

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

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

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

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,

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

c the degree of participation in practicals or practical exercises; this criterion applies only to the assessment of examinations or partial examinations belonging to courses or parts of courses designated as practicals with mandatory attendance, as announced at the start of the course (see article 6.2).

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

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

6.8.2 Assessment of placements and practical assignments

1 An assessor from the institute assesses the placement and uses the designated assessment forms for this purpose. An assessment for a placement consists (depending on the level of the placement) of one or more assignments carried out during the placement and an assessment by the supervisor employed by the host company/organisation (also known as the 'company supervisor').

2 A mark of 5.5 or higher is awarded 30 ECTS credits. A mark between 4.5 and 5.5 entitles the student to a resit in the form of a remedial assignment based on the relevant task, as set out in the handbook for placements and practical assignments.

3 A full description of the assessment of placements and practical assignments is set out in the study guides, which form an integral part of these TER.

6.8.3 Assessment of graduation internships/projects/theses

1 The assessment of the graduation project is determined by the graduation committee. The graduation committee is composed of examiners appointed by the board of examiners. One of the members acts as chair. If the committee is unable to reach a decision, an additional examiner is consulted. If agreement is still not reached, the chair will determine the assessment

2 The final mark for the graduation project is the average of the marks awarded for the written and oral components, with both marks carrying equal weight. A mark of 6.0 or higher is required for both the written and oral components to pass. Upon a sufficient assessment, the graduation project is awarded 30 ECTS credits.

3 A mark below 6.0 for either the written or the oral component results in a resit in the next round of final exams. If the written component has been assessed as sufficient and the student fails the oral component, the mark for the written component stands and the student must retake only the oral component. Where possible, the graduation committee should consist of the same members for the resit as for the initial assessment.

4 If the graduation committee considers that the work cannot be rectified, it will decide on the next steps. The findings and the decision will be recorded and discussed with the student.

5 The graduation project must be completed with a sufficient result within one and a half years of commencement. If the final assessment has not resulted in a sufficient result after one and a half years, the student may, with sufficient justification, submit a request to the board of examiners for an extension of one semester. The board of examiners will review the request in the light of the project's current relevance and, where applicable, the student's circumstances. If the board of examiners does not grant permission, the graduation project will lapse and the student must commence a new graduation project.

6 For further procedural provisions regarding graduation, including the composition and allocation of roles within the graduation committee, please refer to the Graduation Manual published by the degree programme. This forms an integral part of these TER.

6.9 Announcement of Examination Results

WHW article 7.13 paragraph 2o

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

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

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

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

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

Article 6.10 Period of Validity

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

2 A successfully completed propaedeutic phase will remain valid indefinitely.

Article 6.11 Inspection

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

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

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

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

5 Inspection takes place at a date/time determined by the programme staff, either in physical or digital form. This date/time will be announced in a timely manner via the LMS.

Article 6.12 Appeal Options

WHW article 7.61

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

Article 6.13 Individual Exemptions

6.13.1 Exemptions from examinations

WHW article 7.13.2r

Retention Schedule of Breda University of Applied Sciences

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

2 A request for exemption from an examination must be submitted before 1 October 2026.

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.

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

When assessing requests for exemption, the board of examiners applies the following criteria:

- An exemption will be granted if the student can demonstrate that they possess knowledge, skills and/or understanding equivalent to the learning outcomes of the course or examination in question.
- The assessment is based on documents submitted by the student as referred to in article 6.13.1, section 3.
- The board of examiners may consult the relevant examiner when assessing the substance of the request.
- Exemptions are not granted for the graduation component.

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[13] without proper citation;
b the student paraphrases passages from someone else's work [13] without proper citation;
c the student presents ideas or findings of others[13] 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.

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

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

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

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

6.15.2 Procedure

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

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

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

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

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

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

6.15.3 Disciplinary measures

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

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

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

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

Article 6.16 Examination Certificates

WHW article 7.11 paragraph 1

Retention Schedule of Breda University of Applied Sciences

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

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

Chapter 7 Final Exams

Article 7.1 Exam Concluding the Propaedeutic Phase

WHW articles 7.8 and 7.10

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

Article 7.2 Exam Concluding the Main Phasse

WHW article 7.10

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

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

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

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

7.2.2 Final exam as part of the associate degree programme

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

Not applicable.

7.3.2 Additional provisions in the propaedeutic phase

Not applicable. During the propaedeutic phase, each learning outcome is assessed summatively as a standalone course. It is not possible to offset marks between courses.

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.

4 It is not possible to compensate between courses that consist of the summative assessment of a single learning outcome. Each learning outcome is assessed on its own merits.

7.3.4 Additional provisions in the associate degree

Not applicable. Within the associate degree programme, each learning outcome is assessed as a standalone course. It is not possible to offset marks between courses.

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 (HBO bachelor's degree) or 20 ECTS credits (associate degree) respectively.
- 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

The Academy for Tourism has a Curriculum Committee (CuCo). The CuCo is responsible for developing and managing implementation frameworks for the curriculum, advising on curriculum changes and drawing up educational frameworks within the parameters set by the management team. The CuCo has no formal decision-making authority; decisions are taken by the management team.

Chapter 9 Adoption and Amendment of the Teaching and Examination Regulations

Article 9.1 Adoption and Entry into Force

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

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

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

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

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

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

Article 9.2 Amendments

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

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

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

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

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

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

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

Article 9.3 Unforeseen Circumstances

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

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

Chapter 10 Additional Provisions

Article 10.1 Hardship Clause

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

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

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

Article 10.2 Appeal Clause

WHW article 7.61

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

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

Appendix 1 Code of Conduct for English-Taught Study Programmes

WHW article 7.2

1 General

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

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

2 Additional Provisions

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

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

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

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

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

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

d In the following situations, specified by the academy:
- Academic coaching and support provided by lecturers, teaching assistants and mentors may be delivered in Dutch or English, depending on the student's circumstances.
- During company visits, fieldwork and practical research involving Dutch interlocutors or respondents, Dutch may be used as the working language insofar as this is necessary or appropriate for the completion of the assignment.

Appendix 2 Competencies

HBO bachelor's degree in Tourism Management — cohorts up to and including 2023-2024

The educational profile of the bachelor's degree in Tourism Management (cohorts up to and including 2024–2025) is based on the National Educational Profile for Tourism Management (pre-2024 version). The tourism professional is involved in a tourism product (or service) centred on the following four core tasks:

Initiating and creating — The tourism professional is entrepreneurial and, drawing on a broad and international perspective, devises new or renewed tourism and/or business products and services, focused on new trends and developments, which meet or even exceed the customer's expectations.

Realising and implementing — The tourism professional plans and manages operational and tactical business processes relating to the realisation and implementation of existing and new products and services, based on organisational objectives and commercial considerations, for the benefit of stakeholders.

Marketing — The tourism professional is able to put themselves in the shoes of the customer or target group, draw up customer profiles and make personalised offers to the customer or target group. Defining and formulating the right research question and analysing the data collected are essential in this regard.

Organising and managing — The tourism professional is able to analyse and improve the functioning of organisations, with a focus on organisational structure and culture, the complexity of behaviour within organisations, intercultural management, leadership styles and change management.

These four core tasks are inextricably linked to hospitality, personal leadership and an international outlook. In addition, the tourism professional always takes into account social responsibility, intercultural communication and technological developments

HBO bachelor's degree in Tourism Management – cohorts from 2024-2025 onwards

The educational profile of the bachelor's degree in Tourism Management is based on the National Educational Profile for Tourism Management (2024). The intended learning outcomes are as follows:

Generic skills

1. **Digital skills** — The tourism management professional makes accurate and creative use of (new) information technology and sourcing techniques to utilise and share data and content in a responsible and secure manner.
2. **Sustainable skills** — The tourism management professional thinks and works in a sustainable manner within their working and living environment, with the aim of creating multiple forms of value.
3. **Social/cultural skills** — The tourism management professional thinks and works in a hospitable, intercultural and inclusive manner, and demonstrates personal leadership by defining their own stance on ethics and social responsibility based on the norms and values of organisations in various contexts, and acts accordingly.
4. **Resilience skills** — The tourism management professional demonstrates resilience, the ability to reflect and adaptability, and has the attitude to tackle challenges in the external environment while ensuring their own mental health and work-life balance.
5. **Research skills** — The tourism management professional identifies and analyses problems in professional practice or the field of knowledge and, by conducting research, using appropriate research methods or drawing on data sources, makes a well-founded contribution to their resolution; they also possess advisory skills that ensure the success of policy advice.

Core tasks

Core task 1: Initiating and creating

6. The tourism management professional develops new or renewed tourism and business products, services, policies or destinations for a dynamic and complex environment, creating multiple benefits in social, environmental and economic terms.
7. The tourism management professional justifies the alignment of a new or renewed product, service, policy or destination with the target group and their needs, relevant trends and developments, and the strategic frameworks of the organisation or destination, and substantiates the financial and legal feasibility.

Core task 2: Marketing and advising

8. The tourism management professional determines how a new or renewed product, service, policy or destination should be positioned in the market, based on research into the consumer, society, the market and its developments, drawing on their own vision of the tourism sector.

Core task 3: Realising and implementing

9. The tourism management professional manages the tactical and operational business processes involved in the development, implementation and/or marketing of new or renewed products, services, policies or destinations, ensures compliance with internal and external requirements, and engages relevant stakeholders.
10. The tourism management professional prepares decision-making for the realisation and implementation and/or marketing of new or renewed products, services and destinations.

Core task 4: Managing and entrepreneurship

11. The tourism management professional has knowledge of leadership styles and is able (in due course) to lead people within organisations and manage processes, with the aim of creating support among all stakeholders by making use of the qualities of everyone involved.
12. The tourism management professional demonstrates entrepreneurship by preparing policy, strategic and operational decisions based on analyses, in line with the organisation's objectives, in order to serve individual, team and organisational performance.

Associate degree in Tourism Management — cohorts up to and including 2024-2025

The educational profile for the associate degree programme in Tourism Management (cohorts up to and including 2024–2025) is based on the National Educational Profile for Tourism Management. This is the applicable profile up to and including the 2024–2025 cohort.

A tourism professional at associate degree level is involved in a tourism product (or service) centred on the following four core tasks:

1. **Initiating and creating** — The tourism professional at associate degree level develops, based on trends and developments, new or renewed tourism and/or business products and services that comply with the principles of the experience economy and are created using innovative research methods.
2. **Realising and implementing** — The tourism professional at associate degree level is able to work collaboratively within a team and lead an operational team to deliver a shared outcome. The professional acts as a bridge, linking professional expertise with an organisation’s strategy. The professional aims to achieve a result that the individuals would not have been able to achieve on their own. This collaboration adds value through the combined experience and expertise of the team.
3. **Marketing** — The tourism professional at associate degree level is able to select and apply theories and methods from the discipline to the tourism sector in situations relating to current and practical issues in the marketing of products and services.
4. **Organising and managing** — The tourism professional at associate degree level maintains and develops (parts of) the organisation at a tactical level. By continually reflecting on their own actions and their role within the professional context, the professional remains adaptable. Their long-term employability is enhanced by their capacity for learning.

These four core tasks are inextricably linked to the generic aspects: social responsibility, technological developments and (intercultural) communication, while hospitality and national/international orientation are always the guiding principle.

Associate degree in Tourism Management — cohorts from 2025-2026 onwards

The educational profile for the associate degree programme in Tourism Management – cohort 2025–2026 and subsequent cohorts – is based on the National Educational Profile for Tourism Management (2024) and the National Educational Profile for Leisure & Events Management (2024). The programme has six learning outcomes:

1. **Critical thinking** — The AD Tourism Management professional analyses practical issues or assignments within the field of Tourism and Leisure on the basis of reliable information from relevant sources. They ask targeted questions to identify missing information and formulate research questions aimed at achieving a specific objective or resolving the practical issue.
2. **Methodical approach** — The AD Tourism Management professional selects and applies relevant theories, trends, information and (research) methods from their own discipline and related contexts to answer research questions. Digital tools and AI are used in a responsible and ethical manner. Based on analysis, the professional draws conclusions aimed at (creative) solutions to practical problems in a moderately complex environment.
3. **Solution-oriented approach** — Based on analysis and formulated conclusions, the AD Tourism Management professional proposes creative and feasible directions for solutions to issues of limited complexity within the professional practice of tourism and leisure. These solutions are developed with a view to a future-proof sector, taking societal developments into account.
4. **Co-creative working** — The AD Tourism Management professional acts as a bridge between policymakers, operational staff and external stakeholders within a defined context. By applying listening skills, empathy, ethical awareness and targeted communication, set objectives are achieved in co-creation with stakeholders, while upholding standards and values, maintaining an inclusive mindset and fostering a socially and ethically responsible (working) environment.
5. **Communication skills** — The AD Tourism Management professional communicates in a targeted and audience-specific manner, both orally and in writing, in Dutch and, where relevant, in English, in a way that is appropriate to the context and purpose of the communication.
6. **Capacity for learning** — The AD Tourism Management professional demonstrates a reflective and learning-oriented attitude, through which they actively work towards professional growth within the field of Tourism and Leisure. By gaining insight into their own knowledge, talents and areas for development, processing feedback and adopting a flexible approach, they transform challenges into opportunities and possibilities, while maintaining a healthy work-life balance.

Appendix 3 Curriculum Overview

The programme's curriculum is set out in the Osiris Course Catalogue. The Course Catalogue forms an integral part of these TER. The overview below provides a summary of the programme structure.

HBO Bachelor in Tourism Management

Year	Block	Theme	Learning outcomes * (assess-ment) See appendix 2	Max. ECTS credits
1	A	Travel Experience Design (TED)	1, 6, 9 – Level 1	15
1	B	Destination Development (DDE)	3, 5, 7 – Level 1	15
1	C	Travel Mobility (TMO)	2, 8, 10 – Level 1	15
1	D	Tourism Hospitality (THO)	4, 11, 12 – Level 1	15
2	A	Travel Mobility (TMO)	1, 8, 10 – Level 2	15
2	B	Tourism Hospitality (THO)	3, 11, 12 – Level 2	15
2	C	Travel Experience Design (TED)	2, 6, 9 – Level 2	15
2	D	Destination Development (DDE)	4, 5, 7 – Level 2	15
3	A+B	Elective semester** phase 2	Partly determined by the student's study planning / see relevant study guide – Level 3	30
3	C+D	Elective semester** phase 2	Partly determined by the student's study planning / see relevant study guide – Level 3	30
4	A+B	Elective semester** phase 2	Partly determined by the student's study planning / see relevant study guide – Level 3	30
4	C+D	Graduation project	Partly determined by the student's study planning / see relevant study guide – Level 3	30
4	A+B+C+D	Traineeship NewWays*** (option for year 4)	See relevant study guide – Level 3	60

** The learning outcomes are organised by – and thereby linked to – block. This classification is subject to change, exclusively via the Curriculum Committee and board of examiners.*

*** Elective semesters in phase 2 can be completed with an AT minor, a minor via 'Kies op Maat' or BUas, an exchange programme or a placement. The learning outcomes at level 3 – and when and how these are assessed – are partly determined by the student's study planning; an ILO monitoring system supports this process (see the relevant study guide).*

**** Alternative for year 4: the traineeship track via training company NewWays covers the entire graduation year (60 ECTS credits, semesters 7 and 8).*

Associate degree in Tourism Management

Year	Block	Theme	Learning outcomes	Max. number of ECTS credits
1	A	De wereld van Toerisme, Leisure en Hospitality	See Osiris	15
1	B	De gastbeleving centraal	See Osiris	15
1	C	Innoveren met impact	See Osiris	15
1	D	Van beleving naar bedrijfsvoering	See Osiris	15
2	A	Stage (+ Design Thinking)	See Osiris	15
2	B	Stage (+ Design Thinking)	See Osiris	15
2	C	Design Thinking project	See Osiris	15
2	D	Eindproject	See Osiris	15

Appendix 4 Registration for a Minor

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

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

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

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

Other external minors within *Kies op Maat*

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

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

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

Appendix 5 Assessment and Rounding off

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

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

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

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

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

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

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

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

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

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

b If whole marks are entered into Osiris:

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

For example:

Mark	Rounding up or down to a whole number
5.40	5
5.49	5
5.50	6
5.51	6

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

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

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

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

Appendix 6 Student AI Guidelines

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

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

Appendix 7 Transitional Arrangement(s)

This appendix is under construction and will be added no later than 1 September.

Appendix 8 The AuCom / ZelCom Model and Development Levels

1. The AuCom/ZelCom model

The Academy for Tourism uses the AuCom model (Autonomy-Complexity; Bulthuis, 2011) as a framework for describing and assessing the level of mastery of learning outcomes. The model is known in Dutch as the ZelCom model (Autonomy-Complexity model).

The original model distinguishes three progressive levels based on the combination of the complexity of professional practice and the degree of autonomy with which the student carries out that practice. For use within BUas, the model has been refined into four dimensions:

Code	Dimension	Description
TC	Task complexity	The level of complexity of the professional task itself: from simple and structured (1) through partly familiar and varying (2) to unfamiliar and unstructured (3).
CC	Context complexity	The environment in which the task is carried out: from a familiar, straightforward situation with few stakeholders (1) through an unfamiliar but clear situation with several stakeholders (2) to an opaque, dynamic situation with many stakeholders and high risks (3).
A	Autonomy	The degree of guidance and supervision the student requires: from instruction and supervision (1) through to remote supervision with scope for autonomous action (2) to minimal guidance with a high degree of personal responsibility (3).
B	Behaviour	The professional attitude with which the student approaches the task. This dimension is a BUas addition to Bulthuis's original model. Grading follows the same scale from 1 to 3.

Each dimension is graded on a scale of 1 to 3. An AuCom level describes a characteristic combination of the four dimensions. The model is used to formulate learning outcomes, to determine the assessment criteria for summative examinations and to substantiate the exit level of the degree programme. The specific details for each learning outcome are set out in the dstudy guides and the corresponding assessment rubrics.

2. AuCom levels for the Tourism Management bachelor's programme

The bachelor's programme comprises three progressive AuCom levels. The exit level of the programme is level 3, corresponding to NLQF 6.

Level 1 — Learning outcomes in phase 1 (propaedeutic phase) are assessed at this level.

The student carries out a single, structured task with guidance within a familiar and straightforward context. Standard procedures are applied. Basic monodisciplinary knowledge and skills are required. There are few stakeholders, little interaction and a low level of risk.

Level 2 — Learning outcomes in the second year of study are assessed at this level.

The student carries out several, partly familiar tasks in varying situations, or a single task in various new situations. Standard procedures are adapted to changing circumstances. Specialist knowledge and skills are required. The situation is unfamiliar but clear, with multiple stake-holders, a relatively high level of interaction and a medium level of risk.

Level 3 — Learning outcomes in phase 2 (years 3 and 4) are assessed at this level. This is the exit level of the bachelor's programme.

The student carries out a variety of unfamiliar tasks in varied, new situations for which no standard approach is available. Multidisciplinary, innovative knowledge and skills are required. The situation is unfamiliar and unclear, with many stakeholders, a high degree of interaction and a high level of risk.

3. Development levels for the Tourism Management associate degree programme

The associate degree programme comprises four distinct levels of development, formulated within the framework of the AuCom model. These levels describe a progressive path from entry to exit level. **The exit level of the Associate Degree is Junior, corresponding to AuCom level 2 and NLQF 5.**

Enthusiast — The dominant level in year 1, particularly in block A and the start of block B.

The student carries out simple, structured tasks with guidance in a familiar context. All four dimensions are at the lowest level (TC1/CC1/A1/B1). Over the course of block B, the autonomy dimension (A) may increase while the other dimensions remain at level 1

Explorer — The guiding theme from block B through block D in year 1.

The student carries out tasks in which either the complexity of the task *or* of the context increases, with a growing degree of autonomy. The emphasis shifts from block to block: in one block, the task complexity may be higher within a straightforward context (TC2/CC1), while in another block the context is more complex with a simpler task (TC1/CC2). This alternation of dimensions ensures that the student develops in multiple areas, even when the rubric level remains the same within year 1.

Junior — This is the exit level of the associate degree programme. It forms the basis for year 2.

The student carries out well-defined tasks autonomously in a complex context. All four dimensions are at level 2 (TC2/CC2/A2/B2). This level is the target for the placement, the design assignment and block D of year 2. A student who reaches level 2 in two or more dimensions but is still at the Explorer level in the others will be assessed as an Explorer in those areas.

Professional — A rubric indicator expressing outstanding performance. This is not a standard exit level of the programme.

The student demonstrates, in one or more dimensions (TC, CC, A or B), behaviour consistent with AuCom level 3 and thus exceeds the required AD exit level. The Professional level is a recognition of demonstrable outstanding performance within the AD programme; it is not a requirement for obtaining the associate degree

4. Overview of dimension levels for each AD block

The overview below shows, for each block, which combination of dimension levels is characteristic of each rubric level:

	Enthusiast	Explorer	Junior	Professional
Block A — year 1	TC1/CC1 — A1/B1			
Block B — year 1	TC1/CC1 — A2/B1	TC2/CC1 — A2/B1		
Block C — year 1		TC1/CC2 — A2/B1		
Block D — year 1		TC2/CC2 — A1/B2		
Placement — year 2		Min. 2 dimensions at level 2	TC2/CC2/A2/B2	≥1 dimension at level 3
Design assignment — year2		Min. 2 dimensions at level 2	TC2/CC2/A2/B2	≥1 dimension at level 3
Block D — year 2		Min. 2 dimensions at level 2	TC2/CC2/A2/B2	≥1 dimension at level 3

5. References in these retulations

Where these TER refer to ‘level 1’, ‘level 2’ or ‘level 3’ in relation to the learning outcomes of the bachelor’s programme, this refers to the AuCom levels set out in section 2 of this appendix. Where reference is made to the levels ‘Enthusiast’, ‘Explorer’, ‘Junior’ and ‘Professional’, this refers to the descriptions in sections 3 and 4.

Appendix 9 Visual / Schematic Programme Overviews

Bachelor in Tourism Management
Click here for the visual / schematic overview of the bachelor's degree curriculum

Associate Degree in Tourism Management
Click here for the visual / schematic overview of the associate degree curriculum

Appendix 10 SBM Curriculum

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

version: 2026-07-13

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

Games

Leisure & Events

Tourism

Media

Data Science & AI

Hotel

Logistics

Built Environment

Facility

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