



## TER SLM 2018-2019

Breda University of Applied Sciences  
 Academic Year 2018-2019 (1 September 2018 – 31 August 2019)

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

Academy	SLM
Degree programmes	- Built Environment - Logistics Engineering - Logistics Management
Date of consent / advice by degree programme committee	25 May 2018
Date of approval by academy director	3 July 2018
Date of adoption by CvB	10 July 2018
<b>Based on general TER Framework for HBO bachelor's programmes 2018-2019</b>	
Date of proposed decision to adopt framework by CvB	14 November 2017
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# Table of Contents

<b>CHAPTER 1</b>	<b>GENERAL</b> .....	<b>5</b>
ARTICLE 1.1	DEFINITIONS .....	5
ARTICLE 1.2	GENERAL PROVISIONS .....	8
ARTICLE 1.3	APPLICABILITY .....	9
ARTICLE 1.4	RULES OF CONDUCT .....	10
ARTICLE 1.5	EVALUATION OF EDUCATION .....	10
1.5.1	<i>General</i> .....	10
1.5.2	<i>Academy-specific</i> .....	11
<b>CHAPTER 2</b>	<b>CONTENT AND ORGANISATION OF THE STUDY PROGRAMMES</b> .....	<b>12</b>
ARTICLE 2.1	OBJECTIVE OF THE STUDY PROGRAMME(S) AND COMPETENCIES .....	12
ARTICLE 2.2	MODE OF DELIVERY .....	12
ARTICLE 2.3	LANGUAGE.....	12
ARTICLE 2.4	REGULAR 4-YEAR PROGRAMME .....	12
2.4.1	<i>General</i> .....	12
2.4.2	<i>Propaedeutic phase</i> .....	12
2.4.3	<i>Years 2 and 3</i> .....	13
2.4.4	<i>Graduation year</i> .....	13
ARTICLE 2.5	ACCELERATED 3-YEAR HBO PROGRAMME FOR VWO GRADUATES.....	13
2.5.1	<i>General</i> .....	13
2.5.2	<i>Propaedeutic phase</i> .....	13
2.5.3	<i>Year 2</i> .....	13
2.5.4	<i>Graduation year</i> .....	13
ARTICLE 2.7	BUILDING BLOCKS.....	15
2.7.1	<i>Minors</i> .....	15
2.7.2	<i>External minor</i> .....	15
2.7.3	<i>Exchange</i> .....	16
2.7.4	<i>Placement</i> .....	16
2.7.5	<i>Graduation</i> .....	17
2.7.6	<i>Graduating in one's own business (as an entrepreneur)</i> .....	17
2.7.7	<i>Double degree</i> .....	18
2.7.8	<i>ATPM (Attractions and Theme Parks Management)</i> .....	18
2.7.9	<i>Pre-Master SBM (Strategic Business Management and Marketing)</i> .....	18
ARTICLE 2.8	HONOURS PROGRAMME .....	18
ARTICLE 2.9	ASSOCIATE DEGREE .....	19
ARTICLE 2.10	REFERRAL IN THE MAIN PHASE .....	19
ARTICLE 2.11	TRANSITIONAL ARRANGEMENT RELATING TO CURRICULUM CHANGES.....	19
<b>CHAPTER 3</b>	<b>BINDING RECOMMENDATION REGARDING THE CONTINUATION OR DISCONTINUATION OF STUDIES</b> .....	<b>20</b>
ARTICLE 3.1	BINDING RECOMMENDATION IN THE PROPAEDEUTIC PHASE AT THE END OF THE FIRST YEAR. ....	20
ARTICLE 3.2	BINDING RECOMMENDATION IN THE PROPAEDEUTIC PHASE UPON EARLY TERMINATION OF ENROLMENT .....	21
<b>CHAPTER 4</b>	<b>STUDENT COUNSELLING AND STUDENT PROGRESS</b> .....	<b>22</b>
ARTICLE 4.1	STUDENT COUNSELLING.....	22
ARTICLE 4.2	STUDENT COUNSELLING WITHIN THE ACADEMY / STUDY PROGRAMME .....	22
ARTICLE 4.3	WITHDRAWAL OF THE NEGATIVE BINDING RECOMMENDATION .....	22
ARTICLE 4.4	PERSONAL CIRCUMSTANCES .....	22
ARTICLE 4.5	PERSONAL CIRCUMSTANCES AND THE STUDENT COUNSELLOR'S ROLE .....	23
ARTICLE 4.6	STUDYING WITH A DISABILITY.....	23
ARTICLE 4.7	STUDENT PROGRESS MONITORING .....	23
<b>CHAPTER 5</b>	<b>EXAMINATIONS</b> .....	<b>24</b>
ARTICLE 5.1	COMPETENCY-BASED EDUCATION AND EARNING ECTS CREDITS .....	24
ARTICLE 5.2	ORGANISATION OF EXAMINATIONS .....	24

ARTICLE 5.3	SEQUENCE OF EXAMINATIONS .....	25
ARTICLE 5.4	PERIODS OF TIME AND FREQUENCIES OF EXAMINATIONS .....	25
ARTICLE 5.5	REGISTRATION FOR EXAMINATIONS AND RESIT EXAMINATIONS.....	25
5.5.1	<i>Regular procedure</i> .....	25
5.5.2	<i>Possibility to register after the registration period</i> .....	26
5.5.3	<i>Possibility to cancel registration</i> .....	26
ARTICLE 5.6	INABILITY TO ATTEND AN EXAMINATION .....	26
ARTICLE 5.7	REGULATIONS REGARDING EXAMINATIONS .....	27
ARTICLE 5.8	ASSESSMENT OF EXAMINATIONS.....	27
5.8.1	<i>General</i> .....	27
5.8.2	<i>Assessment of the placement</i> .....	28
5.8.3	<i>Assessment of the graduation phase</i> .....	28
ARTICLE 5.9	ANNOUNCEMENT OF EXAMINATION RESULTS .....	28
ARTICLE 5.10	PERIOD OF VALIDITY .....	29
ARTICLE 5.11	INSPECTION .....	29
ARTICLE 5.12	POSSIBILITY TO APPEAL AGAINST ASSESSMENTS.....	30
ARTICLE 5.13	INDIVIDUAL EXEMPTIONS .....	30
5.13.1	<i>Exemptions from taking examinations</i> .....	30
5.13.2	<i>Assessment frameworks applied by the board of examiners in granting exemptions</i> . 30	
ARTICLE 5.14	CONTINGENCY SCHEME .....	31
ARTICLE 5.15	ACADEMIC DISHONESTY AND PLAGIARISM .....	31
5.15.1	<i>Definitions</i> .....	31
5.15.2	<i>Procedure</i> .....	32
5.15.3	<i>Disciplinary measures</i> .....	32
ARTICLE 5.16	EXAMINATION CERTIFICATES .....	33
<b>CHAPTER 6</b>	<b>FINAL EXAMS</b> .....	<b>34</b>
ARTICLE 6.1	EXAM CONCLUDING THE PROPAEDEUTIC PHASE.....	34
ARTICLE 6.2	EXAM CONCLUDING THE MAIN PHASE (FINAL EXAM) .....	34
6.2.1	<i>Final exam as a part of the HBO bachelor's programme</i> .....	34
ARTICLE 6.3	FINAL EXAM AS A PART OF THE ASSOCIATE DEGREE PROGRAMME .....	34
ARTICLE 6.4	COMPENSATION POSSIBILITIES .....	34
6.4.1	<i>General</i> .....	34
6.4.2	<i>Additional provisions in the propaedeutic phase</i> .....	34
6.4.3	<i>Additional provisions in the main phase</i> .....	35
6.4.4	<i>Additional provisions in the Associate Degree</i> .....	35
ARTICLE 6.5	ANNOUNCEMENT OF FINAL EXAM RESULTS .....	35
ARTICLE 6.6	DEGREES CONFERRED.....	36
6.6.1	<i>HBO bachelor's degree</i> .....	36
6.6.2	<i>Associate degree</i> .....	36
ARTICLE 6.7	'CUM LAUDE' DISTINCTION.....	36
<b>CHAPTER 7</b>	<b>COMMITTEES</b> .....	<b>37</b>
ARTICLE 7.1	BOARD OF EXAMINERS .....	37
ARTICLE 7.2	OTHER COMMITTEES.....	37
<b>CHAPTER 8</b>	<b>ADOPTION AND AMENDMENT OF THE TEACHING AND EXAMINATION REGULATIONS</b> .....	<b>38</b>
ARTICLE 8.1	ADOPTION AND ENTERING INTO EFFECT .....	38
ARTICLE 8.2	AMENDMENTS .....	38
ARTICLE 8.3	UNFORESEEN CIRCUMSTANCES.....	39
<b>CHAPTER 9</b>	<b>ADDITIONAL PROVISIONS</b> .....	<b>40</b>
ARTICLE 9.1	HARDSHIP CLAUSE.....	40
ARTICLE 9.2	RETENTION PERIODS .....	40
9.2.1	<i>Retention period of exemption decisions</i> .....	40
9.2.2	<i>Retention period of study recommendations</i> .....	40
9.2.3	<i>Retention period of examinations</i> .....	40
9.2.4	<i>Retention period of examination certificates</i> .....	41
9.2.5	<i>Retention period of degree certificates</i> .....	41

9.2.6	<i>Retention period of academic dishonesty cases</i> .....	41
9.2.7	<i>Retention period of appeal cases</i> .....	42
APPENDIX 1	CODE OF CONDUCT (ENGLISH-TAUGHT STUDY PROGRAMMES) .....	43
APPENDIX 2	COMPETENCIES .....	44
APPENDIX 3	CURRICULUM OVERVIEW .....	47
APPENDIX 4	MINORS, HONOURS AND OTHER SPECIALISATION OPTIONS .....	48
APPENDIX 5	REGISTRATION FOR A MINOR PROGRAMME.....	55
APPENDIX 6	ASSESSMENT AND COMPLETION .....	56
APPENDIX 7	DECISION-MAKING MODEL FOR POSTPONEMENT OF PLACEMENT REPORT DEADLINE .....	58
APPENDIX 8	DECISION-MAKING MODEL FOR POSTPONEMENT OF GRADUATION REPORT DEADLINE.....	59
APPENDIX 9	DOUBLE DEGREE PROGRAMME .....	60
APPENDIX 10	TRANSITIONAL ARRANGEMENT .....	61
APPENDIX 11	MENTORSHIP TALKS / INTERVIEWS.....	62

# Chapter 1 General

## Article 1.1 Definitions

When applying these regulations, the following is meant by:

<b>Academic year</b>	The period that starts on 1 September and ends on 31 August of the subsequent year, as referred to in WHW article 1.1 under k.
<b>Academy</b>	Organisational unit as referred to in article 10.3a WHW, which offers one or more study programmes.
<b>Academy director</b>	Leading officer of an academy. The academy director bears final responsibility for the day-to-day running of an academy on the grounds of the duties and powers authorised to him/her by the Executive Board.
<b>Academy participation council</b>	A body instituted for each academy, as referred to in WHW article 10.25, which exercises the right of consent and the right to prior consultation vested in the Participation Council, insofar as it concerns matters that pertain to the academy.
<b>Accreditation</b>	The quality mark which expresses that the quality of a study programme has been positively assessed, as referred to in article 1.1 under 's' of the WHW.
<b>Area of specialisation</b>	A coherent whole of educational units relating to a specific discipline in the main phase of a study programme.
<b>Assessment</b>	A specific examination in which the student is given a realistic professional assignment, and/or carries out professional activities, by means of which the student allows the assessor to establish the extent to which the student masters the relevant competencies and/or sub-competencies.
<b>Assessment results</b>	A collection of academic results registered by the examiner(s). This collection is recorded in the Osiris student progress monitoring system.
<b>Associate Degree programme</b>	An Associate degree programme is a programme that lasts two years and has a study load of at least 120 credits as referred to in article 7.8a paragraph 1 and paragraph 2 of the WHW. Upon completion of this programme, students are awarded an Associate Degree (AD).
<b>Binding recommendation (regarding the continuation of studies)</b>	The recommendation, as referred to in WHW article 7.8b paragraphs 1 and 2, which is issued to the student no later than at the end of the first year of enrolment on the propaedeutic phase and which concerns the student's continuation on the study programme concerned.
<b>Board of examiners</b>	The body, as referred to in article 7.12 paragraphs 1 and 2 of the WHW, which establishes – in an objective and competent manner – whether a student complies with the conditions of the TER in terms of knowledge, understanding and skills which are required in order to earn a degree. Every study programme or group of study

programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.

<b>Competency-based education</b>	A type of education in which the final objectives are expressed in terms of competencies.
<b>Course</b>	A part of a study programme that is concluded by means of an examination. The study load of a course is, in principle, expressed in whole ECTS credits. If necessary, however, a maximum of two decimal places can be applied.
<b>CROHO</b>	The Central Register of Higher Education Programmes in the Netherlands, as referred to in article 6.13 paragraph 1 of the WHW.
<b>CROHO domain</b>	Classification by education sectors.
<b>Curriculum</b>	An interrelated set of courses for a particular study programme, including assessment/marking standards.
<b>Degree certificate</b>	A certificate awarded by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, to prove that the final exam of a study programme has been completed successfully.
<b>Degree programme committee</b>	A participation body, established for a study programme or group of study programmes, as referred to in WHW article 10.3c, which has the right of consent <sup>1</sup> and the right to prior consultation with regard to parts of the TER. Also see the Regulations pertaining to Degree Programme Committees.
<b>Diploma supplement</b>	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing an insight into the nature and content of the study programme completed, partly with a view to the international recognisability of the programme(s). Diploma supplements are drafted in the English language and comply with the standard European format.
<b>Double Degree</b>	Graduation programme which will earn the student – upon successful completion – two degree certificates. The degree certificate of the other (second) programme may be earned within Breda University of Applied Sciences or at another education institution.
<b>ECTS credit</b>	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
<b>Examination</b>	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.
<b>Examinations Appeals Board (CBE)</b>	A judicial body established in accordance with WHW article 7.60 to which students can appeal against decisions as listed in WHW article 7.61.
<b>Examiner</b>	A member of staff, or an external expert - appointed by the board of examiners - for the purpose of administering and marking examinations, as referred to in article 7.12c paragraph 1 of the WHW.

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<sup>1</sup> In accordance with legislation effective from September 2017.

<b>Executive Board</b>	The governing and policy-making body of <i>Stichting Breda University of Applied Sciences</i> , as referred to in article 10.2 of the WHW in conjunction with articles 3 to 5 inclusive and article 7 of the articles of association of Stichting Breda University of Applied Sciences.
<b>Extraneus student</b>	A student, as referred to in article 7.36 of the WHW, who is enrolled on a study programme at Breda University of Applied Sciences who has the right to take examinations and final exams. An extraneus student does not have the right to attend classes/lectures.
<b>Final exam</b>	The total of successfully completed examinations of the courses belonging to the study programme, possibly supplemented with an investigation carried out by examiner(s) appointed by the board of examiners into the level of knowledge, understanding and skills of the student.
<b>HBO bachelor's programme</b>	A degree programme as referred to in articles 7.3 and 7.3a paragraph 2 of the WHW. Upon completion of an HBO bachelor's programme, students are awarded the title of Bachelor. Also see 'Study programme'.
<b>Institute</b>	Breda University of Applied Sciences.
<b>ISAT code</b>	The code under which a study programme is officially registered in CROHO.
<b>LMS</b>	Learning Management System (CL Learning, previously known as N@tschool).
<b>Main phase</b>	The second part of the bachelor's programme which follows the propaedeutic phase, as referred to in article 7.30 of the WHW.
<b>Management and administrative regulations</b>	A set of regulations in which the Executive Board has laid down how the management, administration and organisation of the institute is arranged, as referred to in WHW article 10.3b.
<b>Management team</b>	The staff members of an academy who are responsible for academy policy and have been appointed for this purpose by the Executive Board.
<b>Minor</b>	A part of the curriculum of 30 ECTS that is completed in the fourth year of study. The minor is either an institute-wide minor (broadening the student's knowledge) or a programme-specific minor (deepening the student's knowledge). A minor may also be attended at another education institution (university of applied sciences).
<b>Numerus fixus</b>	A restriction, set by the Executive Board, on the number of students to be admitted to the propaedeutic phase of a study programme for the first time, as referred to in WHW article 7.53.
<b>NVAO</b>	Accreditation Organisation of the Netherlands and Flanders charged with providing expert and objective assessments of the quality of higher education in the Netherlands and Flanders.
<b>Osiris</b>	The Student Information System.
<b>Participation Council</b>	An independent body, as referred to in article 10.17 of the WHW. Half of this body consists of members chosen from among employees, and the other half of members chosen from among students.

<b>Propaedeutic exam and final exam</b>	See 'Final exam'.
<b>Propaedeutic phase</b>	The first part of an HBO bachelor's programme (60 ECTS credits) which is followed by the main phase, as referred to in article 7.8 paragraphs 2 and 4 of the WHW.
<b>Selection list</b>	The list which describes how long the institute is obliged to retain archive records.
<b>Semester</b>	A consecutive period of 20 lecture weeks.
<b>Standard duration of studies</b>	Number of study load hours of the study programme divided by 60 ECTS credits, expressed in years.
<b>Student</b>	A person enrolled on Breda University of Applied Sciences, as referred to in WHW article 7.32.
<b>Student counsellor</b>	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
<b>Study coach / mentor</b>	A staff member of the academy charged with coaching and guiding a group of students.
<b>Study load</b>	The study load expressed in ECs, as referred to in WHW article 7.4 paragraph 1.
<b>Study programme</b>	An interrelated whole of courses, as referred to in WHW article 7.3.
<b>Trimester</b>	A continuous period of 10 lecture weeks for the first and second year of study and 9 weeks for the third year of study.
<b>WHW</b>	The Dutch Higher Education and Research Act (WHW), including any changes.
<b>WO bachelor's programme</b>	A degree programme as referred to in articles 7.3 and 7.3a paragraph 1 of the WHW. Upon completion of a WO bachelor's programme, students are awarded the title of Bachelor. Also see 'Study programme'.

## **Article 1.2    General Provisions**

- 1 In conformity with article 7.59 of the WHW, Breda University of Applied Sciences has a Students' Charter which has been laid down by the Executive Board ('College van Bestuur' or 'CvB') of the institute, after approval from the Participation Council ('medezeggenschapsraad'). The Students' Charter consists of a part pertaining to the institution as a whole and a part pertaining to the various study programmes. The part relating to the institution as a whole has been laid down in a separate document. The teaching and examination regulations ('TER') are part of the study programme-specific part of the Students' Charter.
- 2 The teaching and examination regulations will be in compliance with the rules and regulations of the 'General TER Framework HBO Bachelor's Programmes'. The date when the General TER Framework was adopted by the Executive Board and the date when consent was received from the Participation Council are listed in the status table on the cover page of this TER.



- 3 The teaching and examination regulations will be approved by the academy director in conformity with article 8.1 of these regulations.
- 4 The academy director will ensure annual evaluation of the teaching and examination regulations, and in this process, will take into consideration – for the purpose of monitoring and (if necessary) adjusting the study load - the students' required time commitments arising from this (WHW article 7.14).
- 5 The degree programme committee will evaluate the way in which the teaching and examination regulations are implemented. The degree programme committee will present the results of its evaluation to the academy director.
- 6 The Dutch version of the teaching and examination regulations will take precedence over the English translation.
- 7 The provisions in these regulations are only legally valid if and insofar as they are not contrary to the provisions in or by virtue of the WHW.

### **Article 1.3 Applicability**

- 1 These teaching and examination regulations apply to the academic year of 2018-2019, which runs from 1 September 2018 up to and including 31 August 2019.
- 2 The TER as referred to in section 1 of this article are applicable to all students who are enrolled on a study programme as specified in section 5.
- 3 The term 'study programmes' - as mentioned in section 2 - refers to all modes of delivery of the study programmes in conformity with its/their registration in CROHO.
- 4 If the decisions regarding the teaching and examination regulations are not finalised by 1 September of the academic year concerned, the teaching and examination regulations of the previous academic year will remain in force until the teaching and examination regulations of the current academic year are adopted.
- 5 These teaching and examination regulations specify the rights and duties of students of the following study programmes:

<b>Name of study programme</b>	B Logistics Management
<b>International name</b>	B Logistics Management
<b>ISAT code</b>	35522
<b>Degree title (in full)</b>	Bachelor of Science
<b>Degree title (abbr.)</b>	BSc

<b>Name of study programme</b>	B Logistics Engineering
<b>International name</b>	B Logistics Engineering
<b>ISAT code</b>	34390
<b>Degree title (in full)</b>	Bachelor of Science
<b>Degree title (abbr.)</b>	BSc

<b>Name of study programme</b>	B Built Environment
<b>International name</b>	B Built Environment
<b>ISAT code</b>	39280
<b>Degree title (in full)</b>	Bachelor of Science
<b>Degree title (abbr.)</b>	BSc

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

- 6 Where 'students' are mentioned in these teaching and examination regulations, this also includes *extraneus* students, unless otherwise determined.
- 7 Where 'he' or 'his' is used in these teaching and examination regulations, it should be taken to represent both 'he' / 'his' and 'she' / 'her'.
- 8 Where 'student counsellor' is used in these teaching and examination regulations, it should be taken to represent one of the student counsellors within the academy concerned.
- 9 Where 'course' is used in these teaching and examination regulations, it should be taken to represent course, project, training programme, module, workshop or learning arrangement.
- 10 Where 'examination' is used in these teaching and examination regulations, it should be taken to represent interim examinations, partial examinations, assignments, assessments or competency examinations.
- 11 Where 'board of examiners' is mentioned in these teaching and examination regulations, it should be taken to represent the board of examiners of the student's own bachelor's or AD programme.
- 12 Where '...communicated / announced / etc. to students...' or '...students will be informed....' is used in these teaching and examination regulations, it should be taken to include all communication channels: e-mail (to the e-mail address of the institute), internet, intranet, portal, LMS, Osiris, verbally or in writing.
- 13 In these teaching and examination regulations, several references are made to other sets of regulations. These regulations can be consulted via intranet/the portal/internet, unless specified otherwise.

## Article 1.4 Rules of Conduct

WHW article 7.57h

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

## Article 1.5 Evaluation of Education

### 1.5.1 General

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

Respondent group	Name of evaluation / survey	Evaluation frequency	Report	Topics	Particulars
Current students	NSE	Every year	End of May	Student satisfaction with e.g. study programme, lecturers, study facilities, and environment	Benchmark NL, Specific questions of Breda University of Applied Sciences once every two years

Alumni	HBO-monitor	Every year	April/May	Alumni satisfaction with e.g. study programme, alignment between education and work	Benchmark NL, Possibility to add specific questions
Drop-outs	Exit survey	Every year	Autumn	E.g. reasons to quit, study choice, expectations, future plans	
International students	International Student Survey	Every two years	January/February	Satisfaction, social life, intercultural skills	

### 1.5.2 Academy-specific

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

Content, delivery and results of education are evaluated in accordance with a set procedure.

Educational content is evaluated based on input from the industry committees, which provides recommendations to the degree programme management on the composition of the curriculum and the current, relevant themes within the disciplines. These recommendations are incorporated in any adjustments to the curriculum.

At the end of the relevant period, every curriculum component is evaluated by students digitally. The results of this evaluation are discussed in the round table sessions, during which students have the opportunity to further explain their written evaluations, either based on questions presented to them, or on their own initiative. This part of the evaluations is initiated and supervised by educationalists and mentors, accompanied by one of the student counsellors or MT members. The MT takes note of the results and may use this information during the HRM cycle.

The delivery of education is evaluated directly after the educational period concerned (trimester) by means of a PDCA cycle. Within the teams, various matters such as coordination, content and organisation of curriculum components are discussed and assessed. If necessary, these periodic evaluations may lead to adjustments of the curriculum. Within this PDCA cycle, the results of the students' evaluations are also used.

After a work placement has been completed, the quality of the host company is evaluated by the student and the supervising lecturer.

Graduation projects are subject to an additional quality assurance procedure, apart from the standard procedure. Every presentation (defence presentation or otherwise) is co-assessed by an external examiner, who focuses on the value/relevance for the industry as well as the HBO level of education. At the end of every graduation period, the external examiners will also submit written reports, focusing on the issues of overall quality and organisation.

## Chapter 2 Content and Organisation of the Study Programmes

### Article 2.1 Objective of the Study Programme(s) and Competencies

The objective of the bachelor's programmes of Logistics Management (LE), Logistics Engineering (LN), and Built Environment (BE) is to ensure that graduates comply with the professional competencies of the bachelor's programme concerned (see appendix 2).

### Article 2.2 Mode of Delivery

WHS article 7.7

- 1 The degree programmes are delivered in a full-time mode.
- 2 The bachelor's programme(s) has (have) the following variants:
  - Regular 4-year programme – Dutch-taught (240 ECTS credits)
  - Regular 4-year programme – English-taught (240 ECTS credits)
  - Accelerated 3-year VWO programme – Dutch-taught (180 ECTS credits)
  - Accelerated 3-year VWO programme – English-taught (180 ECTS credits)
  - Short 3-year MBO programme – Dutch-taught (240 ECTS credits)

### Article 2.3 Language

WHS article 7.2

The degree programme is taught in Dutch; the examinations are administered in Dutch too. In the international variant of the study programme, courses are taught in English, and examinations are administered in English. Where the use of the English language is concerned, a code of conduct is in effect (appendix 1).

### Article 2.4 Regular 4-year programme

WHS articles 7.4 and 7.4b

#### 2.4.1 General

- 1 The HBO bachelor's programme consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The total HBO bachelor's programme corresponds to a total of 240 ECTS credits. The standard duration of the study programme is four years. One year of study consists of 60 ECTS credits (1680 hours of study).
- 3 The curriculum of the study programme(s) can be found in one or more study guides. The provisions in these study guides are an integral part of these TER

#### 2.4.2 Propaedeutic phase

The propaedeutic phase is the first year of the degree programme and it is divided into three trimesters.

### **2.4.3 Years 2 and 3**

Years 2 and 3 are each divided into three trimesters. In year 3, the student will complete fourteen-week work placements in two of the three trimesters.

### **2.4.4 Graduation year**

Year 4 is the graduation year and is divided into two semesters. In the first semester, the student will attend a minor (see articles 2.7.1 and 2.7.2) and in the second semester, the graduation project will take place.

## **Article 2.5 Accelerated 3-Year HBO Programme for VWO Graduates**

WHW article 7.9a

### **2.5.1 General**

- 1 The accelerated 3-year HBO programme consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 120 ECTS credits. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The accelerated 3-year HBO programme corresponds to a total of 180 ECTS credits. The standard duration of the study programme is three years. One year of study consists of 60 ECTS credits (1680 hours of study).
- 3 The curriculum of the study programme(s) can be found in one or more study guides. The provisions in these study guides are an integral part of these TER.

### **2.5.2 Propaedeutic phase**

The propaedeutic phase of the accelerated 3-year VWO programme is the same as year 2 of the regular four-year programme and is divided into three trimesters.

### **2.5.3 Year 2**

Year 2 of the accelerated 3-year VWO programme is the same as year 3 of the regular four-year programme and is divided into three trimesters. In year 2, the student will complete fourteen-week work placements in two of the three trimesters.

### **2.5.4 Graduation year**

Year 3 of the accelerated 3-year VWO programme is the graduation year and it is divided into two semesters. In the first semester, the student will attend a minor (see articles 2.7.1 and 2.7.2) and in the second semester, the graduation project will take place.

## **Article 2.6 Short 3-year HBO programme for MBO graduates**

WHW articles 7.4 and 7.4b

### **2.6.1 General**

- 1 The short HBO programme consists of a propaedeutic phase consisting of 60 ECTS credits and a main phase consisting of 180 ECTS credits. The propaedeutic phase has a threefold purpose: orientation, selection and/or referral.
- 2 The short HBO programme corresponds to a total of 240 ECTS credits. The standard duration of the study programme is three years, assuming that 60 ECTS credits worth in exemptions are granted (see article 2.6.2). One year of study consists of 60 ECTS credits (1680 hours of study).
- 3 The curriculum of the study programme(s) can be found in one or more study guides. The provisions in these study guides are an integral part of these TER.

### **2.6.2 Exemptions for students with an MBO education**

- 1 A student who is in possession of a MBO diploma (level 4) in the same field as the HBO programme concerned, may be exempted from taking examinations relating to courses up to a maximum of 60 ECTS credits.
- 2 The exemptions, as referred to in section 1, have been specified by the board of examiners as follows:

For the programmes of Logistics Management, Logistics Engineering:

- during the MBO 'transfer track': PCV1 (BLG1.PCV1-18T), Mathematics (B1.WISKUN-18C) and the Warehousing project (BLG1.WAREH-18P);
- during the first year of study: Statistics (BLG1.STATIS-18C) and Excel (BLG1.EXCEL-18T).

For the programme of Built Environment:

- during the MBO 'transfer track': PCV1 (BBE1.PCV1-18T), Mathematics (B1.WISKUN-18C) and the Spatial Plan project (BRO1.RPLAN-18P);
- during the first year of study: D&L Technology (BBE1.DENL3-181C), Excel & Data Analysis (BBE1.EXDATA-18T).

- 3 The exemptions, as referred to in section 2, will be registered in Osiris and included on the list of marks of the curriculum concerned.
- 4 The exemptions, as referred to in sections 1 and 2, will not be granted until the moment when the student has actually earned the first 60 ECTS credits of the courses attended at Breda University of Applied Sciences, within the study programme concerned.

### **2.6.3 Propaedeutic phase**

The propaedeutic phase consists of the courses mentioned in article 2.6.2 section 2 and the exemptions up to a joint total of 60 ECTS credits.

### **2.6.4 Year 2**

Year 2 of the MBO track is the same as year 3 of the regular four-year programme and is divided into three trimesters. In year 2, the student will complete fourteen-week work placements in two of the three trimesters.

### **2.6.5 Graduation year**

Year 3 of the MBO track is the graduation year and is divided into two semesters. In the first semester, the student will attend a minor (see articles 2.7.1 and 2.7.2). In the second semester, the graduation project will take place.

## Article 2.7 Building Blocks

### 2.7.1 Minors

- 1 In the graduation year, the student opts for a minor. A minor is either an institute-wide minor (broadening the student's knowledge), a programme-specific minor (deepening the student's knowledge), or an external minor. All minors are offered throughout the entire first semester of the academic year and have a study load of 30 ECTS credits. The academy in charge of organising the minor is responsible for this minor in terms of content and quality, as well as in terms of processing the results achieved by students. For more details with regard to the provision of information and registration, you are referred to the LMS. Also see appendix 5 for information on how to register for a minor.
- 2 If a student opts for participation in an institute-wide minor, as referred to in section 1, or for a programme-specific minor within his own degree programme, this student will not need permission from the board of examiners. In any other kind of minor choice, this choice will have to be authorised by the board of examiners of the student's own degree programme.
- 3 Breda University of Applied Sciences offers the following broadening minors in the academic year of 2018-2019. These are offered in English:

Minor	Academy responsible
Co-creating Events & Designing Experiences	AfL
Resilient Entrepreneurship	ADE
Modern Business in a Changing World	SLM
Making Places & Shaping Destinations	AfT
Sustainability, Social Responsibility & Professional Identity	HFM

See appendix 4 for more detailed information on the minor programmes.

- 4 The SLM academy offers the following programme-specific minors:
  - Gebiedsontwikkeling
  - Retrofitting the Sprawled City
  - Smart City, Colour Your Future
  - Kennislab: Transition to Smart Mobility
  - Kennislab: Dynamic Urbanism
  - The Modern Supply Chain

See appendix 3 for more detailed information on the minor programmes.

- 5 Academic results obtained in a minor cannot be used for compensation within the main phase programme.

### 2.7.2 External minor<sup>2</sup>

- 1 If a student wants to attend a minor at another education institution than that of his first enrolment, he can do so on the basis of a second or higher enrolment. No extra costs will be charged for this by the host institution, in principle. However, specific courses may be refused if participation in these courses leads to disproportionate expenses, owing to for instance, the necessity of forming an extra group. All costs involved in attending this external minor will be fully payable by the student. If the student wants to use this minor towards completing his bachelor's programme, he will need permission from the board of examiners.
- 2 A minor, as referred to in section 1, should comprise at least 30 ECTS credits. If a minor comprises more than 30 ECTS credits, the board of examiners will determine what to do with these extra ECTS credits.

<sup>2</sup> As from the academic year of 2019-2020, Breda University of Applied Sciences will take part in the 'Kies op maat' scheme. Registration for an external minor will be part of this scheme. More detailed information can be obtained via [www.buas.nl](http://www.buas.nl)

### 2.7.3 Exchange

Not applicable.

### 2.7.4 Placement

1 The student is obliged to take part in two 14-week work placements. For each work placement, a final assessment of 6 or higher will yield 20 ECTS credits. The UD differentiation offers students the possibility of linking the two placement periods together to form one consecutive period of 28 weeks.

2 The first work placement is performed by students who:

- have passed the propaedeutic exam, and
- have earned 32 ECTS credits at the end of the second trimester of the second year of study.

The placement coordinator may decide (after consultation with the board or examiners and the student counsellor) to allow other students than the ones referred to above to do their first placement.

3 The second work placement is performed by students who:

- have completed the first work placement, and
- have earned at least 54 ECTS credits in the second year of study at least 6 weeks before the start of the second work placement.

The placement coordinator may decide (after consultation with the board of examiners and the student counsellor) to allow other students than the ones referred to above to do their second placement.

The condition of having earned at least 54 ECTS credits does not apply to UD students who have opted for the linked placement periods (totalling 28 weeks).

4 Students themselves are responsible for finding a work placement and assignment.

5 Prior to the start of the first and second work placement the placement coordinator decides about the approval of the placement assignment and the assignment of supervising lecturers to students.

6 Every student will be supervised by a lecturer who, in principle, works with the student's degree programme (supervising lecturer) and a supervisor who works at the host company (company supervisor). The supervising lecturer will monitor the progress of the placement and, furthermore, can be addressed about all matters regarding that placement.

7 During the placement period there will be at least three feedback days at school, on which the student discusses the progress of his placement together with other students and his supervising lecturer. The supervising lecturer visits the host company at least once.

8 After finishing the placement, the student has to submit a report on the work carried out before a deadline to be predetermined by the academy director. Furthermore, the student has to submit a report in which the placement process is described. Any additional instructions regarding this matter will be announced in the Placement Handbook prior to the work placement. This Placement Handbook can be found on the LMS system.

Decisions regarding postponement of the deadline for handing in reports can only be made by the board of examiners, as set out in the decision-making model (published on the LMS, see appendix 7). The student himself has to submit a written request for this purpose.

9 After completing the work placement, the student has to present and defend the placement report on the work carried out to an assessor (who, in principle, is a lecturer who works with the student's degree programme).



If the UD student has opted for one consecutive placement period of 28 weeks, an assessment will be held after each 14-week period, based on a report to be submitted and a presentation to be held by the student.

- 10 If the work placement takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form (available on the intranet), within the scope of crisis prevention.

### **2.7.5 Graduation**

- 1 The student who takes part in the regular four-year HBO programme will be admitted to the graduation phase if he has successfully completed the second and third years of study.
- 2 The student who takes part in the accelerated three-year programme (with previous VWO education) will be admitted to the graduation phase if he has successfully completed the propaedeutic exam.
- 3 The graduation coordinator may decide (after consultation with the board of examiners and the student counsellor) to allow other students than the ones referred to above to proceed to their graduation phase.
- 4 The student himself will be responsible for finding a graduation assignment and graduation host company.
- 5 Prior to the start of the graduation phase the coordinator will decide about the approval of the graduation assignment and the assignment of supervising lecturers to students.
- 6 The student has to hand in a thesis before a deadline predetermined by the academy director. Any additional instructions regarding this matter will be announced in the Graduation Handbook prior to the graduation phase. This Graduation Handbook can be found on the LMS system.

Decisions regarding postponement of the deadline for handing in the thesis can only be made by the board of examiners, as described in the decision-making model (published on the LMS, see appendix 8). The student has to lodge a request in writing for this purpose

- 7 After finishing the graduation period the student has to present and defend the thesis. The presentation and defence are open to the public, in principle, and are held before an assessment committee. The student and/or host company determines whether or not the presentation/defence is public. The presentation and defence last no more than 60 minutes, of which the presentation may last no more than 30 minutes.
- 8 If the graduation project takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form (available on the intranet), within the scope of crisis prevention.

### **2.7.6 Graduating in one's own business (as an entrepreneur)**

Not applicable.

### **2.7.7 Double degree**

- 1 The student who attends the Logistics Engineering or Logistics Management programme may be eligible for a double degree track. The conditions for this are:
  - The request for the double degree should be submitted to the board of examiners upon the start of the second year of study;
  - The propaedeutic phase was successfully completed in one year's time;
  - The student did not earn any unsatisfactory scores in the propaedeutic phase;
  - The weighted average of the academic results in the propaedeutic phase is at least a 7.0.
- 2 The programme of the double degree is included in appendix 9.

### **2.7.8 ATPM (Attractions and Theme Parks Management)**

Not applicable.

### **2.7.9 Pre-Master SBM (Strategic Business Management and Marketing)**

- 1 The SBM pre-master's track comprises a period of one year of study, represents a study load of 75 ECTS, and is divided into four terms.
- 2 The SBM pre-master's track may be chosen as a replacement of the graduation year.
- 3 The Academy for Tourism is responsible for the pre-master's track in terms of content and quality.
- 4 The entry requirements for admission to the SBM pre-master's track are:
  - the student has earned 180 ECTS credits in the HBO bachelor's programme (including any exemptions granted);
  - the student did not receive any insufficient assessments for SBM-related courses;
  - the student's English proficiency is sufficient (TOEFL minimum score 80 internet-based and minimum score 20 oral fluency (or comparable level));
  - the student's motivation letter (in English) with accompanying CV and list of marks has been assessed as 'good';
  - the student's interview with regard to motivation and knowledge has been assessed as 'good'. This interview is conducted in English.
- 5 The board of examiners has not specified any additional conditions for attending the SBM pre-master's track in the graduation year.
- 6 A detailed description of the programme of the SBM pre-master's track is presented in appendix 4.

### **Article 2.8 Honours Programme<sup>3</sup>**

WHW article 7.9b

- 1 An honours programme is an extra programme that a student attends in addition to his regular studies and that is aimed at attaining a higher knowledge and skills level.
- 2 The honours programmes of Breda University of Applied Sciences are general institute-wide programmes with a broad-based set-up, or in other words, they are accessible to all students who are attending a bachelor's programme and who comply with the selection criteria. As a consequence, education within the honours programme is planned in such a way that all students can attend. For an overview of the honours programmes, see appendix 4.

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<sup>3</sup> In the academic year of 2018-2019, no new entrants into the honours programme will be admitted.

- 3 The selection procedure will be started in October.
- 4 Students attending the three-year accelerated VWO programme or short MBO programme, will also be allowed to take part in the selection procedure as referred to in section 3.
- 5 The honour in entrepreneurship uses an online application form that constitutes the basis of the intake interview. During this intake interview, the student will be assessed for his 'fit' with the study track (entrepreneurial competencies as a person) and the viability of his business idea (feasibility).
- 6 Every honours programme has a coordinator. This coordinator will inform the board of examiners of the bachelor's programme about the academic progress of individual honours students.
- 7 Contrary to the provisions of article 5.2 section 7, a minimum mark of 5.5 applies to partial examinations that are part of an honours programme. If a different minimum mark is applied, the lecturer responsible will communicate this in advance.
- 8 Results earned in the honours programme cannot be used by way of compensation within the propaedeutic or main phase.
- 9 If the honours student has incurred a credit deficit of 10 ECTS credits or more within the curriculum of his own bachelor's programme, the board of examiners may decide that this student will have to terminate his participation in the honours programme at the end of the academic year. If such a decision is made, the academic results already achieved in the honours programme will be added to the list of marks of the bachelor's programme under the category of 'Other'. The honours certificate will not be awarded to the student. The honours credits completed cannot be used in the curriculum of the bachelor's programme.
- 10 Upon successful completion of the honours programme, an honours certificate will be awarded to the student. A condition in this respect is that any study delay incurred must not exceed four months and that the bachelor's exam must have been passed.
- 11 The results from the honours programme will be mentioned as a separate programme on the list of marks that is awarded upon completion of the bachelor's degree.

### **Article 2.9 Associate Degree**

WHW article 7.8a

Not applicable.

### **Article 2.10 Referral in the Main Phase**

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

A student who wants to transfer to another learning route and/or study programme of the SLM academy in the main phase, will have to submit a request to this end to the board of examiners. After approval, the board of examiners will establish a plan of study for this student.

### **Article 2.11 Transitional Arrangement Relating to Curriculum Changes**

If any changes occur in the curriculum, the board of examiners will establish a transitional arrangement. If necessary, the board of examiners will also stipulate how to deal with any changes in the assessment weighting of certain courses. Furthermore, the provisions of article 5.4 section 5 will be taken into account. See appendix 10 for the complete transitional arrangement.

## Chapter 3 Binding Recommendation Regarding the Continuation or Discontinuation of Studies

WHW article 7.8b

### Article 3.1 Binding Recommendation in the Propaedeutic Phase at the End of the First Year

- 1 No later than at the end of the first year of enrolment on the propaedeutic phase of a study programme, every student will be issued with a written recommendation with regard to the continuation of studies, either on the same programme or another one.
- 2 The board of examiners has been mandated by the Executive Board to issue this study recommendation.
- 3 In anticipation of the recommendation as referred to in section 1, every student will receive an up-to-date transcript of his academic achievements no later than<sup>4</sup> 1 April in the first year of study. If these achievements give cause to do so, a warning (the provisional recommendation) will be attached to this transcript. This warning will also specify the reasonable period of time within which the student will have to improve his academic performance.
- 4 The warning mentioned in section 3 will be issued if less than 17 ECTS credits have been obtained.
- 5 The board of examiners will issue a positive recommendation if the student has passed the propaedeutic exam at the end of the first year.
- 6 The board of examiners can only reject a student if the academic results are not in compliance with the academic performance criteria. If the student fails to comply with the academic performance criteria referred to in section 5, and there is no reason to postpone the term of the study recommendation due to personal circumstances (see section 13), the student will be deemed incapable of completing the study programme successfully, and the board of examiners will give a negative study recommendation (rejection) to this student
- 7 A negative recommendation, as referred to in section 6, involves a rejection, in which case it is called a negative binding recommendation regarding the continuation of studies (or in short: negative binding recommendation; or abbreviated in Dutch as 'BSA'). The board of examiners is authorised to deviate from this.
- 8 Before issuing a rejection, the board of examiners will give the student the opportunity to be heard.
- 9 Prior to the possible decision of issuing a negative binding study recommendation, the board of examiners will ask the student counsellor concerned for advice. The student counsellor's advice will be taken into account in the formation of the study recommendation.
- 10 The rejection as referred to in section 7 relates to the study programme on which the student is enrolled. The Executive Board may decide that the rejection also extends to study programmes which have the same propaedeutic exam. Within the SLM academy, this means that a rejection for Logistics Management (Dutch or English) also applies to Logistics Engineering (Dutch or English) and that a rejection for Logistics Engineering (Dutch or English) also applies to Logistics Management (Dutch or English).

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<sup>4</sup> At the time when the warning is issued, it still has to be possible for the student to remedy his academic performance in order to comply with the academic performance criteria after all.

- 11 The rejection as referred to in section 7 is final, and applies to an indefinite period of time. The board of examiners may decide to withdraw a negative binding recommendation, see article 3.3.
- 12 A student may appeal against a negative binding recommendation with the Examinations Appeals Board within six weeks after the negative binding recommendation is issued. Also see article 5.12 section 2.
- 13 If the board of examiners believes that any personal circumstances (see article 4.3) are involved, which may have caused the student to fail to make satisfactory academic progress (see section 5), the board of examiners may postpone the term for issuing the study recommendation to no later than the end of the second year of enrolment.
- 14 A student whose term for the binding recommendation has been postponed (see section 13), will be presented with a study recommendation no later than at the end of the second year of enrolment. If, by that time, the student still does not comply with the academic performance criteria as referred to in section 5, a negative binding recommendation will be issued to this student after all.
- 15 If the student is of the opinion that personal circumstances influenced (or are influencing) his academic results, this student will be required to report these circumstances to the student counsellor as soon as possible after they occur and to discuss these circumstances with the student counsellor. Only in this way will it be possible for the board of examiners to consider these personal circumstances in their final study recommendation.

### **Article 3.2 Binding Recommendation in the Propaedeutic Phase upon Early Termination of Enrolment**

In derogation from article 3.1, a negative binding recommendation regarding the continuation of studies is issued to every student who terminates his enrolment at some point during the first year of the propaedeutic phase (and/or whose enrolment is terminated by the institute), unless the board of examiners decides otherwise, on the advice of the student counsellor.

## Chapter 4 Student Counselling and Student Progress

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

### Article 4.1 Student Counselling

This article does not apply to *extraneus* students.

- 1 The academy will apply an individual student counselling system. By means of this student counselling system, the academy seeks to ensure that study-related problems are either avoided or discovered in time, and to offer support in solving these problems.
- 2 If desired or necessary, notes of talks between a student and a student counsellor, within the framework of student counselling, can be recorded in Osiris.
- 3 The registration of data relating to student counselling will be in compliance with the provisions of the 'Privacy Regulations; Processing of Student Personal Data'<sup>5</sup>. These regulations are part of the Students Charter.

### Article 4.2 Student Counselling within the Academy / Study Programme

- 1 Every student will be assigned a mentor in the first two years of the degree programme. The mentor will provide primary student counselling. The tasks of the student as well as those of the mentor are described in the Mentorship Handbook. A summary of the interview cycle is included in appendix 11. The student counsellor will provide secondary student counselling.
- 2 The placement and graduation coordinators will supervise the student in the third and fourth years of study respectively, in the process of which they will fulfil the role of mentor. The supervising lecturer of the placement will organise three coaching moments during the 14-week placement period. The supervising lecturer of the graduation phase will also organise several coaching moments.

### Article 4.3 Withdrawal of the Negative Binding Recommendation

The board of examiners may withdraw a negative binding recommendation. This happens when the student is deemed capable by the board of examiners to successfully complete the study programme at the moment of re-entering this programme. Withdrawal of the negative binding recommendation will be recorded in Osiris. Withdrawal of the negative binding recommendation regarding the continuation of studies is an absolute condition to re-enrolment.

### Article 4.4 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances<sup>6</sup> are taken to mean:

- board activities;
- illness or pregnancy;
- a disability or chronic illness;
- special family circumstances;
- other circumstances specified by the Executive Board, such as top-class sport.

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<sup>5</sup> This is what the current regulations are called. They have yet to be adjusted to the new name of Breda University of Applied Sciences.

<sup>6</sup> See 'Profiling Fund Regulations' for more detailed information.

#### **Article 4.5 Personal Circumstances and the Student Counsellor's Role**

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

#### **Article 4.6 Studying with a Disability<sup>7</sup>**

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

#### **Article 4.7 Student Progress Monitoring**

- 1 The academy will ensure that the students' academic achievements are carefully and accurately recorded by means of the student progress monitoring system Osiris.
- 2 Students themselves will be responsible for regularly checking their results for accuracy in the academy's student progress monitoring system Osiris. In the case of incorrect or incomplete records in the system, the student is to report to the lecturer concerned.
- 3 Academic progress data will be recorded in compliance with the provisions of the 'Privacy Regulations; Processing of Student Personal Data'<sup>8</sup>.

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<sup>7</sup> See the website of Breda University of Applied Sciences ([www.buas.nl](http://www.buas.nl)) for more information.

<sup>8</sup> This is what the current regulations are called. They have yet to be adjusted to the new name of Breda University of Applied Sciences.

## Chapter 5 Examinations

### Article 5.1 Competency-based Education and Earning ECTS credits

Not applicable.

### Article 5.2 Organisation of Examinations

WHW article 7.10 paragraph 1

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



- 9 The duration of a written examination is two hours, in the propaedeutic phase as well as in the main phase. The duration of a minor examination is two-and-a-half hours.

### **Article 5.3 Sequence of Examinations**

- 1 In the propaedeutic phase, there is no mandatory sequence in which examinations should be taken.
- 2 In the main phase, the student will be allowed to take part in a minor if he has successfully completed the entire second year of study and at least one work placement from the third year of study.

### **Article 5.4 Periods of Time and Frequencies of Examinations**

WHW article 7.13 paragraph 2h and 2j

- 1 Every year, students will be offered at least two opportunities to take examinations.
- 2 A student will be allowed to participate in no more than two opportunities every academic year.
- 3 The opportunities referred to in section 2 are inclusive of 'GKs' (Dutch abbreviation of Missed Opportunities). See article 5.6 section 1.
- 4 A second or subsequent examination during the same academic year will be identical in terms of the form of testing and comparable in terms of subject matter to the first examination.
- 5 If a course is no longer offered, the student will be offered another two opportunities to take the examination or partial examination that belongs to this course in the subsequent academic year. The provisions of section 4 will also apply. The board of examiners will be authorised to extend this period of time. This will be laid down in the transitional arrangement, see article 2.11.
- 6 A student will be allowed to take a second attempt at every examination, regardless of the result obtained and taking into account the provisions of section 2. The highest result obtained will count.
- 7 Contrary to section 6, the second opportunity will not apply to the curriculum components of Placement I, Placement II and Graduation, if the student has earned a 5.5 or higher for these curriculum components.

### **Article 5.5 Registration for Examinations and Resit Examinations**

#### **5.5.1 Regular procedure**

- 1 Timely registration for examinations, whatever their nature or form, is compulsory for all students as well as a condition to being awarded an assessment or result in Osiris. Students will be required to register by means of Osiris.
- 2 Registration for an examination will be possible during the 1<sup>st</sup> and 2<sup>nd</sup> lecture weeks of the trimester.  
Registration for a resit examination will be possible during the 3<sup>rd</sup> and 4<sup>th</sup> lecture weeks of the trimester.  
As for registration for a resit examination in the final trimester, a different period than specified in the annual schedule of the SLM academy will apply.

- 3 Students will be notified of this via the LMS system at the beginning and at the end of a registration period for examinations.
- 4 If a person is not enrolled as a student (any more), but still takes part in an examination, then this person's participation in the examination will be declared invalid and the result will not be registered in any way.
- 5 If it turns out that registration for an examination was impossible due to personal circumstances, the student concerned may request the board of examiners to still give him the opportunity to register.
- 6 If it turns out that registration for an examination was impossible due to technical problems, the registration period will be adjusted by the board of examiners.
- 7 Contrary to section 1, the secretarial office will handle registration in Osiris for the graduation phase.

### **5.5.2 Possibility to register after the registration period**

- 1 If the regular registration period as mentioned in article 5.5.1 for an examination has passed, the student will be offered the opportunity to register after the registration deadline via the secretarial office of the academy which offers the course and the attendant examination. This, however, will only be possible if the examination is among the examination offerings during the period concerned.
- 2 The registration possibility as referred to in section 1 is possible up to three working days before the start of the examination period during which the examination is administered. This registration possibility will involve service charges. The service charges are €15 for each registration (maximum of €50 per examination period).
- 3 A student who wants to make use of the registration opportunity mentioned in section 1 will be required to report this to the secretarial office of the academy concerned.

### **5.5.3 Possibility to cancel registration**

The student can cancel his registration for an examination during the period when registration for this examination is open (see article 5.5.1 section 2).

## **Article 5.6 Inability to Attend an Examination**

- 1 If a student registers for an examination, but fails to take part in it, a 'GK' (Dutch abbreviation of Missed Opportunity) will be entered and displayed in Osiris as the result for this examination.
- 2 If the inability to take part in an examination, as referred to in section 1, was caused by force majeure, then the student may submit a request to the board of examiners to have his 'GK' result repealed.
- 3 If the board of examiners is of the opinion that force majeure<sup>9</sup> applies, the board of examiners will remove the 'GK' result from Osiris. The student will be expected to take part in the first upcoming opportunity for this examination. If there are no more opportunities in the current academic year for the examination concerned, then an extra opportunity will be offered.

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<sup>9</sup> Public transport delays, traffic jams, etc. are NOT regarded as force majeure.

## **Article 5.7 Regulations regarding Examinations**

- 1 During all examinations, students must carry valid proof of identity (passport, driving licence, or identity card). This proof of identity will be checked before commencement of the examination. If this check reveals that the name of a student does not occur on the attendance list (which means that the student did not register for the examination via Osiris), this student will not be admitted to the examination.
- 2 If a student does not carry a valid means of identification with him, he 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 inspection of examination results. Any breach of this provision will be regarded as fraud (see article 5.15).
- 4 There are several additional rules that apply to written examinations. These are included in the Regulations regarding written examinations.
- 5 Oral examinations are no public events. The board of examiners has the authority to deviate from this rule in special cases.
- 6 An individual oral examination is taken under the supervision of at least two examiners, in which one of the examiners, at the instruction of (the chair of) the board of examiners, will act as first examiner. The examination can also be administered by one examiner, who in this case will tape-record the interview.

## **Article 5.8 Assessment of Examinations**

### **5.8.1 General**

- 1 All examinations will be assessed by the examiner concerned in conformity with the predetermined (and published) assessment criteria.
- 2 External experts, also referred to external examiners at Breda University of Applied Sciences, will be allowed to assess students, if they have been appointed as examiners by the board of examiners. In this process, the board of examiners applies a specific examiner profile, compiled by the institute (see Regulations pertaining to Boards of Examiners).
- 3 If the board of examiners has decided that external experts (e.g. supervisors of the placement or thesis host company) are to be involved in the assessment, a description will be made of the way in which this is done.
- 4 One or more of the following assessment criteria will be applied:
  - a The way in which a study task or assignment has been carried out (in terms of quantity);
  - b The degree to which the specific criteria with regard to the study task or assignment have been met (in terms of quality) (for instance, the degree to which the questions have been answered correctly, the degree of participation in the execution of a study task or assignment in a group of students);
  - c The degree of participation in practical assignments; this criterion only applies to the assessment of examinations or parts of examinations that go with courses or parts of courses which have been designated as practical components with mandatory attendance, and which has been announced as such at the beginning of the course (see section 5.2).
- 5 The assessment of an examination is expressed in terms of either a numerical or verbal descriptor. For more detailed information you are referred to appendix 6.

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

### **5.8.2 Assessment of the placement**

- 1 The final result of the placement is determined as follows:
- A satisfactory assessment by the host company is required for a satisfactory result for the placement as a whole;
  - The mark given by the supervising lecturer and the mark given by the placement assessor each have a weight of 50%;
  - If one of these marks is equal to or lower than a 4.0 a maximum mark of 5.0 can be earned for the placement as a whole.
- 2 If a final result of 4.5 is obtained for the first placement, a final result of 6.5 or higher must be obtained for the second placement.
- 3 If the final result for the second placement is 5.0 or lower, or if the average final result for both placements is lower than 5.5, the supervising lecturer, the assessor and the placement coordinator need to assess whether a third placement needs to be fulfilled. The placement coordinator will take the initiative to organise a meeting for this purpose. The student counsellor may give solicited or unsolicited advice in this respect.

### **5.8.3 Assessment of the graduation phase**

- 1 The chairperson of the assessment committee, the supervising lecturer, and the external examiner will assess the student's graduation work, and in this process they have themselves advised by the company supervisor. If the committee is unable to reach agreement, the chairperson will make a decision regarding the student's assessment.
- 2 An assessment of 5.5 or higher will yield 30 credits.
- 3 An assessment of 4.5 or 5.0 will result in a second attempt, to be assessed in the next graduation period. The supervising lecturer will discuss the decision regarding the second attempt as incorporated in the designated form with the student and will specify explicitly that – apart from the shortcomings formulated – the work as a whole will have to be assessed again. In the case of a second attempt, the assessment committee should consist, if possible, of the same members as the first presentation and defence of the graduation thesis (the external examiner does not necessarily have to be part of the assessment committee).
- 4 As assessment of 4.0 will result in a completely new assignment for a new host company.

## **Article 5.9 Announcement of Examination Results**

WHW article 7.13 paragraph 2o

- 1 The examiner will determine the results of an examination and enter these (provisional) results into Osiris, within 10 working days after the day on which the examination was held. These provisional results can then be consulted via Osiris. Provisional results may be adjusted upwards or downwards, if necessary.
- 2 If there is any reason to do so, the academy director may decide to deviate from the provisions in section 1. Any arrangements to the contrary should be communicated to the students in time.

- 3 The results of an examination (in provisional form) have to be announced no later than three whole working days before the second opportunity of this examination. If this term is exceeded, the second opportunity will be postponed to a date to be set by the academy director. In this process, the provisions of article 5.11 section 1 should be taken into account. Any arrangements to the contrary should also be communicated to the students in time.
- 4 If a second assignment builds on a previous one, the result of the first assignment must be announced before the deadline for handing in the second assignment.
- 5 The academy will finalise the results (in definitive form) in Osiris within five working days after the inspection period of examinations (see article 5.11). Consequently, the definitive examination results are announced within 25 working days after the examination was held. Finalised examination results can only be adjusted upwards or downwards via the board of examiners.

#### **Article 5.10 Period of Validity**

- 1 Throughout an uninterrupted period of enrolment of a student on a study programme, the period of validity of examinations passed will be indefinite, taking into account any transitional arrangements that may exist, as mentioned in article 2.11.
- 2 The period of validity of the propaedeutic certificate will be indefinite.
- 3 In the event of an interruption of enrolment on a study programme, the board of examiners of this study programme may impose an additional or substitute examination to complete a certain course, if four years have passed after the year in which the original examination of this course was passed, before the student is admitted to the final exam of the bachelor's programme.
- 4 A result for a partial examination may be qualified by the board of examiners as having expired. A decision of this sort is possible if the entire course, to which the partial examination belongs, has not been passed within the term of the academic year following the academic year in which the first result for a partial examination was earned.

#### **Article 5.11 Inspection**

- 1 During a period of 10 working days after the announcement of the provisional results of an examination, students will be permitted to inspect the examinations assessed as well as the assessment criteria used, on the understanding that this inspection takes place no later than three working days before the second opportunity. The date and time for this inspection opportunity will be set by the lecturer involved or scheduled by academy staff.
- 2 If a student can demonstrate that he was in a situation of force majeure which rendered him 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 differ from the provisions in section 1. Any arrangements to the contrary should be communicated to the students in time.
- 4 Without the express written permission of the lecturer, it is not permitted to copy, distribute and/or record examination materials. This provision applies during the actual examination as well as during the inspection of examination results. Any breach of this provision will be regarded as fraud (see article 5.15).

- 5 After the term for announcing examination results had ended, a general opportunity for inspection will be scheduled for students to inspect their work completed for all courses. If an examiner is unable to make use of this general inspection opportunity, the examiner will offer another opportunity.

## **Article 5.12 Possibility to appeal against assessments**

- 1 If a student disagrees with an assessment (finalised examination result), he may lodge an appeal with the Examinations Appeals Board of Breda University of Applied Sciences, provided that he does so within six weeks after the date on which the finalised result was published in Osiris.
- 2 This appeal can be lodged via the digital Complaints Service Point of Breda University of Applied Sciences. This Service Point is available via the student portal. The appeal will be dealt with in conformity with the provisions of the Code of Order of the CBE Breda University of Applied Sciences.

## **Article 5.13 Individual Exemptions**

### **5.13.1 Exemptions from taking examinations**

WHW article 7.13.2r

Selection list Breda University of Applied Sciences

- 1 At the student's written request, the board of examiners may grant exemption from the propaedeutic exam or one or more interim examinations.
- 2 Requests for exemptions from examinations must be submitted in the first two lecture weeks of the trimester.
- 3 The student has to submit a written reasoned request to the chair of the board of examiners. The request must be supported by the following documents:
  - a copy of the certificate, diploma, degree or statement;
  - a copy of the accompanying list of qualifications;
  - a list of literature, lecture notes, etc. studied;
  - an official 'EVC' (accreditation of prior learning) procedure gone through at Breda University of Applied Sciences or somewhere else;
  - written proof of a successfully completed assessment.
- 4 The board of examiners will decide as soon as possible – within 20 working days after the request has been submitted – whether or not to grant the request, possibly in consultation with the examiners involved. The decision will be recorded by the board of examiners, and communicated to the student (digitally via Osiris).
- 5 An exemption granted will be registered as 'VRIJ' in the Osiris student progress monitoring system.
- 6 The student may lodge an appeal, within six weeks, against the decision of the board of examiners referred to in section 4 with the Examinations Appeals Board. Also see article 5.12 section 2.

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

For the purpose of granting exemptions, the board of examiners will determine whether or not the specified requirements of the course concerned have been met, based on the documents as described in article 5.13.1 section 3 and based on advice from the lecturer concerned.

## **Article 5.14 Contingency Scheme**

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

## **Article 5.15 Academic Dishonesty and Plagiarism**

WHW article 7.12b paragraph 2

### **5.15.1 Definitions**

- 1 Academic dishonesty involves any act or omission by the student that makes it impossible, either fully or partially, to form a correct assessment of the student's knowledge, understanding and skills. This may involve providing incorrect facts, deliberate concealment of any fact that the student knew or should have known he was obliged to disclose, using a false name or false identity, and/or engaging in forgery of documents.
- 2 Academic dishonesty or fraud concerns all cases which involve any form of deception as laid down by law, among other things in the Dutch Criminal Code and the Dutch Civil Code (Book 3), and as such it is a punishable offence.
- 3 Academic dishonesty or fraud is also understood to mean any attempt towards fraud, complicity, being a fellow perpetrator in fraud, making preparations for academic dishonesty/fraud, and preventing academic dishonesty/fraud from being discovered.
- 4 Plagiarism is the act of copying or quoting from someone else's work by not or not properly acknowledging one's source(s), and/or by falsely placing any name or mark on someone else's work, and/or by forging the real name or mark on someone else's work. The aim of this is to create the false impression that the work (and/or the quotation) is the plagiarist's own. Plagiarism also involves selling, offering for sale, or storing for sale such forged works.
- 5 The term academic dishonesty or fraud includes, but is not limited to, the following instances where it is established that the student:
  - a uses/has used - in the room where the examination takes place - tools that have been explicitly designated by the invigilator as not being permitted for reference during the examination.
  - b uses/has used information in any way - during the examination - that has not been supplied by the invigilator, and this information was obtained either inside or outside the examination room.
  - c discloses/has disclosed information in any way – either prior to or during the examination – to another student about the examination, including information about the contents and answers of the examination.
  - d passes/has passed himself off as someone else during an examination or has/has had himself represented by someone else during an examination.
  - e takes/has taken unauthorised cognizance – either prior to or during the examination – of the examination questions, assignments and/or answer keys of the examination.
  - f applies/has applied changes to examination work already handed in, either after the examination time or during the inspection opportunity afterwards.
- 6 Other forms of academic dishonesty include, but are not limited to:
  - a any act or omission of a student aimed at making it impossible – either fully or partially – to form a correct and reliable judgement about the knowledge, understanding and skills acquired by the student or about the knowledge, understanding and skills acquired by fellow students.
  - b presenting someone else's work or ideas as their own, including the work of fellow students, even if a reference to other authors has been included.

- c Handing in, as a first version, a text (or comparable text) already handed in previously by the student himself or another student for assignments from other courses.
  - d Fabricating research results.
- 7 Where 'academic dishonesty' or 'fraud' is used in the TER, it should be taken to represent 'plagiarism' as well.
- 8 By taking part in an examination, the student gives implicit permission to check, if applicable, the examination (that the student handed in for assessment) for academic dishonesty by means of anti-plagiarism software and for his work to be included into the anti-plagiarism software database. In their digital examinations or any other digital text that is part of education, students are not allowed to apply any software blocks against anti-plagiarism software.

### 5.15.2 Procedure

- 1 Upon suspicion of academic dishonesty, the invigilator will promptly address this with the student concerned and the board of examiners. The invigilator will submit to the board of examiners all relevant evidence with regard to the academic dishonesty or suspicion of academic dishonesty.
- 2 Upon suspicion of academic dishonesty arising during an examination, the invigilator will promptly address this with the student. The invigilator will make a note of the incident in the official report of the examination, confiscate any evidence regarding the incident and submit this evidence to the board of examiners. The student concerned will be given the opportunity to finish and hand in the examination.
- 3 No later than within 2 weeks after the board of examiners has taken note of the suspicion of academic dishonesty, the student will be given the opportunity to be heard by the board of examiners. The board of examiners may – acting either ex officio or at the student's request – obtain information from witnesses and/or experts. Furthermore, the board of examiners must have the possibility to carry out any investigations that it deems necessary.
- 4 The board of examiners will lay down all findings in a written report.
- 5 The board of examiners will check whether the student's behaviour that was observed complies with the criteria of academic dishonesty as specified in these regulations, and will inform the student, no later than within 2 weeks after he has been heard, of its decision and – if applicable - disciplinary measures in writing, stating the possibility to appeal to the Examinations Appeals Board.
- 6 The student will have the possibility to appeal (within six weeks after announcement of the decision of the board of examiners) to the Examination Appeals Board against the decision. The appeal procedure is described in the Code of Order of the CBE Breda University of Applied Sciences.

### 5.15.3 Disciplinary measures

- 1 In the event that academic dishonesty is proven, the board of examiners may impose one of the following disciplinary measures:
  - a revoke the student's right to sit one or more examinations, to be designated by the board of examiners, during a term of one year at the most, to be determined by the board of examiners, or
  - b declare the fraudulent examination invalid. In the academic progress system 'Osiris', this will result in a recorded mark of 'FR', or
  - c a combination of a and b.
 Any previous incidents of academic dishonesty will be involved in determining the severity of the disciplinary measure.



- 2 On the proposal of the board of examiners, the Executive Board may decide to definitively terminate the student's enrolment on his study programme in the case of serious academic dishonesty.
- 3 In the event of a case of academic dishonesty, the Executive Board of Breda University of Applied Sciences may file a report with police or justice officials.
- 4 Cases of academic dishonesty established after degree completion will be reported to police or justice officials by Breda University of Applied Sciences. Moreover, the degree certificate will subsequently be declared invalid and/or the degree title will be revoked. The student will promptly return his degree certificate to the institute upon first request. The institute will ensure that the degree awarded will be revoked in all formal registers and that the degree certificate will be destroyed.

#### **Article 5.16 Examination Certificates**

WHW article 7.11 paragraph 1  
Selection list Breda University of Applied Sciences

- 1 As proof of an examination having been passed, the examiner concerned will issue a written piece of evidence. The registration of the confirmed result in Osiris will also be regarded as evidence.
- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.5, section 2 cannot yet be awarded, will receive – upon his own request - a written certified statement from the board of examiners listing the examinations passed. Students have to submit a written request for this statement themselves to the chair of the board of examiners.

## Chapter 6 Final Exams

### Article 6.1 Exam Concluding the Propaedeutic Phase

WHW articles 7.8 and 7.10

A student will pass the propaedeutic exam, if he has met the completion requirements of all the examinations that go with the courses of the propaedeutic phase of the study programme. This exam is the first exam of the HBO study programme. Passing this exam will earn the student 60 ECTS credits. The compensation possibilities as mentioned in article 6.4 will be applicable in this process.

### Article 6.2 Exam Concluding the Main Phase (Final Exam)

WHW article 7.10

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

- 1 A student will pass the final exam of the main phase, if he has passed the propaedeutic exam and if he has met the completion requirements of all the examinations that go with the courses of the main phase. Passing this exam will earn the student 180 ECTS credits. The compensation possibilities as mentioned in article 6.4 will be applicable in this process.
- 2 The final exam is the second exam of the HBO bachelor's programme. If a student has passed both the propaedeutic exam and the final exam, he 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.

### Article 6.3 Final exam as a part of the associate degree programme

Not applicable.

### Article 6.4 Compensation Possibilities

#### 6.4.1 General

If a compensation arrangement is in effect between courses, the following will apply:

- the result of a course to be compensated is at least a 4.5,
- additionally, if a course consists of several partial examinations, a minimum result of 4.5 must have been obtained for these partial examinations.

#### 6.4.2 Additional provisions in the propaedeutic phase

- 1 The weighted average of all courses must be 5.5 or higher.
- 2 Compensation will be granted if:
  - a. Not a single course on the list of marks has been completed with a result of 'NVD' (fail) or 'GK' (missed opportunity);
  - b. A maximum of five academic results of higher than or equal to 4.5 and lower than 5.5 are on the list of marks.

### **6.4.3 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 The weighted average of all courses must be 5.5 or higher.
- 3 Compensation will be granted if:
  - a. Not a single course on the list of marks has been completed with a result of 'NVD' (fail) or 'GK' (missed opportunity);
  - b. As for the second year: a maximum of two academic results of higher than or equal to 4.5 and lower than 5.5 are on the list of marks;
  - c. As for the third year: a maximum of one academic result of higher than or equal to 4.5 and lower than 5.5 is on the list of marks.
- 4 Results obtained in an honours or minor programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).

### **6.4.4 Additional provisions in the Associate Degree**

Not applicable.

## **Article 6.5 Announcement of Final Exam Results**

WHW article 7.11 paragraphs 2 and 4

- 1 In its exam meeting, the board of examiners will establish the results of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme). The names of the students who comply with the requirements of the final exams (of the propaedeutic phase, the main phase, or the associate degree programme) will be registered in an official report ('proces verbaal') pursuant to the final exam meeting.
- 2 As proof of the final exam having been passed, the board of examiners will issue a degree certificate with attendant list of marks. The board of examiners has been mandated to do so by the Executive Board. Furthermore, students who have passed the final exam of the main phase or the associate degree programme, will be awarded a 'diploma supplement'. Certificates, list of marks, and diploma supplements are in compliance with the regulations and procedures of Breda University of Applied Sciences.
- 3 If the student is attending one or more courses which are not part of the curriculum, the results will be presented in the 'other' category on the list of marks.
- 4 The marks on the list of marks that is attached to the certificate of the propaedeutic phase, main phase, or associate degree phase are rounded to one decimal place (ranging from n.0 to n.9).
- 5 The student's Grade Point Average (GPA) will be included in the list of marks to represent the student's performance compared to international standards.
- 6 The GPA is determined by taking the weighted average of the results obtained within the curriculum. The GPA is expressed on a scale from 1 through 4, to two decimal places accurately. For information about calculating the weighted average, you are referred to appendix 6. An explanation of the GPA value will be included in the diploma supplement. In addition, a complete conversion table (from weighted average to GPA) is available via the portal and on the internet.

## **Article 6.6 Degrees Conferred**

WHW article 7.10a

### **6.6.1 HBO bachelor's degree**

The Executive Board will confer the bachelor's degree on 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).

### **6.6.2 Associate degree**

WHW article 7.10b

Not applicable.

## **Article 6.7 'Cum Laude' Distinction**

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

## Chapter 7 Committees

### Article 7.1 Board of Examiners

WHW article 7.12 and 7.12b

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

### Article 7.2 Other Committees

#### 7.2.1 Degree programme committee

- 1 The degree programme committee is a formal co-decision body with the legal task of providing solicited and unsolicited advice to the management of the degree programme with regard to the Teaching and Examination Regulations and their implementation, as well as numerous education-related matters.
- 2 In addition to the right to prior consultation, the degree programme committee has the right of consent with regard to some components of the Teaching and Examination Regulations.

#### 7.2.2 Cluster committee

- 1 The SLM academy has two clusters: the Built Environment cluster and the Logistics cluster. Each cluster has a cluster committee which is charged with discussing matters relating to subject matter content and education. The cluster committee can offer solicited or unsolicited advice, about all matters relating to the organisation of the curriculum of the degree programmes, to the degree programme manager and to the degree programme committee.
- 2 The cluster committee consists of the members of the degree programme team of the relevant degree programmes. The programme manager is chair of the cluster committee, unless this task has been delegated to someone else. The cluster committee's meetings are public, unless the chair decides otherwise.

## **Chapter 8      Adoption and Amendment of the Teaching and Examination Regulations**

### **Article 8.1      Adoption and Entering into Effect**

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

### **Article 8.2      Amendments**

- 1      Amendments that apply to the academic year to which the TER relate will only be made if they do not harm the interests of the students. Exceptions in this respect concern amendments that are a direct consequence of a legislative change.
- 2      Amendments will furthermore not affect:
  - Examinations passed;
  - Exemptions granted;
  - Any other decisions, already taken with regard to a student by the board of examiners pursuant to these regulations.
- 3      If an amendment relates to the academy-specific part of the TER, sections 4, 5 and 7 will apply. If an amendment relates to the general TER framework, sections 6 and 7 will apply.
- 4      An academy-specific amendment must not conflict with the TER framework. The decision will require approval from the academy director. Additionally consent from the degree programme committee will be required.
- 5      The proposed amendment will be submitted for adoption to the Executive Board. If the Executive Board rejects the amendment, the original TER will remain in force.
- 6      Any amendments to the TER framework will be submitted to the Executive Board for adoption. The Participation Council will have the right of consent.
- 7      Definitive amendments to the TER will be communicated to the persons concerned through the usual channels within the academy in the form of an overview of amendments (possibly in cumulative form).

### **Article 8.3 Unforeseen Circumstances**

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

## Chapter 9 Additional Provisions

### Article 9.1 Hardship Clause

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

### Article 9.2 Retention Periods

Selection List Breda University of Applied Sciences

#### 9.2.1 Retention period of exemption decisions

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

#### 9.2.2 Retention period of study recommendations

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

#### 9.2.3 Retention period of examinations

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



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

#### **9.2.4 Retention period of examination certificates**

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

#### **9.2.5 Retention period of degree certificates**

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

#### **9.2.6 Retention period of academic dishonesty cases**

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

### **9.2.7 Retention period of appeal cases**

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

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

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

WHW article 7.2

## 1 General

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

## 2 Additional provisions

- 1 If the study programme is taught in English entirely, academy staff and students are obliged to use the English language in the following cases:
  - a In official education-related documents (like the teaching and examination regulations and study guides)
  - b In the course materials made available by the academy (like lecture notes and readers)
  - c In all teaching / study activities
  - d In all contacts with organisational units of the academy
- 2 If only one or a few courses (such as a minor) is / are delivered in English, academy staff and students are obliged to use the English language in the following cases:
  - a In official documents that relate to the course in question (such as study guides)
  - b In the course materials made available by the academy (like lecture notes and readers)
  - c In all teaching / study activities of this course
- 3 The use of the English language by Dutch students is not obligatory in the following cases:
  - a Contacts with the student counsellor
  - b Contacts with staff members of other academies / study programmes
  - c Contacts with the Executive Board

## Appendix 2 Competencies

### 2.1 Built Environment

The hbo graduate from the Built Environment programme with the Bachelor of Science degree has the following competencies:

#### 1 Initiating and directing

You identify and analyse, from a helicopter view and a broad-based market orientation, for the societally relevant projects. You are capable of formulating the preconditions, the requirements and objectives. You can describe, monitor and adjust the process.

#### 2 Designing

The design may be a plan, model, advisory report/statement, or spatial / technical design. You create the design based on a predetermined schedule of requirements, you investigate different solutions and variants, and make a well-considered choice.

#### 3 Specifying

You draw up the specifications in connection with formulating the ambitions, preconditions and feasibilities, in such a way that this gives direction to the product.

#### 4 Execution

You execute a design by preparing, pursuing, monitoring and adjusting the execution phase.

#### 5 Management

You draw up a management and maintenance plan for the purpose of maintaining the quality level achieved.

#### 6 Monitoring, testing, evaluating

You are capable of objectively monitoring and evaluating the results delivered. Following this, you can make adjustments and improvement proposals and put these forward.

#### 7 Research

You are capable of analysing a problem and identifying the question.

You can set up and execute practice-oriented research, and evaluate this as an iterative process.

You make use of suitable methods and techniques and, in this process, you display a critical, investigative and enterprising attitude.

#### 8 Communicating and cooperating

You communicate profession-oriented information to the industry, colleagues, and the target groups to be established (clients, commissioners, other stakeholders). You are able to communicate internally and externally in a way that is appropriate to the target group. Communication comprises the entire spectrum in which information is received, provided and shared. You focus on cooperating and constructive coordination with stakeholders and target groups.

#### 9 Managing and innovating

You manage and direct processes, in order to achieve the goals. You are self-managing and you reflect on your own performance. You are proactive, take initiatives and are capable of thinking and working 'outside the box'.

#### 10 Integrated working approach

Based on your own expertise or area of specialisation, you are capable of cooperating with people who have another kind of expertise or area of specialisation, in order to find a solution to a complex issue.

## 2.2 *Logistics Management*

The hbo graduate from the Logistics Management programme with the Bachelor of Science degree has the following competencies:

The logistics and economics manager focuses on process optimisation in organisations and chains, from an economic perspective. Attention is directed to sales & marketing, purchasing, business economics and administration, business management processes and legal aspects, such as delivery conditions and service level agreements. In this process, the economically-oriented logistics expert takes into consideration, in general, developments in the area of the network economy, and in particular, developments in information and communication technology (e.g. modern communication media), globalisation (changes in economic relations on a global scale) and chain and network thinking. Topics dealt with include commercial, information and communication technological, and legal aspects of the entire chain and the entire network.

The subcompetencies have been formulated at exit level, which is the level that logistics experts will have attained upon graduation.

### A. Developing policy:

1. Conducts research based on analysis and translates external and internal developments into consequences for the organisation and its stakeholders.
2. Formulates policy in one or more logistics domains.
3. Contributes to the development of business relations, chains and networks in conjunction with economic developments.

### B. Managing work activities

1. Manages the execution of processes within the logistics domains.
2. Is able to set up, control and improve logistics processes.
3. Applies management techniques.
4. Provides support in the development, implementation and evaluation of change processes within organisations.

### C. Execution

1. Plans logistics operations and ensures that they are executed.
2. Identifies problems within the logistics operations, determines corrective actions, and ensures that these actions are implemented.
3. Monitors performance within all logistics domains.

### D. Social and communicative subcompetencies

1. Cooperates with others in a professional setting and contemplates, together with others, the objectives and structure of the organisation, in which multidisciplinary, interdisciplinarity, collegiality and leadership are key characteristics.
2. Communicates effectively and in a business-like manner in the current corporate language and in relevant professional situations on all levels.
3. Takes into account national and international cultural differences.

### E. Self-directing subcompetency

1. Manages and regulates his/her own development in terms of learning.
2. Has a professional attitude.
3. Operates in a professionally, ethically and socially responsible manner.
4. Contributes to the development of his/her profession breadthwise.

## 2.3 *Logistics Engineering*

The hbo graduate from the Logistics Engineering programme with the Bachelor of Science degree has the following competencies:

The technically-oriented logistics expert focuses on the process-related and technical optimisation of the global chain within the economic objectives of the business. Technology and processes - with attention for management and control, and the application and use of IT as well as technically-oriented logistics resources – make up a key concern. Chain and network thinking is very important here too. Topics dealt with include aspects relating to information and communication technology, the process control side, the optimisation of intermodal as well as synchromodal transport, throughout the entire chain.

The subcompetencies have been formulated at exit level, which is the level that logistics experts will have attained upon graduation.

### A. Developing policy

1. Obtains an insight into logistics issues based on analysis.
2. Studies a logistics issue (possibly a technically-oriented one), designs a process or method, and provides advice on these matters.
3. Contributes to the development and organisation of chains and networks in conjunction with technical developments.

### B. Managing work activities

1. Manages operational processes in the area of logistics.
2. Plans and prepares (in a technical sense), details and specifies, budgets and contracts logistics activities.
3. Is able to set up, control and improve logistics processes.
4. Provides support in the development, implementation and evaluation of change processes within organisations.

### C. Execution

1. Ensures execution and control of logistics operations.
2. Identifies problems within logistics operations, determines corrective actions, and ensures that these actions are implemented.
3. Creates and implements new processes or methods in logistics operations (possibly technically oriented ones).

### D. Social and communicative subcompetencies

1. Cooperates with others in a professional setting and contemplates, together with others, the objectives and structure of the organisation, in which multidisciplinary, interdisciplinarity, collegiality and leadership are key characteristics.
2. Communicates effectively and in a business-like manner in the current corporate language and in relevant professional situations on all levels.
3. Takes into account national and international cultural differences.

### E. Self-directing subcompetency

1. Manages and regulates his/her own development in terms of learning.
2. Has a professional attitude.
3. Operates in a professionally, ethically and socially responsible manner.
4. Contributes to the development of his/her profession breadthwise.

## Appendix 3 Curriculum Overview

The curricula of the degree programmes of:

- Built Environment
- Logistics Engineering
- Logistiek Management

have been incorporated in several study guides. The provisions of these study guides are deemed to be part of these TER.

The minor programmes can also be found in the study guides.

## **Appendix 4 Minors, Honours and Other Specialisation Options**

Breda University of Applied Sciences offers the following institute wide education:

### **A Institute-wide minors**

- 1 Co-creating Events & Designing Experiences
- 2 Resilient Entrepreneurship
- 3 Modern Business in a changing world
- 4 Making Places & Shaping Destinations
- 5 Sustainability, Social Responsibility and Professional Identity

### **B Honour Entrepreneurship**

### **C Attraction and Theme Parks Management (not applicable)**

### **D Strategic Business Management and Marketing**



## A Institute-wide minors

### 1 Co-creating Events & Designing Experiences (AEDE.18 minor)

<b>Short description/ subjects of the minor</b>	<p>The minor focuses on co-creating events with a variety of stakeholders (including students from different academies). Strategy, Concept design, Branding, City-marketing, (trans&amp;social) Media, Hospitality (including food concepts), Event logistics and Crowd Control are key elements and competencies in this minor. Part of this minor is to set up and organize your own event for a real life commissioner.</p> <p>The developers and organizers of this wide Event minor believe in the strength of events as a strategic marketing tool. We see the benefits of strengthen brands through events and believe that we can empower events by making brands of them. So what is going to happen if you bring all knowledge, experience and skills of the different academies together, both students and lecturers? Then you can design and organize the “perfect event”! So our aim is to bring together students and professionals from different academies. Of course you should be willing to share your knowledge and experience and furthermore you see the challenge of creating public or business events.</p> <p>Whether these events are green, entertaining, innovative, commercial or in one way or another generates social development, we are going to explore together all the relevant aspects of professional events.</p>
<b>Learning goals/ competencies</b>	<ol style="list-style-type: none"> <li>1. Learning about different typologies of events: public/private, free/entrance fee, etc.</li> <li>2. Marketing of events &amp; events as a marketing tool; including developments in transmedia and social media</li> <li>3. Event design: use of professional instruments like the experience and touchpoint model, customer journey, value research and different Imagineering tools</li> <li>4. Creating awareness about process design and crowd management concepts in any kind of event</li> <li>5. Getting insight in hospitality experience design and food concepts</li> <li>6. Learn about the impact of events on cities and countries and the link between sustainability and events.</li> </ol>

	competencies/professional tasks	teaching method (lecture, seminar etc.)	contact hours per method	self-study hours	total ECTS test of course	Test element	weight %	min. grade course	Exam in calendar week	Resit in calendar week	test form	testing time in hours
<b>Core Module 30 ects</b> AEDE4.CCEVD-02	Event organization	supervising group by lecturer	71	260	9	Large assignment (strategy&concept, media, lo	30	5,5	w eek 49	w eek 03	report & presentation 1/2 hour per group	1/2 per group
	Event organization & Execution skills	supervising group by lecturer	60	160	9	Large real life assignment	30	5,5	w eek 43-03	w eek 03	report & real life execution	does not apply
	Analysing & presentation skills	lectures & supervising group by lecturer	8	30	2	Sector analysis	7	5,5	w eek 38	w eek 03	presentation	1/2 hour per group
	Analysing skills	lectures & supervising group by lecturer	8	30	2	Mystery guest experience	7	5,5	w eek 41	w eek 03	report	does not apply
	Event organization, execution & presenting skills	supervising group by lecturer	8	60	4	Participation congressstival	13	5,5	w eek 04	w eek 06	presentation	1/2 hour per group
	All minor competencies	(individual) supervising by lecturer	1	60	4	Oral exam on the basis of a Portfolio	13	5,5	w eekm 05	w eek 06	blog/portfolio	oral end exam 1 hour

## 2 Resilient Entrepreneurship (AREM.18 minor)

<b>Short description/ subjects of the minor</b>	In the program a link will be made between the creativity discipline (right brain) and the entrepreneurial discipline (left brain). In the course students will be challenged to develop, create and change. Moreover, students will be encouraged to focus on results and outcomes, and ultimately create a feasible business model.
<b>Learning goals/</b>	<p>Creativity and Entrepreneurship are leading themes in the new economy (service-based economy) and the creative industry. Revolving around these themes, the minor in Creative Entrepreneurship builds a bridge between creativity and entrepreneurship</p> <ol style="list-style-type: none"> <li>1. Understanding creativity (process, generating ideas, individual and in organisations)</li> <li>2. Understanding innovation (types, sources, barriers (market/organisational, individual)</li> <li>3. Understanding entrepreneurship (extreme uncertainty, lean start- up, personal characteristics)</li> <li>4. Developing a concept and strategy fit for a fast-changing marketplace</li> <li>5. Developing a successful, agile and sustainable business model</li> </ol>
<b>Competencies</b>	<ol style="list-style-type: none"> <li>1. Exploration with an open mind-set</li> <li>2. Creating new business concepts</li> <li>3. Developing a vision based on internal and external values</li> <li>4. Developing sustainable business models</li> </ol>

	Coursecode	Name Course	Competencies / professional tasks	Teaching method (lecture, seminar etc)	Contact hours per method	self-study hours	Total ECTS course	Test element	ECTS test element	Weight %	min. grade course	min. grade test	Test form
<b>Courses 30 ECTS</b>	AREM4.BTC-01	Boostcamp	Marketing, Research, Imagineering	Lecture/w orkshops	70	20	2	TEST01 Participation on Level	2	100%	Pass	Pass	Participation
	AREM4.CPR-02	Case Product	Develop a business case	Lecture/w orkshops	80	140	8	TEST01 Team Assignment	8	100%	5,5	5,5	Assignment
	AREM4.DPR-02	Dream Product	Develop a business case	Lecture/w orkshops	80	140	10	TEST01 Individual Assignment	10	100%	5,5	5,5	Assignment
	AREM4.DRV-02	Drive	Entrepreneurship Development	Coach meeting	15	120	5	TEST01 Pre-plan and 'live up to'	5	100%	Pass	Pass	Assignment
	AREM4.ODR-02	Overdrive	Entrepreneurship Development	Coach meeting	15	120	5	TEST01 Pre-plan and 'live up to'	5	100%	Pass	Pass	Assignment

### 3 Modern Business in a changing world (AMBC.18MINOR)

<b>Short description/ subjects of the minor</b>	You are provided with workshops around five themes: Change Management, Project Management, Behavior, Strategy & Innovation, and Learning & Development.
<b>Learning goals/ competencies</b>	Your overall goal for the change minor is to develop the competence to successfully plan, execute, and evaluate organizational change.

	<b>competencies /professional tasks</b>	<b>teaching method (lecture, seminar etc.)</b>	<b>Test element</b>	<b>weight %</b>	<b>min. grade test</b>	<b>Exam in calendar week</b>	<b>Resit in calendar week</b>
<b>Course 30 ECTS credits</b>	Successful planning, executing, and evaluation of organizational change	Workshops, project work	Exam		Sufficient	38	40
			Intermediate report 1		Sufficient	39	41
			Literature study	20	5,5	43	47
			Intermediate report 2		Sufficient	45	47
			Field research	20	5,5	46	50
			Peer evaluation		Sufficient	47	2
			Portfolio		Sufficient	50	3
			Assessment talk	10	5,5	3/4	5
			Final report	20	5,5	3	5
			Final presentation	30	5,5	4	5

#### 4 Making Places & Shaping Destinations (AMPD.18MINOR)

<b>Short description/ subjects of the minor</b>	<p>Geographical areas (cities, but also natural areas, beaches, etc.) are physical places where residents and visitors meet and interact. The examples of Amsterdam and Barcelona show that this interaction leads to tensions, but also offers possibilities. The minor will focus on the interaction between these actors and zoom in on the way in which geographical places develop and destinations are created and shaped.</p> <p>It includes topics on management, sustainably placemaking &amp; branding, urban design, technology, governance, economics hospitality, digital storytelling and visitor experiences. The minor touches specifically on understanding cultural identities in places, as well as management and online marketing of destinations.</p> <p>To be successful in placemaking and destination management, good analytical skills, a critical sense and understanding of context-related issues, and the ability to deal with that in a strategically way, are crucial.</p> <p>Tourism interacts with (urban) societies at multi-sectoral and interdisciplinary level. Tourism services are the result of combined efforts of different stakeholders or actors (private and public), a complex phenomenon with many interdependencies.</p> <p>The course will be bringing a real-life case study (Rio de Janeiro &amp; Silva Jardim in Brazil, Antwerp, Rotterdam) into education and connect with business partners in cities (experts) to involve their professional expertise. This course will widen and broaden the knowledge of students interested in taking this minor related to placemaking and shaping (tourism) destinations.</p>
<b>Learning goals/ competencies</b>	<ol style="list-style-type: none"> <li>1. examining the relationship between tourism businesses and the geographical space in which they develop from an economic, environmental and socio-cultural perspective</li> <li>2. understanding the complexity of destination governance (theory and practice)</li> <li>3. applying place-making concepts to cities and tourism destinations,</li> <li>4. analysing and identifying the reasons why places need to adopt different place-making strategies</li> <li>5. understanding the impact of digital technologies of Destination Management Systems (DMS), related to effective customer journeys</li> <li>6. acquiring depth of knowledge with regard to internal and external environmental issues and their impact(s) on destination branding strategy</li> <li>7. to define the public space by mapping its functional and social use - to address shortcomings and improvement plans in public space.</li> </ol>

	Coursecode	Name Course	Term		teaching method (lecture, seminar etc.)	contact hours per method	self-study hours	total ECTS course	Test element	ects test element	min. grade course	Exam in calendar week	Registration period Osiris exam	Resit in calendar week	Registration period Osiris resit	test form
			A	B												
<b>Courses 30 ECTS</b>	AMPD4.INT-01	Introduction to each other: Concept, Perspectives, Knowledge Production	X	X	Lecture and presentations	7	49	2	TOETS01 Assignment	2	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.DGE-02	Destination Governance & Economics	X		Lectures and seminars	60	108	6	TOETS01 Assignment 1	6	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.DMP-02	Sustainable Placemaking and Branding	X		Lectures and places visits	70	98	6	TOETS01 Assignment 1	6	5,5	44	A 02 oct - 08 oct	3	RESIT-A 04 dec - 10 dec	assignment
	AMPD4.PLCI-02	Playable City; Urban Design and Digital Technologies	X	X	Lectures and areas visits	60	108	6	TOETS01 Assignment 1	6	5,5	2	B 27 nov - 03 dec	4	RESIT-B 04 dec - 10 dec	assignment
	AMPD4.FIE-01	Fieldwork		X	Synthesis, preparation	31	249	10	TOETS01 Assignment & Presentation	10	5,5	4	B 27 nov - 03 dec	4	RESIT-B 04 dec - 10 dec	assignment & presentation

For competences see the LMS

## 5 Sustainability, Social Responsibility and Professional Identity (ASSP18.MINOR)

<b>Short description/ subjects of the minor</b>	This minor is based on combining three main topics: sustainability, social responsibility and professional identity. Insights from these three fields are used to develop a clear and deep understanding of what a professional in fields relevant to the institute could and should pursue from a social responsibility perspective. Students are encouraged and supported in developing their own identity as a professional.
<b>Learning goals</b>	The main learning outcome is for students to develop their own professional identity and for this identity to be supported by broad and in-depth knowledge, skills and attitudes related to social responsibility as a professional.

	coursecode	Name	ECTS credits	Exam	min. grade course	Value	min. grade exam	weight %	test form
<b>Courses 30 ECTS</b>	ASSP4.PPE-02	Learning Journal	10	Intermediate Learning Journal - Assignment 1	5,5	Pass/fail	5,5	0%	Written report
				Final Learning Journal - Assignment 2		Grade	5,5	100%	Written report
	ASSP4.POA-01	Plan of Approach	5	Plan of Approach - Assignment	5,5	Pass/fail	5,5	100%	Written report
	ASSP4.FA-01	Final assignment	15	Final assignment	5,5	Grade	5,5	100%	Written report

## B Honour Entrepreneurship (CENT.17HONOURS)

	coursecode	compulsary or elective course	Name	total ECTS course	Test element	weight %	min. grade test	test results	Registration Osiris
<b>COURSES 20 ECTS</b>	AENTH.ESK-01C	elective	Entrepreneurial Skills	6	TOETS01 Entrepreneurial Skills	100%	5,5	VD/NVD	YEAR
	AENTH.BM1-01C	elective	Business Modelling 1	6	TOETS01 Business Modelling 1	100%	5,5	VD/NVD	YEAR
	AENTH.SBI-01C	elective	Sustainable Business Innovation	4	TOETS01 Sustainable Business Innovation	100%	5,5	VD/NVD	YEAR
	AENTH.BM2-01C	elective	Business Modelling 2	4	TOETS01 Business Modelling 2	100%	5,5	VD/NVD	YEAR

### C Attractions and Theme Parks Management (not applicable)

### D Strategic Business Management and Marketing

Name	Term in which course is held				Teaching method (lecture, seminar etc.)	Contact hours per method	Self-study hours	Total ECTS course	Test element <sup>1, 2</sup>	Ects test element	Weight %	Min. grade course	Min. grade test	Test form (written, MC, assignment etc.)
	A	B	C	D										
Research Methods	A				HC, WC	42	42	12	TOETS01 Qualitative Res. Methods	3	25%	6,0	6,0	Written
		B			HC, WC	56	56		TOETS02 Quantitative Res. Methods	4	33%		6,0	Written
			C		HC, WC, Training	60	80		TOETS03 Statistics + SPSS	5	42%		6,0	Written
Introduction into Social Sciences		B			HC	28	56	3	TOETS01 Social-Psych. appr. consumer behavior	3	100%	6,0	6,0	Written
Business Administration	A	B			HC, WC	28	56	9	TOETS01 Strategic Management	6	67%	6,0	6,0	Written
	A				HC, WC, Consult	42	42		TOETS02 Final Appraisal	3	33%		6,0	Written
Adv. Strat. Marketing	A				HC, WC	42	42	12	TOETS01 Advanced Strategic Marketing	3	25%	6,0	6,0	Written
		B			HC	28	56		TOETS02 Marketing Communication & Social Media	3	25%		6,0	Paper
		B			HC, WC	28	56		TOETS03 E- Business	3	25%		6,0	Written
	A				HC	28	56		TOETS04 CRM	3	25%		6,0	Written
Research Practica Training	A	B	C	D	WC	64	160	6	TOETS01 Res. Practica Training <sup>3</sup>	6	100%	6,0	6,0	?
Dissertation Research Project	A	B	C	D				18	TOETS01 Dissertation Research Project	18	100%	6,0	6,0	Thesis
Honours programme, dissertation	A	B	C	D				15	TOETS01 Honours programme, dissertation	15	100%	6,0	6,0	

1= Registration by backoffice Osiris; 2= test resultaten numeriek met 1 decimaal; 3= test results: VD/NVD

## Appendix 5      Registration for a minor programme

- 1      Timely registration for a minor is a condition for being allowed to take part. To register for a minor, students are to make use of Osiris.
- 2      Registration for minors will be open during the last two weeks of March. The student will be informed of this.
- 3      Every student can register for one minor at the most. If any admission requirements apply to a minor, then these are mentioned in the TER of the academy that offers the minor.
- 4      If the regular registration period has passed, the student is offered the opportunity to register after the registration deadline via the secretarial office of his own academy. This involves service charges (€15). This extra (late) registration possibility is possible up to no later than two weeks after the regular registration period has closed. Breda University of Applied Sciences retains the right to refuse late registration if the available capacity of the minor has been reached.
- 5      Contrary to section 4, the student who indicated in Osiris that he opts for an external minor will be subject to a different registration period should this student register for an minor of Breda University of Applied Sciences after all. The service charges will not apply in this case.
- 6      If it turns out that the number of registrations for a minor is higher than the places available on it, students will be selected by draw. Students who do not get selected, will be notified of this. These students will be given the opportunity to register for another minor (free of charge). In the case of an academy-specific minor, a selection procedure may be applicable too.
- 7      No later than at the beginning of June, all students who registered for a minor<sup>10</sup> will receive a confirmation of placement into the minor.
- 8      If registration was impossible due to personal circumstances, the student may request the board of examiners for another possibility to register.

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<sup>10</sup> Please mind: registration for a minor is not the same as registration for examinations within a minor. This is something that has to be done separately. Article 5.5 applies to registration for examinations.

## Appendix 6 Assessment and Completion

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

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

- a pass or fail; without numerical equivalent.

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

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

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

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

Example:

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

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



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

## Appendix 7 Decision-making model for postponement of placement report deadline

### Decision-making model for postponement of placement report deadline

Guiding principles:

1. A placement period lasts 14 weeks
2. There are two regular placement periods per year, i.e. September/November and April/June.
3. The placement report is to be submitted by a date as scheduled in the annual calendar.
4. Extensions can only be granted by the placement coordinator and/or the board of examiners, as specified in the table below.

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

	Situation	Procedure
1	Student is "not quite finished".	Placement coordinator is authorised to grant a 1-week extension upon the student's request
2	During the placement period, a delay has occurred due to special personal and/or technical circumstances.	A proposal is made for a tailor-made solution, depending on the nature and duration of the circumstances. This proposal is submitted by the supervising lecturer and the placement coordinator to the board of examiners, who will accept or reject the proposal.
3	Student is doing his/her placement abroad, and wants to spend some more time abroad after finishing his/her placement.	For the April-June placement period, it is possible for the placement presentation to take place in the final weeks of August. The deadline for submitting the placement report, however, remains the same.

## Appendix 8 Decision-making model for postponement of graduation report deadline

### Decision-making model for postponement of graduation report deadline

#### Guiding principles

1. A graduation period lasts 17 weeks.
2. There are two regular graduation opportunities per year, i.e. January and June, which come with two second opportunities each (if the student's mark = 5), in March and August respectively.
3. The graduation report is to be submitted by a date as scheduled in the annual calendar.
4. Extensions can only be granted by the graduation coordinator and/or the board of examiners, as specified in the table below.

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

	Situation	Procedure
1	Student is "not quite finished".	Graduation coordinator is authorised to grant a 1-week extension upon the student's request
2	At the end of the graduation period, the supervising lecturer has doubts about whether the student will attain the final required level.	The student will still present his/her graduation report. If he/she fails, and scores a mark of 5, he/she will have to take a second attempt. If the mark is lower than 5, the student will have to do a new graduation project.
3	During the graduation period, a delay has occurred due to special personal and/or technical circumstances.	A proposal is made for a tailor-made solution, depending on the nature and duration of the circumstances. This proposal is submitted by the supervising lecturer and the graduation coordinator to the board of examiners, who will accept or reject the proposal.

NB. In the exceptional situation when a chair of the assessment committee expects that the thesis in question is of such a low level that it will be assessed with an extremely low mark, he/she will consult with the supervising lecturer of the student concerned, and he/she may advise the student to withdraw his/her thesis.

In that case, the right to a second opportunity will cease to exist, and the student will have to do a new graduation project.

## Appendix 9 Double degree programme

The student who qualifies for participation in a Double Degree programme for the Dutch-taught programmes of Logistics Management and Logistics Engineering will be required to complete the following programme:

	Students on the Logistics Management programme will complete the following extra components:		Students on the Logistics Engineering programme will complete the following extra components:	
Year of study	Course	ECTS credits	Course	ECTS credits
1	Material Handling	3	Professional English 2	3
2	Automatiseringstechnieken Fabricagesystemen Vrije studieruimte 1 en 2	2 3 2	Professional English 3 Professional English 4 Professional English 5 Sales Management Vrije studieruimte 1 en 2	2 2 2 2 2
3	ICT & Logistics 2 Simulatie	3 2	Handelsverkeersrecht Marketing	3 2

The student who qualifies for participation in a Double Degree programme for the English-taught programmes of Logistics Management and Logistics Engineering will be required to complete the following programme:

	Students on the Logistics Management programme (English-taught) will complete the following extra components:		Students on the Logistics Engineering programme (English-taught) will complete the following extra components:	
Year of study	Course	ECTS credits	Course	ECTS credits
1	Material Handling	3	Marketing	3
2	Automation Technology Free Electives1 en 2	2 2	Sales Management Free Electives1 en 2	2 2
3	ICT & Logistics 2 Simulation	3 2	Business Communication & Ethics Company Analysis	3 2

## **Appendix 10 Transitional arrangement**

Notwithstanding the provisions of article 5.4 section 6, there are no additional transitional arrangements.

## **Appendix 11    Mentorship talks / interviews**

### **Group meetings**

In trimesters 1 and 3, informative group meetings per degree programme are held. In these meetings you will receive information which is relevant to you at that particular point in time and you will have an opportunity to ask questions about anything that isn't clear to you. Moreover, the results of the trimester evaluations will be announced.

Please note: these meetings are usually not scheduled until the study timetables have already been finalised. You will be informed of the dates via webmail, your study timetable, or the LSM system. So make sure to keep an eye on these communication channels.

### **Optional individual talks with your mentor:**

In the 2nd trimester you can make an optional (extra) appointment with your mentor to look back on the past period together (based on your marks, among other things) or to discuss any other matters, such as study problems or other things that are important to you.

### **Individual talk**

To prepare for the talk, you look back on your performance during the past trimester. If you have developed the habit of collecting and recording (on your PC, in your head or on paper) all relevant information on yourself and your studies, it will not really be that much work to list all your impressions and experiences to see how you have developed professionally over the past period. Which competencies have you developed and where can you make necessary improvements? You think about the problems that you encountered and how you dealt with these. You think back about the feedback that you received from lecturers, your project supervisor and your fellow students, and you review your results in Osiris (obtained so far). Is there anything that stands out? Perhaps you can describe certain situations in which you give an example of competencies or skills that you master or don't master and which ones you have difficulty with.