

TER HBO Bachelor in Leisure & Events Management

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	Academy for Leisure
Study programme	HBO Bachelor in Leisure & Events Management
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Based on General TER Framework for HBO bachelor's programmes 2018-2019	
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Chapter 1 General

Article 1.1 Definitions

When applying these regulations, the following is meant by:

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

	programmes of the institute has its own board of examiners. Also see the Regulations pertaining to Boards of Examiners.
Competency	A competency is, based on knowledge, skills and attitudes, competent acting and meta-acting, in a certain role and professional context, and at a certain level.
Competency-based education	A type of education in which the final objectives are expressed in terms of competencies.
Competency exam	An exam aimed at testing a student's level of competency mastery, and which constitutes the final part of an educational phase.
Course	A part of a study programme that is concluded by means of an examination. The study load of a course is, in principle, expressed in whole ECTS credits. If necessary, however, a maximum of two decimal places can be applied.
CROHO	The Central Register of Higher Education Programmes in the Netherlands, as referred to in article 6.13 paragraph 1 of the WHW.
CROHO domain	Classification by education sectors.
Curriculum	An interrelated set of courses for a particular study programme, including assessment/marketing standards.
Degree certificate	A certificate awarded by the board of examiners, as referred to in article 7.11 paragraph 2 of the WHW, to prove that the final exam of a study programme has been completed successfully.
Degree programme committee	A participation body, established for a study programme or group of study programmes, as referred to in WHW article 10.3c, which has the right of consent ¹ and the right to prior consultation with regard to parts of the TER. Also see the Regulations pertaining to Degree Programme Committees.
Diploma supplement	A supplement to the degree certificate, as referred to in WHW article 7.11 paragraph 4, with the aim of providing an insight into the nature and content of the study programme completed, partly with a view to the international recognisability of the programme(s). Diploma supplements are drafted in the English language and comply with the standard European format.
Double Degree	Graduation programme 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.
ECTS credit	A unit which expresses the study load for a student. One ECTS credit is equivalent to a study load of 28 hours of study.
Examination	An examination, as referred to in article 7.10 paragraph 1 of the WHW, of the student's knowledge, understanding and skills, as well as an assessment of the results of this examination.

¹ In accordance with legislation effective from September 2017.

Examinations Appeals Board (CBE)	A judicial body established in accordance with WHW article 7.60 to which students can appeal against decisions as listed in WHW article 7.61.
Examiner	A member of staff, or an external expert - appointed by the board of examiners - for the purpose of administering and marking examinations, as referred to in article 7.12c paragraph 1 of the WHW.
Executive Board	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.
Extraneus student	A student, as referred to in article 7.36 of the WHW, who is enrolled on a study programme at Breda University of Applied Sciences who has the right to take examinations and final exams. An extraneus student does not have the right to attend classes/lectures.
Final exam	The total of successfully completed examinations of the courses belonging to the study programme, possibly supplemented with an investigation carried out by examiner(s) appointed by the board of examiners into the level of knowledge, understanding and skills of the student.
HBO bachelor's programme	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'.
Institute	Breda University of Applied Sciences.
ISAT code	The code under which a study programme is officially registered in CROHO.
LMS	Learning Management System (CL Learning, previously known as N@tschool).
Main phase	The second part of the bachelor's programme which follows the propaedeutic phase, as referred to in article 7.30 of the WHW.
Management and administrative regulations	A set of regulations in which the Executive Board has laid down how the management, administration and organisation of the institute is arranged, as referred to in WHW article 10.3b.
Management team	The staff members of an academy who are responsible for academy policy and have been appointed for this purpose by the Executive Board.
Minor	A 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).
Numerus fixus	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.

NVAO	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.
OAT	Overall examination, in which the body of knowledge (levels 1 and 2) is tested by means of multiple-choice questions. The OAT only takes place in the form of resit examinations.
Osiris	The Student Information System.
Participation Council	An independent body, as referred to in article 10.17 of the WHW. Half of this body consists of members chosen from among employees, and the other half of members chosen from among students.
Progress test	The progress test (abbreviated in Dutch as 'VGT') is a multiple-choice test in which the body of knowledge (basic level, years 1 and 2) of the study programme is assessed. The test is held in all years except the graduation year.
Propaedeutic exam and final exam	See 'Final exam'.
Propaedeutic phase	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.
Selection list	The list which describes how long the institute is obliged to retain archive records.
Semester	A consecutive period of 20 lecture weeks.
Standard duration of studies	Number of study load hours of the study programme divided by 60 ECTS credits, expressed in years.
Student	A person enrolled on Breda University of Applied Sciences, as referred to in WHW article 7.32.
Student counsellor	An officer whose core task is to guide, inform and advise current and prospective students in the area of education and studying.
Study coach / mentor	A staff member of the academy charged with coaching and guiding a group of students.
Study load	The study load expressed in ECs, as referred to in WHW article 7.4 paragraph 1.
Study programme	An interrelated whole of courses, as referred to in WHW article 7.3.
Track	An interconnected part of the curriculum in years 2 and 3 of the main phase relating to a specific professional discipline. For students on the three-year accelerated VWO track and the three-year fast MBO track this concerns the first and second years of their course of study.
Unit of study	A part of a degree programme relating to a competency or a cluster of competencies which is concluded by means of an examination. This is called a learning arrangement or a course.

WHW The Dutch Higher Education and Research Act (WHW), including any changes.

WO bachelor's programme A degree programme as referred to in articles 7.3 and 7.3a paragraph 1 of the WHW. Upon completion of a WO bachelor's programme, students are awarded the title of Bachelor. Also see 'Study programme'.

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 programme(s)' - as mentioned in section 2 - refers to all modes of delivery of the study programme(s) in conformity with its/their registration in CROHO.
- 4 If the decisions regarding the teaching and examination regulations are not finalised by 1 September of the academic year concerned, the teaching and examination regulations of the

previous academic year will remain in force until the teaching and examination regulations of the current academic year are adopted.

- 5 These teaching and examination regulations specify the rights and duties of students of the following study programmes:

Name of study programme

International name	Leisure & Events Management
ISAT code	35521
Degree ² title (in full)	Bachelor of Arts
Degree title (abbr.)	BA

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 programme(s).

- 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.

² With effect from the calendar year of 2014, the rules regarding the awarding of degrees in HBO have changed. The new degree titles will be phased in gradually.

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.

The quality assurance system in Leisure & Events Management

The quality of education within Leisure & Events Management is monitored in several ways. The general system to do so is the Plan, Do, Check, Act cycle. Evaluations are held among various stakeholders directly involved in teaching. Aspects perceived as good are monitored and (possibly) strengthened; aspects which generate less positive feedback are analysed for possible causes. Next the outcomes are discussed with the employees involved, after which remedial actions are planned and executed.

In Leisure & Events Management, the following quantitative evaluative surveys (via Qualtrix) take place in the course of an academic year:

All semester components
Work placement
Competency exam – practical component (formerly CE2 exam)
Minors
Graduation phase

The outcomes of these quantitative evaluative surveys are used as input for the Round Table sessions with students. In these sessions, a more qualitative evaluation takes place and the (backgrounds of the) quantitative results are discussed in more detail. Moreover, students are asked to provide suggestions for potential remedial actions.

The quality of the teaching process is also a regular topic of discussion in various lecturer meetings (both individually and in teams). The results of the above-mentioned surveys may serve as input in these meetings.

Surveys among industry contacts for the purpose of external validation:

Questionnaire for graduation host companies

Questionnaire for placement host companies

Industry panel (relating to subject matter content)

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

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

- 1 The objective of the bachelor's degree programme Leisure & Events Management is to ensure that its graduates comply with the relevant professional competencies (see appendix 2).
- 2 The educational profile of the degree programme Leisure & Events Management has been derived from the national competency profile Leisure Management (2013).

Article 2.2 Mode of Delivery

WHW article 7.7

- 1 The degree programme(s) is (are) delivered in a full-time mode.
- 2 The bachelor's programme(s) has (have) the following variants:
 - Regular 4-year programme – Dutch-taught ((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 HBO programme for MBO graduates (MBO tailor-made track for HAVO graduates in cooperation with De Rooi Pannen) – Dutch-taught (240 ECTS credits)
 - Short 3-year HBO programme for MBO graduates (MBO tailor-made track for HAVO graduates in cooperation with De Rooi Pannen) – English-taught (240 ECTS credits)

Article 2.3 Language

WHW article 7.2

- 1 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).
- 2 Contrary to the provisions of section 1, the target language is also used in modern language courses.

Article 2.4 Regular 4-year programme

WHW 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 appendix 3.

GLOBAL CURRICULUM BLUEPRINT PROFESSIONAL BACHELOR LEISURE & EVENTS MANAGEMENT

YEAR 4	MINOR	GRADUATION
YEAR 3	PLACEMENT	
YEAR 2	DESIGN & MARKETING	STAKEHOLDER MANAGEMENT
YEAR 1	LEISURE PRODUCTIONST	RUNNING BUSINESSES


IN-DEPTH LEVEL


PRACTICAL LEVEL


BASIC LEVEL

2.4.2 Propaedeutic phase

- 1 The Leisure & Events Management programme consists of two phases: a propaedeutic phase and a main phase. The programme of both phases, as well as the number of ECTS credits to be earned for each course, can be found in appendix 3.

For cohorts entering from 2016 onwards

- 2 For the cohorts entering from 2016 onwards, the propaedeutic phase and year two together will constitute the basic part of the study programme. The third and fourth years are the practice part (placement) and the deepening part (minor and graduation) of the study programme respectively.
- 3 The propaedeutic phase consists of two semesters, each lasting 20 weeks, in which the competencies are clustered around a certain theme:
The first semester is called Leisure Productions and it comprises 3 courses:
- Leisure
 - Productions
 - Professional Leadership including Dutch 1 and English 1
- In Leisure & Events Management (LEM ENG), there will be no Dutch classes; students will earn extra ECTS credits for English instead.

The second semester is called Running Business and comprises 5 courses:

- Guest Experience Management
- Human Capital
- Business Innovation
- Management Game
- Professional Leadership 2 including English 2 and Dutch 2

In Leisure & Events Management (LEM ENG), there will be no Dutch classes; students will earn extra ECTS credits for English instead.

- 4 For a number of components within the propaedeutic phase and the main phase, an attendance requirement is in effect. This attendance requirement, as well as any sanctions for non-compliance with this requirement, is explained in the study guide of the unit of study in question, among other things.
- 5 The student will be allowed to switch without involvement of the board of examiners from the Leisure & Events Management (LEM ENG) programme to the Leisure & Events Management (LEM NL) programme (and the other way around) until 1 October at the latest. The second possibility to switch between both programmes without involvement of the board of examiners is the period between semesters 1 and 2. The student will then do have to take second attempts at failed tests/examinations from semester 1 in the language chosen by him initially.
- 6 For the full transitional arrangement you are referred to appendix 7.

2.4.3 Years 2 and 3

- 1 The second year of the regular HBO bachelor's programme is part of the basic level and this year the student will attend one of the tracks he chose himself, in which all variants are possible after a Dutch-taught and/or an English-taught propaedeutic phase. During the propaedeutic phase and no later than 1 April, the student will have to choose one of the tracks (all tracks are 120 ECTS credits).
 - Leisure Management NL – LEM NL (Dutch-taught)
 - Leisure Management –LEM ENG (English-taught)
 - Event Management – EM (English-taught)
 - Cultural Venue Management – CVM (Dutch-taught),
 - Social Innovation – SI (English-taught),
 - Attractions & Theme Parks Management – ATPM (English-taught).

A description of all study tracks within the Leisure & Events Management programme can be found in appendix 10.

- 2 A selection procedure applies to the tracks of Attractions & Theme Parks Management and Social Innovation.
- 3 Selection procedure for Social Innovation: during a multi-day selection programme, the track staff will assess whether the student has the potential to comply with the requirements of the programme within its standard duration, in a meaningful and co-creative manner. These selection days take place in April/May, prior to the academic year, and are supervised by lecturers and alumni of Social Innovation.
- 4 Selection procedure for Attractions and Theme Parks Management: See article 2.7.1 section 3. Selection will take place in the months of May or June prior to the academic year in which the student will start on the ATPM track.

5 In his definitive track choice for ATPM or SI, the student will have to submit a second choice. If a student is not selected for his first choice, he will automatically be placed in the track of his second choice. A student who chooses SI or ATPM cannot submit ATPM or SI as his second choice.

6 The second year of the regular HBO bachelor's programme is divided into two semesters, each lasting 20 weeks, clustered around a certain theme:

The third semester has the theme of Design & Marketing and consists of 3 courses:

- Quest preceded by a 'Pressure Cooker'
- Playground
- Languages, i.e. Dutch 3 and English 3

In Leisure & Events Management (LEM ENG), there will be no Dutch classes; students will earn extra ECTS credits for English instead.

The fourth semester is themed Stakeholder Management and comprises 3 courses:

- Deep Dive
- Project The Ropery
- Languages, i.e. Dutch 4 and English 4

In Leisure & Events Management (LEM ENG), there will be no Dutch classes; students will earn extra ECTS credits for English instead.



7 The curriculum of the degree programme can be found in appendix 3.

8 The transitional arrangement for students of cohorts which entered the degree programme in 2015 or earlier is described in appendix 7.

Year 3 for cohorts starting in 2016 and later

1 Year 3 is divided into 2 terms, each lasting 20 weeks.

2 Part of the main phase is a substantial placement which takes place in the second year (ATPM) or third year of the degree programme, depending on the chosen study track. The minimum duration of a placement is 20 weeks and comprises 16 ECTS credits. The maximum duration of a placement is 40 weeks and comprises 32 ECTS credits. The various options are:

- Option 1: one placement of 40 weeks,
- Option 2: two placements of 20 weeks each,
- Option 3: a placement of 20 weeks and an exchange of 20 weeks or the other way around

3 The following applies to all placements: the student will have four working days a week at the host company and will attend classes in school one day a week.

- 4 The programme of the third year of study consists of the following components:

Component	Type of test	ECTS credits
Placement (2 x 20 or 1 x 40 weeks)	Placement report on each placement	2 x 16 or 1 x 32 ECTS credits
Portfolio 1	Digital portfolio	11 ECTS credits
Portfolio 2	Digital portfolio	12 ECTS credits
English	Assignments	3 ECTS credits
Competency exam, practical part	Oral exam	2 ECTS credits

- 5 The student must have successfully completed the propaedeutic phase in order to be allowed to start the placement / exchange.
- 6 During the placement, students will be supervised by a lecturer of the Academy for Leisure. This supervising lecturer will also assess the placement report and attendant portfolio. Prior to, during and after the placement, several supervision meetings will take place. In the final meeting, the supervising lecturer will explain his assessment.
- 7 The weekly school day takes place within Breda University of Applied Sciences as a rule. A few times per year, however, company visits will take place, which involve students visiting each other's host companies. These Meet&Greet days are organised by the students and their host companies themselves. On these days, there will not be any supervisors from Breda University of Applied Sciences present.
- 8 Students who are unable to attend the school days in Breda, due to the geographical location of their placement host companies, will be assigned to a team of international placement students who all have the same supervising lecturer. These students weekly contribute to the online assignments belonging to the degree programme. Participation to this online programme is mandatory.
- 9 Students who go on an exchange will perform a 20-week placement. So, they will submit one placement report and one portfolio. As for the structure and contents of this last portfolio, they have to take the description in the study guide for portfolio 1 as a guiding principle. These students will also be required to take part in the competency exam (practical level) and English (1 ECTS credit).
- 10 Participation in the competency exam (practical part) will be possible:
- Upon completion of at least 30 weeks of placement or 20 weeks of exchange and at least 10 weeks of placement
 - Upon earning a 5.5 or higher for portfolio 1
 - If there are two placements involved, the first placement must have been assessed with a 5.5 or higher
 - If an exchange programme prior to the placement is involved, the 30 ECTS credits of the exchange must have been obtained

Year 3 for cohorts starting in 2015 or earlier

- 1 Part of the main phase is a substantial placement which takes place in the second (ATPM) year or third year of the degree programme, depending on the study track chosen. The minimum duration of a placement is 20 weeks and comprises 25 ECTS credits. The maximum duration of the placement is 40 weeks and comprises 40 ECTS credits. For students who go on an exchange, there is a possibility to do a shorter placement, so as to allow them to combine the exchange programme with their placement. A placement involves a student working in a host company at least 4 days a week.
- 2 The third year of the regular HBO bachelor's programme can be structured in three ways:
- one term of classes in school (10 weeks), followed by 3 terms (30 weeks) of placement in the Netherlands or abroad, or the other way around, OR

- two terms (20 weeks) of an exchange programme at another university (preferably a partner university) and two terms (20 weeks) of placement in the Netherlands or abroad, or the other way around, OR
 - four terms (40 weeks) of practical placement in the Netherlands, of which 4 days a week are reserved for the placement, and 1 day a week for classes in school (only for students on the EM track).
- 3 To be permitted to take part in the competency exam (practical part, formerly CE2), the following conditions apply:
- The student has completed at least 18 weeks of his placement (or 13 weeks in the case of a 20-week placement). The competency exam may take place in the 18th week (or 13th week in the case of a 20-week placement).
 - The student has a maximum of 1 incomplete component from year 2. All other components from year 2 MUST have been completed successfully. So, the student will be allowed to miss 1 OAT or 1 product or 1 English, Dutch, or CL component.
 - The student must have passed the propaedeutic phase.
 - Curriculum components from year 3 will not be considered.
- 3 The transitional arrangement for year 3 can be found in appendix 7.

2.4.4 Graduation year

- 1 The fourth-year programme of the bachelor's programme in Leisure & Events Management is constructed as follows:
- Semester 1:
 - A minor in a period of 20 weeks, corresponding to 30 ECTS credits (see article 2.7.2)
 - Semester 2:
 - Carrying out a graduation assignment (see article 2.7.5)
 - Competency exam level 3
 - For LEM NL students: an English assignment
- 2 The graduation assignment has a study load of 25 ECTS credits.
- 3 Competency exam level 3 involves an individual discussion that a student has with two lecturer-examiners and in most cases an external examiner too. In this discussion, the student will have to demonstrate that he masters the competencies from the educational profile at level 3, and as a result, that he is qualified to enter the professional field. For the assessment of the competency exam level 3, see article 5.8.3.
- 4 To be allowed to take part in competency exam level 3, the student will only be allowed to have the result of the graduation assignment (25 ECTS credits) as an incomplete curriculum component. In addition, LEM NL students are also allowed to have the English assignment from year 4 (2 ECTS credits) as an incomplete curriculum component.
- 5 Before the start of the graduation assignment, the student must have successfully completed the propaedeutic phase, the work placement, and the competency exam practical component (formerly CE2); the student's credit deficit over years 2 and 3 must not exceed 4 ECTS.
- 6 To prepare for this competency exam, the student will submit two documents which serve as input for the content and assessment of the actual competency exam: an article written by the student, presenting his vision of a specific leisure topic, linked to his graduation assignment or minor. Additionally, the student will fill in a self-evaluation in which he substantiates the scores by means of practical examples. During the start of the competency exam, the student will give a personal presentation in which he explains why he complies with the conditions that apply to attaining the competencies at level 3.

- 7 A competency exam at level 3 has a study load of 3 ECTS credits (for students of the bachelor's programme in Leisure & Events Management (LEM) this study load is 5 ECTS credits).
- 8 As students on the bachelor's programme in Leisure & Events Management (LEM ENG) can earn 2 ECTS credits more for this unit of study than their counterparts on the Leisure & Events Management (LEM NL) programme, they will be asked to explore the international component in greater depth (i.e. study experiences from an international perspective) in all three exam documents: vision article, self-evaluation and personal presentation. Consequently, the conditions of this exam are higher for the International students than for students of the bachelor's programme in Leisure & Events Management (LEM NL).
- 9 Only for bachelor's students of the Leisure & Events Management (LEM NL) programme will there be an English assignment worth 2 ECTS credits during their graduation period.
- 10 Apart from this standard programme, students will also have the option of completing a special year-long study track:
 - Strategic Business Management
 - Double degree

To students who completed their minor earlier than in the academic year of 2016-2017, a different programme with different rules applies. This fourth-year programme of the bachelor's programme in Leisure & Events Management 'old style' is constructed as follows:

 - Semester 1:
 - A minor in a period of 15 weeks worth 15 ECTS credits plus an elective programme of 5 ECTS credits, or
 - A study track equal to 20 ECTS credits.
 - Semester 2:
 - Carrying out a graduation assignment (see article 2.7.6)
 - Competency exam level 3
 - For LEM NL students: an English assignment
- 11 The graduation assignment has a study load of 30 ECTS credits.
- 12 Competency exam level 3 involves an individual discussion that a student has with two lecturer-examiners and in most cases an external examiner too. In this discussion, the student will have to demonstrate that he masters the competencies from the educational profile at level 3, and as a result, that he is qualified to enter the professional field.
- 13 To be allowed to take part in competency exam level 3, the student must not have any incomplete credits from years 2, 3 or 4.
- 14 Before the start of the graduation assignment, the student must have successfully completed the propaedeutic phase, the work placement, and the competency exam practice component (formerly CE2); the student's credit deficit over years 2 and 3 must not exceed 4 ECTS.
- 15 To prepare for this competency exam, the student will submit two documents which serve as input for the content and assessment of the actual competency exam: an essay written by the student, presenting his vision of a specific leisure topic by means of a self-formulated statement including arguments for and against, linked to his graduation assignment or minor. Additionally, the student will submit a CV. During the start of the competency exam, the student will give a personal presentation in which he explains why he complies with the conditions that apply to attaining the competencies at level 3.
- 16 A competency exam at level 3 has a study load of 8 ECTS credits (for students of the bachelor's programme in Leisure & Events Management (LEM ENG) this study load is 10 ECTS credits).
- 17 As students on the bachelor's programme in Leisure & Events Management (LEM ENG) can earn 2 ECTS credits more for this unit of study than their counterparts on the Leisure & Events Management (LEM NL) programme, they will be asked to explore the international

component in greater depth in all three exam documents (essay, CV, personal presentation), so that the international perspective is highlighted specifically. Consequently, the conditions of this exam are higher for the International students than for students of the bachelor's programme in Leisure & Events Management.

- 18 Only for bachelor's students of the Leisure & Events Management (LEM NL) programme will there be an English assignment worth 2 ECTS credits during their graduation period.
- 19 Apart from this standard programme, students will also have the option of completing a special year-long study track:
 - Strategic Business Management
 - Double degree

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 appendix 3.

2.5.2 Propaedeutic phase

- 1 Students who attend the accelerated 3-year HBO programme for students with previous VWO education will enter directly into one of the study tracks and complete three years of study adding up to 180 ECTS credits in total. A track the size of 120 ECTS credits is part of these three years.
- 2 The propaedeutic phase consists of two semesters, each lasting 20 weeks, in which competencies are clustered around a certain theme, i.e. Design & Marketing and Stakeholder Management.
- 3 A selection procedure applies to the tracks of Social Innovation. Selection procedure for Social Innovation: during a multi-day selection programme, the track staff will assess whether the student has the potential to comply with the requirements of the programme within its standard duration, in a meaningful and co-creative manner. These selection days take place in April/May, prior to the academic year, and are supervised by lecturers and alumni of Social Innovation.
- 4 For a number of components within the propaedeutic phase and the main phase, an attendance requirement is in effect. This attendance requirement, as well as any sanctions for non-compliance with this requirement, is explained in the study guide of the unit of study in question, among other things.
- 5 Students will follow the second-year programme including the progress test and will have to comply with the requirements that apply to this test for second-year students (except for ATPM; which does not involve any progress tests).

2.5.3 Year 2

- 1 Year 2 consists of 2 terms, each lasting 20 weeks.
- 2 Part of the main phase is a substantial placement which takes place in the first year (ATPM) or the second year of the degree programme, depending on the study track chosen. The minimum duration of a placement is 20 weeks and comprises 16 ECTS credits. The maximum duration of the placement is 40 weeks and comprises 32 ECTS credits. The various options are:
 - Option 1: one placement of 40 weeks,
 - Option 2: two placements of 20 weeks each,
 - Option 3: one placement of 20 weeks and an exchange of 20 weeks or the other way around
- 3 The following applies to all placements: the student will have four working days a week at the host company and will attend classes in school one day a week.
- 4 The programme of the third year of study consists of the following components:

Component	Type of test	ECTS credits
Placement (2 x 20 of 1 x 40 weeks)	Placement report on each placement	2 x 16 or 1 x 32 ECTS credits
Portfolio 1	Digital portfolio	11 ECTS credits
Portfolio 2	Digital portfolio	12 ECTS credits
English	Assignments	3 ECTS credits
Competency exam, practical part	Oral exam	2 ECTS credits

- 5 The student must have successfully completed the propaedeutic phase in order to be allowed to start the placement / exchange.
- 6 During the placement, students will be supervised by a lecturer of the Academy for Leisure. This supervising lecturer will also assess the placement report and attendant portfolio. Prior to, during and after the placement, several supervision meetings will take place. In the final meeting, the supervising lecturer will explain his assessment.
- 7 The weekly school day takes place within Breda University of Applied Sciences as a rule. A few times per year, however, company visits will take place, which involve students visiting each other's host companies. These Meet&Greet days are organised by the students and their host companies themselves. On these days, there will not be any supervisors from Breda University of Applied Sciences present.
- 8 Students who are unable to attend the school days in Breda, due to the geographical location of their placement host companies, will be assigned to a team of international placement students who all have the same supervising lecturer. These students weekly contribute to the online assignments belonging to the degree programme. Participation to this online programme is mandatory.
- 9 Students who go on an exchange will perform a 20-week placement. So, they will submit one placement report and one portfolio. As for the structure and contents of this last portfolio, they have to take the description in the study guide for portfolio 1 as a guiding principle. These students will also be required to take part in the competency exam (practical level) and English (1 ECTS credit).
- 10 Participation in the competency exam (practical part) will be possible:
 - Upon completion of at least 30 weeks of placement or 20 weeks of exchange and at least 10 weeks of placement
 - Upon earning a 5.5 or higher for portfolio 1

- If there are two placements involved, the first placement must have been assessed with a 5.5 or higher
- If an exchange programme prior to the placement is involved, the 30 ECTS credits of the exchange must have been obtained

Year 3 for cohorts starting in 2015 or earlier

- 1 Part of the main phase is a substantial placement which takes place in the second (ATPM) year or third year of the degree programme, depending on the study track chosen. The minimum duration of a placement is 20 weeks and comprises 25 ECTS credits. The maximum duration of the placement is 40 weeks and comprises 40 ECTS credits. For students who go on an exchange, there is a possibility to do a shorter placement, so as to allow them to combine the exchange programme with their placement. A placement involves a student working in a host company at least 4 days a week.
- 2 The third year of the regular HBO bachelor's programme can be structured in three ways:
 - one term of classes in school (10 weeks), followed by 3 terms (30 weeks) of placement in the Netherlands or abroad, or the other way around, OR
 - two terms (20 weeks) of an exchange programme at another university (preferably a partner university) and two terms (20 weeks) of placement in the Netherlands or abroad, or the other way around, OR
 - four terms (40 weeks) of practical placement in the Netherlands, of which 4 days a week are reserved for the placement, and 1 day a week for classes in school (only for students on the EM track)
- 3 To be permitted to take part in the competency exam (practical part, formerly CE2), the following conditions apply:
 - The student has completed at least 18 weeks of his placement (or 13 weeks in the case of a 20-week placement). The competency exam may take place in the 18th week (or 13th week in the case of a 20-week placement).
 - The student has a maximum of 1 incomplete component from year 2. All other components from year 2 MUST have been completed successfully. So, the student will be allowed to miss 1 OAT or 1 product or 1 English, Dutch, or CL component.
 - The student must have passed the propaedeutic phase.
 - Curriculum components from year 3 will not be considered.
- 4 The transitional arrangement for year 3 can be found in appendix 7.

2.5.4 Graduation year

- 1 The graduation year programme of the bachelor's programme in Leisure & Events Management, as from the academic year of 2016-2017, is constructed as follows:
 - Semester 1:
 - A minor in a period of 20 weeks, corresponding to 30 ECTS credits (see article 2.7.2)
 - Semester 2:
 - Carrying out a graduation assignment (see article 2.7.5)
 - Competency exam level 3
 - For LEM NL students: an English assignment
- 2 The graduation assignment has a study load of 25 ECTS credits.
- 3 Competency exam level 3 involves an individual discussion that a student has with two lecturer-examiners and in most cases an external examiner too. In this discussion, the student will have to demonstrate that he masters the competencies from the educational profile at level 3, and as a result, that he is qualified to enter the professional field. For the assessment of the competency exam level 3, see article 5.8.3.

- 4 To be allowed to take part in competency exam level 3, the student will only be allowed to have the result of the graduation assignment (25 ECTS credits) as an incomplete curriculum component. In addition, LEM NL students are also allowed to have the English assignment from year 4 (2 ECTS credits) as an incomplete curriculum component.
- 5 Before the start of the graduation assignment, the student must have successfully completed the propaedeutic phase, the work placement, and the competency exam practice component (formerly CE2); the student's credit deficit over year 2 must not exceed 4 ECTS.
- 6 To prepare for this competency exam, the student will submit two documents which serve as input for the content and assessment of the actual competency exam: an article written by the student, presenting his vision of a specific leisure topic, linked to his graduation assignment or minor. Additionally, the student will fill in a self-evaluation in which he substantiates the scores by means of practical examples. During the start of the competency exam, the student will give a personal presentation in which he explains why he complies with the conditions that apply to attaining the competencies at level 3.
- 7 By means of an assessment model in which the exam documents (individually assessed in advance by the examiners) and the discussion are incorporated, it will be established – immediately after the competency exam – whether or not the student has passed this unit of study, and with which mark. The student will be informed of this straight away.
- 8 A competency exam at level 3 has a study load of 3 ECTS credits (for students of the bachelor's programme in Leisure & Events Management (LEM ENG) this study load is 5 ECTS credits).
- 9 As students on the bachelor's programme in Leisure & Events Management (LEM ENG) can earn 2 ECTS credits more for this unit of study than their counterparts on the Leisure & Events Management (LEM NL) programme, they will be asked to explore the international component in greater depth (i.e. study experiences from an international perspective) in all three exam documents: vision article, self-evaluation and personal presentation. Consequently, the conditions of this exam are higher for the International students than for students of the bachelor's programme in Leisure & Events Management (LEM NL).
- 10 Only for bachelor's students of the Leisure & Events Management (LEM NL) programme will there be an English assignment worth 2 ECTS credits during their graduation period.
- 11 Apart from this standard programme, students will also have the option of completing a special year-long study track:
 - Strategic Business Management
 - Double degree

To students who completed their minor earlier than in the academic year of 2016-2017, a different programme with different rules applies. This graduation year programme of the bachelor's programme in Leisure & Events Management 'old style' is constructed as follows:

 - Semester 1:
 - A minor in a period of 15 weeks worth 15 ECTS credits plus an elective programme of 5 ECTS credits or
 - A track of 20 ECTS credits
 - Semester 2:
 - Carrying out a graduation assignment (see article 2.7.6)
 - Competency exam level 3
 - For LEM NL students: an English assignment
- 12 The graduation assignment has a study load of 30 ECTS credits.
- 13 Competency exam level 3 involves an individual discussion that a student has with two lecturer-examiners and in most cases an external examiner too. In this discussion, the student

will have to demonstrate that he masters the competencies from the educational profile at level 3, and as a result, that he is qualified to enter the professional field.

- 14 To be allowed to take part in competency exam level 3, the student must not have any incomplete credits from years 2 and 3.
- 15 Before the start of the graduation assignment, the student must have successfully completed the propaedeutic phase, the work placement, the competency exam practical component (formerly CE2); the student's credit deficit over year 2 must not exceed 4 ECTS.
- 16 To prepare for this competency exam, the student will submit two documents which serve as input for the content and assessment of the actual competency exam: an essay written by the student, presenting his vision of a specific leisure topic by means of a self-formulated statement including arguments for and against, linked to his graduation assignment or minor. Additionally, the student will submit a CV. During the start of the competency exam, the student will give a personal presentation in which he explains why he complies with the conditions that apply to attaining the competencies at level 3.
- 17 A competency exam at level 3 has a study load of 8 ECTS credits (for students of the bachelor's programme in Leisure & Events Management (LEM ENG) this study load is 10 ECTS credits).
- 18 As students on the bachelor's programme in Leisure & Events Management (LEM ENG)) can earn 2 ECTS credits more for this unit of study than their counterparts on the Leisure & Events Management (LEM NL) programme, they will be asked to explore the international component in greater depth in all three exam documents (essay, CV, personal presentation), so that the international perspective is highlighted specifically. Consequently, the conditions of this exam are higher for the International students than for students of the bachelor's programme in Leisure & Events Management (LEM NL).
- 19 Only for bachelor's students of the Leisure & Events Management (LEM NL) programme will there be an English assignment worth 2 ECTS credits during their graduation period.
- 20 Apart from this standard programme, students will also have the option of completing a special year-long study track:
 - Strategic Business Management
 - Double degree

Article 2.6 Short 3-Year HBO Programme

Programme for students from the tailor-made track for HAVO graduates (in cooperation with De Rooi Pannen)

WHW articles 7.4 and 7.4b

2.6.1 General

- 1 By the tailor-made track for HAVO graduates, the MHBO track is meant, the first two years of which consist of an MBO programme delivered by De Rooi Pannen, followed by a fast, 3-year HBO programme delivered by Breda University of Applied Sciences.
- 2 Based on this tailor-made track, the student will be exempted from the requirement that a propaedeutic certificate is needed for admission into the main phase.
- 3 The fast HBO programme consists of a main phase comprising 180 ECTS credits. One academic year consists of 60 ECTS credits (1680 hours of study) .
- 4 The curriculum of the study programme(s) can be found in appendix 3.

2.6.2 Year 1

- 1 The first year of Leisure & Events Management for HAVO graduates who have completed the MBO part of the tailor-made track in cooperation with De Rooi Pannen (with a diploma), consists of two semesters, each lasting 20 weeks, in which competencies are clustered around a certain theme, i.e. Design & Marketing and Stakeholder Management.
- 2 Students who attend the tailor-made programme for HAVO graduates in cooperation with De Rooi Pannen will enter directly into one of the study tracks. The total track corresponds to a study load of 120 ECTS credits.
- 3 A selection procedure applies to the tracks of Attractions & Theme Parks and Social Innovation. Selection procedure for Social Innovation: during a multi-day selection programme, the track staff will assess whether the student has the potential to comply with the requirements of the programme within its standard duration, in a meaningful and co-creative manner. These selection days take place in April/May, prior to the academic year, and are supervised by lecturers and alumni of Social Innovation. Selection procedure for Attractions & Theme Parks Management: see article 2.7.8 section 3. Selection will take place in the months of May or June prior to the academic year concerned.
- 4 For a number of components in year 1, an attendance requirement is in effect. This attendance requirement, as well as any sanctions for non-compliance with this requirement, is explained in the study guide of the unit of study in question, among other things.
- 5 Students will follow the regular programme including the progress test and will have to comply with the requirements that apply to this test for second-year students (except for ATPM; which does not involve any progress tests).

2.6.3 Year 2

- 1 Year 2 consists of 2 terms, each lasting 20 weeks.
- 2 Part of the main phase is a substantial placement which takes place in the first year (ATPM) or the second year of the degree programme, depending on the study track chosen. The minimum duration of a placement is 20 weeks and comprises 16 ECTS credits. The maximum duration of the placement is 40 weeks and comprises 32 ECTS credits. The various options are:
 - Option 1: one placement of 40 weeks,
 - Option 2: two placements of 20 weeks each,
 - Option 3: one placement of 20 weeks and an exchange of 20 weeks or the other way around
- 3 The following applies to all placements: the student will have four working days a week at the host company and will attend classes in school one day a week.
- 4 The programme of the third year of study consists of the following components:

Component	Type of test	ECTS credits
Placement (2 x 20 of 1 x 40 weeks)	Placement report on each placement	2 x 16 or 1 x 32 ECTS credits
Portfolio 1	Digital portfolio	11 ECTS credits
Portfolio 2	Digital portfolio	12 ECTS credits
English	Assignments	3 ECTS credits
Competency exam, practical part	Oral exam	2 ECTS credits

- 5 The student must have successfully completed the propaedeutic phase in order to be allowed to start the placement / exchange.
- 6 During the placement, students will be supervised by a lecturer of the Academy for Leisure. This supervising lecturer will also assess the placement report and attendant portfolio. Prior to, during and after the placement, several supervision meetings will take place. In the final meeting, the supervising lecturer will explain his assessment.
- 7 The weekly school day takes place within Breda University of Applied Sciences as a rule. A few times per year, however, company visits will take place, which involve students visiting each other's host companies. These Meet&Greet days are organised by the students and their host companies themselves. On these days, there will not be any supervisors from Breda University of Applied Sciences present.
- 8 Students who are unable to attend the school days in Breda, due to the geographical location of their placement host companies, will be assigned to a team of international placement students who all have the same supervising lecturer. These students weekly contribute to the online assignments belonging to the degree programme. Participation to this online programme is mandatory.
- 9 Students who go on an exchange will perform a 20-week placement. So, they will submit one placement report and one portfolio. As for the structure and contents of this last portfolio, they have to take the description in the study guide for portfolio 1 as a guiding principle. These students will also be required to take part in the competency exam (practical level) and English (1 ECTS credit).
- 11 Participation in the competency exam (practical part) will be possible:
 - Upon completion of at least 30 weeks of placement or 20 weeks of exchange and at least 10 weeks of placement
 - Upon earning a 5.5 or higher for portfolio 1
 - If there are two placements involved, the first placement must have been assessed with a 5.5 or higher
 - If an exchange programme prior to the placement is involved, the 30 ECTS credits of the exchange must have been obtained

2.6.4 Graduation year

This year is still under construction.

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 Contrary to the provisions of section 1, students who are attending the Social Innovation track may also choose to not attend a minor. In that case, the programme component of Process Design will be offered to these students. For more information, see appendix 3.

- 3 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.

- 4 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 Leisure & Events Management offers the following programme-specific minors:
- Events and Placemaking
 - Imagineering and Business Design
 - Storytelling and Consumer Behaviour
 - Efteling Academy (open to students from other academies). Every year, a minor is organised in cooperation with De Efteling. The students for this minor (between 5 and 7 students) are selected by Breda University of Applied Sciences and De Efteling. Students are not allowed to have a study credit deficit of more than 4 ECTS credits, as they will also be offered an opportunity to graduate at De Efteling (mutual consultation).

Within each programme-specific minor (except for Efteling Academy), students can opt for a:

- Factory variant. In this minor, the student is asked to solve several management issues, together with other students in a project team.
- Project variant. This variant focuses on research. The student will be asked to carry out one industry assignment and carry out thorough research for this assignment.

All programme-specific minors are offered in semester 1. Only the factory variant of the Minor in Imagineering and Business Design is also offered in semester 2. All programme-specific minors are offered in both Dutch and English.

See appendix 4 for the minor programmes.

- 5 Academic results obtained in a minor cannot be used for compensation within the main phase programme.
- 6 The board of examiners has set the following admission requirements to a programme-specific minor. These requirements are that the student, upon the start of the programme-specific minor:
- has a study credit deficit of no more than 15 ECTS credits from the main phase curriculum;
 - has successfully completed the propaedeutic phase;
 - has successfully completed his work placement.
- 7 Minors are offered upon sufficient participation. Every year, the management will determine the minimum participant numbers for the various minors.
- 8 If a student does not fulfil the admission requirements as mentioned in section 6, this student will also be permitted to complete a minor in the second semester. This only applies to one particular programme-specific minor (the factory variant of the minor in Imagineering and Business Design). Obviously, the units of study originally scheduled for semester 2 will be deferred to the next academic year.

2.7.2 External minor³

- 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.

2.7.3 Exchange

- 1 In the penultimate year of his bachelor's study programme Leisure & Events Management, a student may go on an exchange. The period (choice between first semester or second semester) depends on the exchange offerings of the affiliated universities of applied sciences and research universities. Admission will partially depend on selection by International Office and exchange coordinators. Selection criteria (details) and other conditions are available via the website and the employees of International Office.
- 2 The duration of an exchange is 20 weeks, which corresponds to 30 ECTS credits, including 1 ECTS credit for a mandatory Intercultural Experience assignment. The penultimate year (total of 60 ECTS) also comprises a work placement (16 ECTS credits), portfolio 1 (11 ECTS credits), English (1 ECTS credit) and a competency exam practical component (2 ECTS credits).
- 3 Students will compose an exchange programme that consists of modules they want to attend during the exchange period (and they will do the accompanying examinations). In terms of subject matter content, these modules will have to tie in with the programme as offered within Leisure & Events Management during the students' absence. Approval is granted in advance by the board of examiners, who has mandated the AfL Exchange Adviser for this purpose. The ECTS credits obtained during the exchange period will be processed into Osiris after the student's return.

2.7.4 Placement and practical assignment

- 1 If the placement or practical assignment takes place abroad (either fully or partially), the student will be required to register via the 'Fill in and take off' form, within the scope of crisis prevention.
- 2 Students from the study tracks of LEM NL, LEM ENG, EM, and CVM will spend a total of 40 weeks on one or two placements in the third year of their study programme. The various options are:
 - Option 1: two placements of 20 weeks each;
 - Option 2: one placement of 40 weeks;
 - Option 3: a placement and an exchange, or the other way around.
- 3 After each placement, the student will be required to hand in a placement report containing a complete company description, agreements made with regard to placement activities, description of the learning experiences, professional leadership assignments, evaluation forms of the company supervisor and reports on performance and assessment interviews.

³ As from the academic year of 2019-2020, Breda University of Applied Sciences will take part in *Kies op maat*. Registration for an external minor will be part of this programme. More detailed information via www.buas.nl

Assessment of the placement will be based on this placement report and the supervising lecturer's findings. Placement reports have to be handed in no later than three weeks after the end of the placement concerned. If this deadline is not met, and no alternative agreements have been made, the supervising lecturer will enter a 'GK' (missed opportunity) in Osiris.

- 4 During the placements, students have to further develop their competencies by acquiring and executing placement assignments at their placement host company. They will include documents and process reports with regard to this process in their portfolio. Moreover, the portfolios will contain reports and assignments made in connection with the degree programme. The content-related requirements of the portfolio are specified in a designated manual on the LSM system. The completeness and quality of the portfolio will be assessed by the supervising lecturer. The portfolio has to be submitted no later than three weeks after the end of the placement period concerned. In the case of a placement of forty weeks, portfolio 1 has to be handed in after 23 weeks at the latest. If these deadlines are not met, and no alternative agreements have been made, the supervising lecturer will enter a 'GK' (missed opportunity) in Osiris.
- 5 If a student receives an unsatisfactory assessment for a placement, this may have several causes. Depending on the cause concerned, agreements about a second opportunity can be made.
 - If a student displayed insufficient performance during a placement, it may be decided that this student will have to do another placement (precise number of weeks to be determined).
 - If a student displayed sufficient performance during a placement, but failed to submit a report, or received an unsatisfactory assessment for his report, the student will be required to revise the report.
- 6 If a student did not submit a portfolio or received an unsatisfactory assessment for this portfolio, this portfolio will need to be handed in or adjusted. The student will receive an explanation from the assessor with regard to the unsatisfactory assessment as well as instructions as to how the portfolio can be expanded and/or improved. An unsatisfactory portfolio does not lead to the obligation of having to perform another placement, as a rule. It may be necessary though for the student to acquire new practical assignments. If necessary for supplementing his portfolio, the student may be obliged to attend a certain number of school days within the framework of his second opportunity.

2.7.5 Graduation assignment

- 1 Competency exam level 3 (CE3), together with the graduation assignment, constitutes the final step of the Leisure & Events Management degree programme, by means of which the student demonstrates to be a competent leisure manager, qualified to enter the professional field.
- 2 The following applies to the graduation assignment 'old style' as well as 'new style': The student will only be allowed to start his graduation assignment if he complies with the following conditions:
 - maximum credit deficit of 4 ECTS credits from the main phase curriculum;
 - the propaedeutic phase, the work placement, and the competency exam practical component (formerly CE2) must have been completed successfully.
- 3 The graduation assignment that students carry out in the second semester of the graduation year will be an individual assignment for a real client / host company. The actual graduation period of 18 weeks (for graduation assignments 'new style') which is available for this assignment will only start after the graduation supervisor has granted an official 'go ahead'. The student is allowed to spend longer than 18 weeks on the graduation period.
- 4 Three options are open to students to complete their graduation assignment 'new style': a research assignment (focusing on gathering knowledge / insights), a design and consultancy

assignment (primarily concerned with a design or consultancy report) or an implementation assignment (involving a specific product/action that can be used straight away by a client). The requirements relating to the research part of this graduation assignment differ with each option. Within the three options, students have the possibility to complete their graduation assignment in the context of their own business, see article 2.7.5 for more information. As for the graduation assignment 'old style', students are to deliver a research report and a professional product, which is a practical elaboration of the advice/recommendations presented in the final part of the research report. So, the graduation assignment 'old style' does not have the three options as mentioned above.

- 5 After submitting the graduation assignment (both old and new style) it will be assessed by a lecturer of the student's degree programme, though not the student's graduation supervisor. If the assessor is of the opinion that the graduation assignment should be assessed with a mark lower than 5.5 or if the assessor has doubts in the case of a mediocre mark (between 5.5 and 6), the four-eyes principle will be applied. In that case, the graduation assignment will also be assessed by a second examiner, also a lecturer from the student's degree programme who is not the student's graduation supervisor. The two examiners will arrive at a joint assessment. This assessment will be entered into Osiris. In addition, the graduation assignment is supplied, if possible, with comments and advice by an external examiner, an expert from the leisure industry. This advice may be included in the final decision.
- 6 In the assessment of the graduation assignment, an assessment model is used that is different with each option under the new style. In each assessment model, both old and new style, there will be room to include the client's opinion in the rounding of the final mark. All components of the assessment model must be completed with a satisfactory score. The student will be informed via e-mail about his result; or via telephone in the case of an irreparable unsatisfactory result or a second unsatisfactory result. The assessment models can be found in appendix 8.
- 7 The student (both Leisure & Events Management (LEM NL) and Leisure & Events Management (LEM ENG) who wants the international component to be mentioned specifically in the diploma supplement, will be required to have completed a certain number of international activities, depending on the specific situation (see appendix 9 on international requirements).
- 8 If the graduation assignment 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)

- 1 Within Breda University of Applied Sciences, it is possible for students to graduate within their own business (entrepreneurial graduation). To this end, the institute offers professional support. Entrepreneurial graduation is possible within all programmes in all academies.
- 2 The student who is allowed to start on the graduation phase, may qualify for admission into 'entrepreneurial graduation'.
- 3 For admission into this form of graduation, a selection procedure is applied, in which the student has to demonstrate that he:
 - has the intention of starting his own business during graduation
 - has the intention of starting his own business after graduation
 - has already started his own business
- 4 Participation in the honours programme 'The Entrepreneurial Journey' or in the minor in Entrepreneurship is not a condition to being selected.

2.7.7 Double degree

- 1 Students of the bachelor's programme can earn what is called a 'double degree' at another education institution which has a partnership agreement with Breda University of Applied Sciences. The same possibility applies to students from the other education institution. For the conditions under which schemes like these are to take place, you are referred to the agreements made with the other education institution concerned.
- 2 If a student wishes to take part in a double-degree programme, he will have to ask permission in writing from the board of examiners in advance. The relevant exemptions will only be granted to the student after he has submitted proof of compliance with all requirements of the double-degree programme.
- 3 The academy has double degree agreements with:
 - Thompson Rivers University, Kamloops, Canada

2.7.8 ATPM (Attractions and Theme Parks Management)

- 1 The ATPM programme covers a period of two academic years and will be offered in English. The programme details of ATPM are described in appendix 4.
- 2 The ATPM programme can be chosen within all variants of the study programme.
- 3 To be admitted to ATPM, students will be required to go through a selection procedure. The student will be required to:
 - a) have successfully completed the propaedeutic phase of one of the study programmes of MT, Leisure Management or FM.
 - b) take part in an admission procedure. The procedure consists of two components:
 - English test
 - "Pleased to meet you" interview in pairs based on the student's motivation report to be delivered for ATPM
- 4 The following persons will also be admitted to the selection procedure as set out in section 3:
 - Prospective students who expect to obtain their VWO diploma and who are planning to enrol for Tourism Management.
 - Prospective students who are in possession of an HBO propaedeutic certificate from another HBO education institution.
 - Students who are attending the MHBO track / tailor-made track for HAVO graduates at De Rooi Pannen and who are expected to obtain their MBO diploma and who want to enrol for Tourism Management or Leisure & Events Management.
- 5 The selection procedure will be conducted in the months of May and June prior to the start of the new academic year.
- 6 Every year, a maximum of 40 new students will be selected for ATPM.

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 Programme⁴

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.
- 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.

⁴ In the academic year 2018-2019, new entry into an honours programme will not be possible.

- 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

Not applicable.

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 7 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 than⁵ March 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 20 ECTS credits have been obtained (by the date mentioned in section 3) or if a non-compensationable unsatisfactory score was obtained for the first attempt at a unit of study, which is a mark lower than 5.0 or - for the progress test - a mark lower than 5.5. Consequently, remedial action before the end of the academic year will still be possible
- 5 The board of examiners will issue a positive recommendation if all curriculum components have been completed with a 5.5 or higher. If not all components have been completed with a 5.5 or higher, a positive recommendation may still be issued, provided that:
 - the student's weighted average for all curriculum components is at least a 6.0, and;
 - the student has not obtained a mark lower than 5.0 for any of the curriculum components, and;
 - a minimum mark of 5.5 has been obtained for the progress test.In the case of a positive recommendation, 60 ECTS credits have been earned
- 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.

⁵ 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.

- 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 6 only relates to the study programme on which the student is enrolled.
- 11 The rejection as referred to in section 6 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.

Article 3.3 Withdrawal of the Negative Binding Recommendation

- 1 The board of examiners may withdraw a negative binding recommendation. This happens when the student is deemed capable by the board of examiners to successfully complete the study programme at the moment of re-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.
- 2 If a student received a negative binding recommendation for the four-year programme, and this student re-enters via the 'MHBO traject / Maatwerktraject voor Havisten' (of De Rooi Pannen), the board of examiners will withdraw the previously issued study recommendation.

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'⁶. These regulations are part of the Students Charter.

Article 4.2 Student Counselling within the Academy / Study Programme

- 1 In week 1 of the propaedeutic phase, a coach will be assigned to the student. Apart from delivering training sessions (which are called 'theme meetings'), the coach will have at least two talks a year with the student. These may be group talks or, if desired, individual talks.
- 2 The coach initiates and organises the talks, the student prepares an agenda and will be responsible for reporting.
- 3 If the student fails to obtain the desired results in the propaedeutic phase, this student may decide – in consultation with the coach – to switch to the tailor-made track for HAVO graduates (De Rooi Pannen). This will be possible up to 1 February. The student must be in possession of a HAVO diploma, but not yet of an MBO diploma.

Article 4.3 Personal Circumstances

WHW article 7.51 paragraph 2

Personal circumstances⁷ 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.

Article 4.4 Personal Circumstances and the Student Counsellor's Role

- 1 If the student is of the opinion that personal circumstances, as referred to in article 4.3, influenced (or are influencing) 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

⁶ This is the title of the current regulations. They have yet to be adjusted to conform to the new name of Breda University of Applied Sciences.

⁷ See 'Profiling Fund Regulations' for more detailed information.

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 4.5 Studying with a Disability⁸

- 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.
- 7 If a propaedeutic student of the Leisure & Events Management programme who has demonstrable dyslexia, of which the student counsellor and board of examiners have been notified before 1 October, fails to pass the spelling test via 'Hogeschooltaal' within the specified number of test opportunities (1st and 2nd opportunities), and this failure to pass the test constitutes the reason for a negative 'BSA' (negative study recommendation), this student will be offered a third opportunity in the same year to pass this study component in another way than via the 'Hogeschooltaaltoets'. This extra opportunity is called the 'slagboommodule' in Dutch, in which students, at the institute, will complete all the modules concerned in one day under the supervision of an invigilator.

Article 4.6 Student Progress Monitoring

- 1 The academy will ensure that the students' academic achievements are carefully and accurately recorded by means of the student progress monitoring system Osiris.
- 2 Students themselves will be responsible for regularly checking their results for accuracy in the academy's student progress monitoring system Osiris. In the case of incorrect or incomplete records in the system, the student is to report to the lecturer concerned.
- 3 Academic progress data will be recorded in compliance with the provisions of the 'Privacy Regulations; Processing of Student Personal Data⁹'.

⁸ See the website of Breda University of Applied Sciences for more information.

⁹ This is the title of the current regulations. They have yet to be adjusted to conform to the new name of Breda University of Applied Sciences.

Chapter 5 Examinations

Article 5.1 Competency-based Education and Earning ECTS credits

Applicable to cohorts of 2015 and earlier:

- 1 The student will have to demonstrate – per competency and per level – that he has attained the required competency level. The final test for overall competency at level 3 is the final exam.
2. Competency development at a certain level will be concluded for each competency with an assessment of the student's knowledge and conduct. A satisfactory result (5.5 or higher; satisfactory or higher, or pass) will lead to ECTS credits being awarded. For the curriculum of the various study tracks, see appendix 3 of these TER. Overall competency at the three levels will be assessed at regular intervals throughout the degree programme. Level 3 involves the final exam. More detailed information can be found in the relevant study guides which are available on the LMS. In the assessment interviews, the student will demonstrate that he is able to relate his competency development process to the broader context of the position of leisure manager.
- 3 The following applies to participation in competency exam level 2 (which takes place during or after the placement):
 - The student has completed at least 18 weeks of his placement (or 13 weeks in the case of a 20-week placement). The competency exam practical component (formerly CE2) may be held in the 18th week (or 13th week in the case of a 20-week placement).
 - The regular student has a maximum of 1 incomplete curriculum component from year 2. All other components from year 2 MUST have been completed successfully. So, the student is allowed to miss 1 OAT or 1 product or 1 English, Dutch or CL component.
 - The student (regular and accelerated VWO) must have passed the propaedeutic phase.
 - Curriculum components from year 3 will not be considered.
- 4 To be allowed to take part in competency exam level 3, the student will only be allowed to have the result of the graduation assignment (25 ECTS credits) as an incomplete curriculum component. In addition, Leisure & Events Management (LEM NL) students are also allowed to have the English assignment from year 4 (2 ECTS credits) as an incomplete curriculum component.
- 5 An overview of the professional competencies can be found in appendix 2.

Applicable to cohorts from 2016 onwards:

- 6 For each competency in the various phases (basic, practice, deepening phases), the student will be required to demonstrate that he has attained the level as applicable to the phase concerned. Within the programme, assessment takes several forms, partially formative and partially summative, see curriculum in appendix 3.
- 7 An overview of the professional competencies can be found in appendix 2.

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 6.4).
 - b the course requirements, specified in advance, have been fulfilled.

Propaedeutic phase and main phase (student intakes of 2015 and earlier):

- c the weighted average of the results obtained for the partial examinations is at least a 5.5, in which a minimum mark of 5.0 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.

Main phase (student intakes from 2016 onwards):

- d the minimum mark for a partial examination must be a 5.0.

Main phase (student intakes into the propaedeutic phase from 2016 onwards):

- e the minimum mark for a partial examination is a 5.0, in which the weighted average of the partial tests must be a 5.5.
- f main phase ATPM: the minimum mark for a partial examination is a 4.5, in which the weighted average of the partial tests must be a 5.5.

- 8 When the examination or partial examination has been taken, the result for it will be entered into the Osiris student progress monitoring system.

Article 5.3 Sequence of Examinations

- 1 In the propaedeutic phase, there is a mandatory sequence in which examinations should be taken. In semester one, the examinations are offered in a fixed sequence. In semester two the examinations are offered alternatingly with the courses, and there will also be a fixed sequence for the students. The progress test (formative format) will be offered in the middle of semester 1, at the end of semester 1, and in the middle of semester 2. The progress test (summative format) will be offered at the end of semester 2. Participation in the formative and

summative opportunities for the progress test will be mandatory. After each progress test, the student will be invited for a coaching session.

- 2 In the main phase, there is no mandatory sequence in which examinations should be taken.

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 the provisions of sections 4 and 6, second attempts at the partial examinations of the progress test will not be possible. Retaking the progress test will only be possible after the fourth partial examination. This is only possible for the total progress test. The result of this retake will replace the final mark of the progress test if the mark of the retake is higher.
- 8 Contrary to section 6, the second opportunity will not apply to the curriculum component of graduation assignment nor to competency exam level 3, if the student has earned a 5.5 or higher for these components.
- 9 Contrary to section 2 there will be no retake for the formative tests.

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 assignment will take the form of a year-long registration. Registration for a written or oral examination will be open for one week (= five working days) before the start of the examination period concerned.
- 3 Students will be notified of this via e-mail from the counter of Academy for Leisure 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.

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 majeure¹⁰ 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.

¹⁰ 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 placement and practical assignment

See article 2.7.4.

5.8.3 Assessment of graduation internship / graduation project / thesis

- 1 Competency exam level 3 (CE3), together with the graduation assignment, constitutes the final step of the Leisure & Events Management degree programme, by means of which the student demonstrates to be a competent leisure manager, qualified to enter the professional field.
- 2 Participation in the CE3 exam will only be possible if all credits from the degree programme (except for the final semester) have been earned. All credits and marks must have been processed in the Osiris academic progress monitoring system. The measuring moment to establish compliance with the participation requirement of the competency exam is three weeks before the CE3 round of exams.
- 3 The following is meant by the exception of the final semester as mentioned in section 2:
 - graduation assignment (25 ECTS credits)
 - English assignment (2 ECTS credits), applies to Dutch-taught variant specifically
 - competency exam (3 ECTS credits for the Dutch-taught variant or 5 ECTS credits for the English-taught variant)
- 4 During the CE3 exam, the student demonstrates mastery of the competencies from the Leisure & Events Management competency profile. The student will write a vision article and a self-evaluation, deliver a presentation, and as such, give direction to the contents of the exam interview. At this interview, two lecturers will be present (four-eyes principle), other than the graduation supervisor and if possible including an external examiner.
- 5 By means of an assessment model in which the exam documents (assessed individually by the examiners in advance) as well as the interview are included, it will be established – immediately after the competency exam – whether or not the student has passed this curriculum component and what mark the student earned for it. The student will be informed of this outcome immediately.
- 6 For the assessment of the graduation assignment: see article 2.7.5.

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 5.14).

- 5 Inspection of the progress test takes place as follows: students in the propaedeutic phase will be offered an inspection opportunity during the Professional Leadership workshops by their own coaches. Students will receive the answer key, the progress test itself, and their own answer slips. On a separate sheet of paper, they will be allowed to write down a few key words. They will also be allowed to take this sheet of paper with them. Shortly afterwards, a short coaching session will take place. As for students in the main phase, group meetings will be organised. Students will receive the answer key, the progress test itself, and their own answer slips. On a separate sheet of paper, they will be allowed to write down a few key words. They will also be allowed to take this sheet of paper with them.
- 6 After an examination (other than the progress test) students will receive a digital feedback form with the most important feedback items. Inspection will take place in the form of a plenary meeting (timetabled) or on an individual basis.
- 7 It is not permitted to copy any test/examination questions during the inspection opportunities.

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

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- 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 before 1 October.
- 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

Requests for exemption will be tested by the board of examiners against the competency profile of the Leisure & Events Management programme. In this process, they will consider the following criteria (among other things):

- the assignment carried out (if any)
- the knowledge and skills acquired
- the assessment received (from an expert)

The board of examiners will decide whether or not exemption is granted. Due to the integrative character of education in the bachelor's programme, exemptions are infrequently granted.

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
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- 1 As proof of an examination having been passed, the examiner concerned will issue a written piece of evidence. The registration of the confirmed result in Osiris will also be regarded as evidence.
- 2 The student who has passed more than one examination, but to whom a certificate as referred to in article 6.5, 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 5.0,
- additionally, if a course consists of several partial examinations, a minimum result of 5.0 must have been obtained for these partial examinations.

6.4.2 Additional provisions in the propaedeutic phase

- 1 The following compensation scheme applies to student cohorts entering from 2016 onwards:
 - a Every credit to be earned (60 in total) in the propaedeutic phase has a minimum weight of 1 and a maximum weight of 10. The student's weighted average of all marks earned must be at least a 6.0.
 - b Compensation is not possible for any mark lower than a 5.0. Marks of 5.0 and higher can be compensated with higher marks by students in order to meet the requirement of the

- weighted average of a minimum of 6.0. Compensation is possible for all courses, except for the progress test.
- c The lowest mark for one or more of the units of study in the propaedeutic phase may be a 5.0, except for the progress test, for which students must earn at least a minimum mark of 5.5. The progress test is a condition to passing the propaedeutic exam and will count towards the total of credits / marks to be earned.
- 2 Section 1 is also applicable to students on the 3-year accelerated VWO track who entered in 2016-2017 or later.
 - 3 The following compensation scheme applies to student cohorts entering in 2015 or earlier:
 - a In the cluster of project management, operational management, marketing and imagineering, one 5 may be compensated by one 7.
 - b In the component of 'Nederlands' (Dutch), one 5 may be compensated by one 7.
 - c In the component of English, one five may be compensated by one 6.
 - 4 The following compensation scheme applies to students on the 3-year accelerated VWO track who entered in 2015 or earlier:
 - a In the cluster of project management, marketing, operational management and imagineering, one 5.0 may be compensated by one 7.0 or higher.
 - b In the component of 'Nederlands' (Dutch), one 5.0 may be compensated by one 7.0.
 - c In the component of English, one 5.0 may be compensated by one 6.0.
 - 5 Compensation possibilities for the entire MHBO programme (tailor-made track for HAVO graduates) are described in article 6.4.3.

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 Results obtained in an honours or minor programme cannot be used for the purpose of compensation of any other curriculum components (and vice versa).
- 3 Within the ATPM programme, compensation at course level will not be permitted. Within the projects, the partial marks can be compensated, provided that the minimum mark is a 4.5 or higher. Compensation within the modern language courses will not be possible.
- 4 For cohorts entering into the propaedeutic phase in 2015 or earlier, the following applies to the first year of the main phase (of the regular programme):
 - a In the cluster of project management, marketing, operational management and imagineering, one 5.0 may be compensated by a 7.0 or higher.
 - b In the component of 'Nederlands' (Dutch), one 5.0 may be compensated by one 7.0.
 - c In the component of English, one 5.0 may be compensated by one 6.0.
- 5 For cohorts entering into the propaedeutic phase from 2016 onwards, the following applies to the main phase: in the main phase there are no compensation possibilities. All curriculum components have to be concluded with a 5.5 or higher, including the progress test.
- 6 For students on the MHBO programme (tailor-made track for HAVO graduates) there are no compensation possibilities. They will be required to complete all curriculum components with a 5.5 or higher, including the progress test.

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 Assessment Committee

7.2.1 Composition

- 1 The board of examiners institutes a permanent assessment committee.
- 2 The assessment committee falls under the direct competence of the board of examiners.
- 3 The assessment committee consists of a representative cross-section of all study programmes represented within the academy.
- 4 The board of examiners, in consultation with the assessment committee, proposes new members for the assessment committee, after which they are appointed and facilitated by the academy director.
- 5 The term of the members on the assessment committee comprises three academic years. After the term has passed, members may be eligible for reappointment.

7.2.2 Duties

- 1 The assessment committee provides solicited and unsolicited advice to the board of examiners with regard to quality assurance and quality policy relating to final exams and interim examinations.
- 2 As a guiding principle in forming its advice and viewpoints, the assessment committee carries out cyclical checks of all interim examinations offered to students within the academy.
- 3 The checks mentioned in section 2 are based on a cycle of three academic years, in which the cycle is cancelled if the subject, content and/or form of assessment are changed.
- 4 The assessment committee carries out its work by order of, for the purpose of, and under the responsibility of the board of examiners.
- 5 The assessment committee regularly reports its findings and results to the board of examiners and confers with the board of examiners about the details of its duties arising from these conferrals.

- 6 Every year, the assessment committee confers with the board of examiners about safeguarding the quality of the assessment policy as it is used within the academy. The outcomes of this meeting will be submitted to the academy director.

Article 7.3 Other Committees

Not applicable.

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 the following teaching / study activities:
 - lectures
 - seminars
 - instructions
 - practical training
 - examinations/partial examinations
 - progress test
 - project meetings
 - study career talks
 - presentations
 - reports
 - work placements
 - minor and graduation assignment
 - inspection sessions
 - feedback meetings
 - d In contacts with the following organisational units of the academy:
discussions/meetings with lecturers, coordinators, superiors directly involved in the (English-taught) programme.
- 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 the following teaching / study activities of this course:
 - lectures
 - seminars
 - instructions
 - practical training
 - examinations / partial examinations (if applicable: progress test)
 - project meetings
 - presentations
 - reports
 - inspection and feedback sessions
- 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 or the management team of the academy
 - d Contacts with student administration and support officers.
- 4 If Leisure & Events Management (LEM ENG) students do a placement or graduation assignment in a Dutch-speaking organisation, communication may be conducted in Dutch. Communication between the student and the supervisor at the academy must be conducted in English; the documents and products to be delivered by the student must be written / produced in English too.

Appendix 2 Competencies of the HBO Bachelor in Leisure & Events Management

For cohorts entering in 2015 or earlier

In the competency profile of the Leisure & Events Manager, the Academy for Leisure distinguishes five core competencies which students develop during their Leisure & Events Management studies. These are supplemented with personal and management competencies.

Competencies are a description of the relationship between knowledge, attitude and skills. The competencies are based on the wishes and expectations of organisations and companies in the leisure sector. The required competencies for a leisure manager are formulated in conjunction with the sector.

Project Management: in the leisure sector, a great many processes are dealt with in a project-based manner. The leisure & events manager is deemed capable of drawing up a project plan and executing this plan in cooperation with others.

Marketing: the leisure & events manager knows how to translate the customer's needs and values into products and services. He/she is able to build support for the consequences of the marketing strategy, and he/she is able to translate this strategy into effective marketing communication.

Entrepreneurship: the leisure & events manager is capable of founding an organisation, employing staff in a systematic manner, targeting quality, and managing finances.

Leisure Direction: Organisations are increasingly working together in order to achieve individual as well as shared goals. This requires vision, enterprise, and direction. The leisure & events manager is able to play a key role in this process.

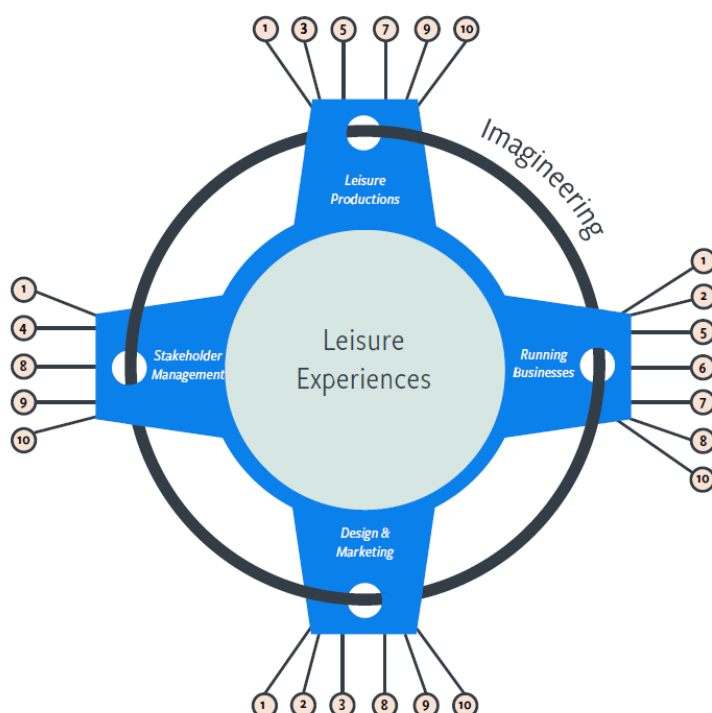
Imagineering: the leisure & events manager is able to conceive sustainable experience concepts, based on the core values of his/her own organisation and the various customer groups.

Research: the leisure & events manager is capable of designing, executing and reporting on practice-oriented research.

Personal and Management Competencies: the leisure & events manager is able to cooperate and communicate in a national and international professional setting. In addition, he or she is capable of giving direction to his/her own professional development.

For cohorts entering from 2016 onwards

In the new curriculum, starting from the intake year of 2016, the 10 competencies from the national Leisure Management profile 2013 are offered in integrated form in the four semester disciplines: Leisure Productions, Running Businesses, Design & Marketing, and Stakeholder Management. A key concern is the creation of Leisure Experiences, which is the core business of any leisure manager. The subjects of imagineering, ICC and research have been fully integrated into the programme.



The 10 national competencies (with accompanying credits) in the Leisure Management curriculum

	1	2	3	4	5	6	7	8	9	10	TOTAL
	Developing a vision of society and the role of leisure therein	Developing new strategies for the public and/or private sector	Creating and marketing meaningful leisure experiences	Directing within networks	Organising, managing, analysing business processes and	Applying HRM in the light of the organisational strategy	Analysing and implementing the financial and legal aspects	Developing, implementing and evaluating processes of change	Self-directing competency	Social and communicative competency	
Basic level	10	8	16	13	12	6	15	12	12	16	120
Practice level	4	4	<i>Transfer: 25 EC</i>						4	5	60
			3	3	3	3	3	3			
Specialisation level	8	10	<i>Minimum of 3 competencies: 33 EC</i>						4	5	60
											240

Appendix 3 Curriculum Overview of Leisure & Events Management

For more information on the curriculum of Leisure & Events Management, you are referred to the relevant study guides.

Honours in Social Innovation

Honours in SI

For students entering into SI in 2015 and earlier

For students from earlier cohorts, i.e. cohorts entering in 2015 or earlier, the old honours arrangement will continue to be applicable. This arrangement entails that the student earns 30 extra ECTS credits throughout the entire curriculum of years 2 to 4 inclusive.

For students entering into SI from 2016 onwards

For students entering into SI from 2016 onwards, 'Process Design' (30 ECTS) had been included as an extra component outside the scope of the curriculum. More specifically, this means that a student earns 30 extra ECTS if the student also completes a minor in the graduation year. He will choose one of the institute-wide or AfL-specific minors. In this case, the student will graduate 'with honours'.

For more information about process design, see <http://performatory.nl/wp-content/uploads/2017/01/processdesignNLI.pdf>

The student will need to take into account that he will only be permitted to take part in an AfL-specific minor if – before the start of the graduation year - his ECTS credit deficit is no more than 15 ECTS credits compared to the 150 ECTS to be obtained within the SI programme. For participation in an institute-wide minor, there are no entry requirements.

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

D Strategic Business Management and Marketing

A Institute-wide minors

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

Short description/ subjects of the minor	<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&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>
Learning goals/ competencies	<ol style="list-style-type: none"> 1. Learning about different typologies of events: public/private, free/entrance fee, etc. 2. Marketing of events & events as a marketing tool; including developments in transmedia and social media 3. Event design: use of professional instruments like the experience and touchpoint model, customer journey, value research and different Imagineering tools 4. Creating awareness about process design and crowd management concepts in any kind of event 5. Getting insight in hospitality experience design and food concepts 6. Learn about the impact of events on cities and countries and the link between sustainability and events.

	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
Core Module 30 erts AEDE4.CCEVD-02	Event organization	supervising group by lecturer	71	260	9	Large assignment (strategy&concept, media, lo	30	5,5	week 49	week 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	week 43-03	week 03	report & real life execution	does not apply
	Analysing & presentation skills	lectures & supervising group by lecturer	8	30	2	Sector analysis	7	5,5	week 38	week 03	presentation	1/2 hour per group
	Analysing skills	lectures & supervising group by lecturer	8	30	2	Mystery guest experience	7	5,5	week 41	week 03	report	does not apply
	Event organization, execution & presenting skills	supervising group by lecturer	8	60	4	Participation congressstival	13	5,5	week 04	week 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	weekm 05	week 06	blog/portfolio	oral end exam 1 hour

2 Resilient Entrepreneurship (AREM.18 minor)

Short description/ subjects of the minor	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.
Learning goals/	<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"> 1. Understanding creativity (process, generating ideas, individual and in organisations) 2. Understanding innovation (types, sources, barriers (market/organisational, individual) 3. Understanding entrepreneurship (extreme uncertainty, lean start- up, personal characteristics) 4. Developing a concept and strategy fit for a fast-changing marketplace 5. Developing a successful, agile and sustainable business model
Competencies	<ol style="list-style-type: none"> 1. Exploration with an open mind-set 2. Creating new business concepts 3. Developing a vision based on internal and external values 4. Developing sustainable business models

	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
Courses 30 ECTS	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)

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

	competencies /professional tasks	teaching method (lecture, seminar etc.)	Test element	weight %	min. grade test	Exam in calendar week	Resit in calendar week
Course 30 ECTS credits	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)

Short description/ subjects of the minor	<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 & 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 & 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>
Learning goals/ competencies	<ol style="list-style-type: none"> 1. examining the relationship between tourism businesses and the geographical space in which they develop from an economic, environmental and socio-cultural perspective 2. understanding the complexity of destination governance (theory and practice) 3. applying place-making concepts to cities and tourism destinations, 4. analysing and identifying the reasons why places need to adopt different place-making strategies 5. understanding the impact of digital technologies of Destination Management Systems (DMS), related to effective customer journeys 6. acquiring depth of knowledge with regard to internal and external environmental issues and their impact(s) on destination branding strategy 7. to define the public space by mapping its functional and social use - to address shortcomings and improvement plans in public space.

	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												
Courses 30 ECTS	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)

Short description/ subjects of the minor	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.
Learning goals	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
Courses 30 ECTS	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
COURSES 20 ECTS	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

Year 2	Name Course	Terms				Competences /professional tasks	Teaching methods	Contact hours	Self study hours	ECTS	Testform	Weight
Course / code		1	2	3	4							
ATPM2.P1IATP-02P ATPM2P1IAT	Project 1: Introductions to the Attractions & Theme Park Industry	x				BA 1, 2, 5	Fieldtrip Lectures , seminars and assignments in teams	45	95	5	Written Assignment	2 tests, minimum grade 4,5 weight 50%-50% P1.1 written test P1.2 assignment
ATPM2.P2PHG-02P ATPM2P2PHG	Project 2: Principles of Hospitality & Guestology	x				BA 3, 4, 5, 6, 9 10	Fieldtrip Mystery-visit Lectures , seminars and assignment in teams	45	95	5	Written Assignment	2 tests. Minimum grade 4,5 weight 50%-50% P1.1 written test P1.2 assignment
ATPM2.P3FSA-02P ATPM2P3FSA	Project 3: Fundamentals of Storytelling in Attractions		x			BA 1, 2, 5, 9, 10	Event Lectures , seminars and assignments in teams	45	95	5	Written Assignment	2 tests. Minimum grade 4,5 weight 50%-50% P1.1 written test P1.2 assignment
ATPM2.PDL-01C ATPM2PDL	Professional Development & Leadership	x	x	x	x	BA 1-10, met name BBA 7,8 en 9	Seminars, training, fieldtrips, discussions, reflection Portfolio	30	138	6	PDL exam written	1 test, minimum grade 5,5
ATPM2.ENG1-02C ATPM2ENG1	English 1	x				B2/C1	Lectures and seminar	16	40	2	Essay	1 test Min cijfer 5,5
ATPM2.ENG2-02C ATPM2ENG2	English 2	x				B2/C1	Lectures and seminar	8	20	1	Written	1 test Minimum grade 5,5
ATPM2.ENG3-02C ATPM2ENG3	English 3		x			B2/C1	Lectures and seminar	8	20	1	Blog	1 test Minimum grade 5,5
ATPM2.PLACE-01 ATPM2PLACE	Stage			x	x	BA 1-10	Placement of 26 weeks			35	Reflectie- rapport + dossier	1 test Minimum grade 5,5

Year 3	Name course	Terms				Competences /Professional tasks	Teaching methods	Contact- hours	Self study hours	ECTS credits	Testform	Weight
Course / code		1	2	3	4							
ATPM3.P4OPM-01P ATPM3P4OPM	Project 4: Operations Management	x				BA 2,3,4, 5,7,9				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%- 50% P1.1 w rittten test P1.2 assignment
ATPM3.P4RES-01C ATPM3P4RES	Research project 4	x				BA 1,2				2	Assignment	1 test, minimum grade 5,5 P4 Assignment
ATPM3.P5RMF-02P ATPM3P5RMF	Project 5 Revenue Management & Finance		x			BA 2,4,5, 7,9,10				5 5	Assignment Individual test	assignment minimum grade 4,5 individual test, minimum grade 4,5
ATPM3.P5RES-01C ATPM3P5RES	Research project 5		x			BA 1,2				2	Assignment	1 test P5 opdracht
ATPM3.P6MRC-01C ATPM3.P6MRC	Project 6 Marketing & Communication			X		BA 1,2,4, 5,7,10				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% P6.1 w rittten test P6.2 assignment
ATPM3.P6RES-01C ATPM3P6RES	Research project 6			X		BA 1,2				2	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% Assignment 6.3 Quantitative research Test 6.4 SPSS
ATPM3.P7MAN-01P ATPM3P7MAN	Project 7: Managing change in the attractions industry				X	BA 1-10, m.n. BA 6				10	Know legde test Assignment	2 tests, minimumgrade 4,5 w eight 50%-50% P7.1 Oral test P7.2 Assignment
ATPM3.P7RES-01C ATPM3P7RES	Research project 7				X	BA 1,2	w orkshops			2	Assignment	1 test P7 Assignment
ATPM3.PDL1-02	Professional Development & Leadership	x	x	x	x	BA 1-10 m.n. BA 7,8 en 9	Seminars, training, fieldtrips, discussions, reflection, portfolio			3	Written	Written portfolio
ATPM3.CE2-01	Competence exam					BA 1-10				3	Oral	
ATPM3.ENG4-01C	English 4	x				C1	Seminar	4	24	1	Synthesis	
ATPM3.ENG5-01C	English 5	x				C1		12	16	1	Interview	
ATPM3.ENG6-01C	English 6		X			C1	Lectures and seminars	12	16	1	Financial text	
ATPM3.ENG7-01C	English 7			X		C1	Lectures and seminars	12	16	1	Meeting	
ATPM3.ENG8-02C	English 8				x	C1	Lectures and seminars	12	44	2	Business proposal	

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 ^{1, 2}	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 Communcation & 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 ³	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 minor¹¹ 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.

¹¹ 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 Transitional Arrangements 2018-2019

Transitional arrangement for VTM and IP propaedeutic phase (intake of 2015-2016 and earlier)

In the academic year of 2017-2018, all students (who entered in 2015 or earlier) were offered another two opportunities for all tests/examinations from the VTM/IP propaedeutic programme. If after these extra opportunities a student still has incomplete P components, this student will be required to take second attempts at comparable components from the curriculum in 2018-2019.

Resits will take place in:

- October/ November (22 October 2018 until 9 November 2018)
- January (07 January 2019 until 24 January 2019)
- March/April (25 March 2019 until 12 April 2019)

Students choose 2 opportunities at most.

Transitional arrangement VTM propaedeutic phase

VTM propedeuse	Code	ECTS	Replacing subject
Projectmanagement			
PM- kennistoets	DVTMD.N1PM-01K	4	tailor made
PM-beroepsproduct	DVTMD.N1PM-01B	4	Herkansing beroepsproduct PM
Bedrijfsvoering			
BV-kennistoets	DVTMD.N1BDV-01K	4	tailor made
BV-beroepsproduct	DVTMD.N1BDV-01B	4	herkansing beroepsproduct BV
Marketing			
MR- kennistoets	DVTMD.N1MKT-01K	4	tailor made
MR-beroepsproduct	DVTMD.N1MKT-01B	4	herkansing beroepsproduct MR
Imagineering			
IMA-kennistoets	DVTMD.N1IMA-01K	4	tailor made
IMA-beroepsproduct	DVTMD.N1IMA-01B	4	herkansing beroepsproduct IMA
Onderzoek			
ON-beroepsproduct	DVTMD.N1OND-01C	4	Leisure Behaviour Semester 1 New Curriculum
Leisure Regie	DVTMD.N1LR-02C	4	
LR-kennistoets			tailor made
LR-beroepsproduct			tailor made
Engels			
Persuasive skills	DVTMD.N1EN-04P	2	Presentations Semester 2 New Curriculum
Business Correspondance	DVTMD.N1EN-04T	2	tailor made
Nederlands			
Spelling	DVTMD.N1NESP-01	2	Hogeschooltaaltoets
Brief	DVTMD.N1NEBR-01	2	Herkansing brief
Interculturele Communicatie	DVTMD.N1ICC-03C	2	
ICC-kennistoets			tailor made
ICC-beroepsproduct			Herkansing beroepsproduct ICC
Propedeuse Examen	DVTMD.N1NEPEX-01	4	Propedeuse examen oude stijl
Studievaardigheden	DVTMD.N1LL-01	2	tailor made

Werkveldoriëntatie	DVTMD.N1WO-01	4	4x28 uur dagdelen in het werkveld met verslaglegging
Totaal		60	
Compact program			
Crash course Marketing	DILMD.N1MKT-01K	1	tailor made
Crash course Project Management	DILMD.N1PM-01K	1	tailor made
Crash course Imagineering	DILMD.N1IMA-01K	1	tailor made
Crash course Bedrijfsvoering	DILMD.N1OM-01K	1	tailor made

Transitional arrangement IP propaedeutic phase

IP-subject	Code	ECTS	Teacher	ECTS	Replacing subject in new curriculum
Course Intro Leisure	AIP1.LEI	3	Ewout Sanders	3	tailor made
Imagineering	AIP1.IMA C	2	Sophie Klok	2	tailor made
Report writing	AIP1.REP	1	Goksel Gocer	1	Report writing old assignments
MRKP-C	AIP1.MRKP C	5	Maike van Breda	4	CITM.OMC1
Spanish BLB	AIP1.LSPBLB	2	Conny Eisinga	2	CITM.LASP3B-01
Dutch C-D	AIP1.DUTCHCD	3	Harm de Vries	2 + 2	CITM.LADUR 3 + CITMLADUR 3
Italian BLA	AIP1.LITBLA	2	Jeroen Hol	2	CITM.LAITA 1
Italian BLB	AIP1.LITBLB	2	Jeroen Hol	2	CITM.LAITA 2
Free elective 1	AIP1.FREE1	1	Joost de Wit	1	Top Free elective 1
Free elective 2	AIP1.FREE2	1	Joost de Wit	1	Free elective 2

Transitional arrangement year 2 LEM (NL) / LEM for cohorts from 2015-2016 and earlier

All components of the LEM (NL) / LEM year 2 curriculum will be offered three more times in academic year 2018-2019 for students who entered in 2015 or earlier. Students are allowed to participate in a maximum of two attempts. Should students still have incomplete components after that, they will be able to take second attempts at comparable curriculum components in the next academic year (2019-2020).

Transitional arrangement year 2 LEM (NL) / LEM compact / lateral entry for cohorts entering in 2016-2017 or earlier

Same as transitional arrangement LEM (NL) / LEM for cohorts from 2015 or earlier.

Transitional arrangement year 3 LEM (NL) / LEM for cohorts entering in 2015 or earlier and LEM (NL) / LEM compact for cohorts entering in 2016 or earlier

All components of the LEM (NL) / LEM year 3 curriculum will be offered three times in academic year 2018-2019. Students are allowed to participate in a maximum of two attempts. Should students still have incomplete components after that, they will be able to take second attempts at comparable curriculum components in the next academic year (2019-2020).

Appendix 8 Assessment Forms

Beoordelingsmodel **competentie examen praktijkdeel (voorheen CE 2)**¹²

Assessment Form

Competency Exam – Level 2

Student's first and last name: .

ID code:

Date of competency exam 2:

Name of competency assessor 1: .

Name of competency assessor 2: .

Submitted during the assessment

Y / N

Presentation hand-out

V/□

4: unsatisfactory
6: satisfactory
8: good
10: excellent


Presentation	4	6	8	10	Overall
The presentation meets the following criteria:					
- Structure (introduction, body, conclusion, review, preview)					
- Attractiveness (visual and language / spelling)					
- Powerful & authentic (attitude, use of voice, uniqueness)					
- Contents of the presentation					
Review					
The student has attained the goals (years 2 and 3) he/she set for him/herself, which give direction to his/her development as a Leisure Manager at the level of higher professional education (HBO).					
The student is able to account for his/her own learning process:					
- explains which goals he/she attained or failed to attain and why ; and - has transformed the feedback and practical experiences gathered into insights / self-awareness .					
Preview					
The student acts on the basis of his/her insights.					
- The student has set new goals for him/herself for the 4 th year of study, or has					

¹² This form will be renewed.

redefined his/her goals based on his/her new insights (consistent with the LM competency profile)					
General:					
The student has a thorough <u>understanding of leisure / the leisure sector</u> in general, and <u>the chosen sector/ specialisation</u> in particular.					
By means of practical examples, the student is able to name <u>trends and developments</u> that are typical of the <u>chosen sector/specialisation</u> .					
In addition, the student is able to explain these trends and developments by means of general <u>macro and meso level trends</u> in the area of leisure, and in this process,					
has to be able to point out the <u>differences between the various leisure sectors</u> .					
The student is able to establish a link between his/her work placement (and other <u>practical examples</u>) and the <u>professional competencies and professional roles, the tasks, responsibilities and personality traits of a Leisure manager</u> .					
In addition, by means of <u>experiences gained</u> , the student is able to explain which <u>job positions in the Leisure industry</u> he/she finds interesting,					
<u>connect this with knowledge</u> (theories), and					
<u>connect this with his/her own development process</u> (also see review and preview).					
Overall:					
The student is able to <u>substantiate his/her opinion with relevant practical experiences</u> and					
is able to answer the CE2 questions presented to him/her <u>from various angles and interconnect them</u> .					
Additional comments: <ul style="list-style-type: none"> 					

End result of competency exam – level 2

Beoordelingsmodel stage (20 weken)¹³

Placement (International) Leisure Management NHTV 2017-2018 Assessment and feedback form for school supervisor		 <small>internationaal hoger onderwijs Breda</small>			
Name student:					
ID-code student:					
Name of placement company:					
Name of school supervisor:					
Start and end date placement:					
Date final assessment::					
A. Final assessment professional product after 20 weeks:					
		The student has not reached the requirements.	The student has reached the minimal requirements.	The student has exceeded the requirements satisfactorily.	The student has exceeded expectations.
1	Professional product level 2 The student has fulfilled the assignment set by the company.				
	The student has applied knowledge.				
	The student has justified his/her choices based on theory.				
	The student has adjusted his/her product to the situation.				
	The product has an appropriate structure.				
	The product meets the requirements of level 2.				
	Additional information (please indicate <u>at least one</u> aspect that is good and one that should be improved): <div style="border: 1px solid black; height: 80px; width: 100%;"></div>				
B. Final assessment professional conduct after 20 weeks:					
2	Functioning as Leisure Manager level 2 The student has functioned as project manager/ marketeer / entrepreneur / leisure director / imagineer / researcher ¹⁴				

¹³ Dit formulier wordt in september 2018 vernieuwd.

¹⁴ Student chooses a competency before the start of the placement.

	The student has functioned as project manager/ marketer / entrepreneur / leisure director / imagineer / researcher ¹⁵				
	Additional information (please indicate <u>at least one</u> aspect that is good and one that should be improved):				
		The student has exceeded expectations	The student has reached the requirements satisfactorily.	The student has reached the minimal requirements.	The student has not reached the requirements.
3	Creative leadership level 3				
	Cooperating (competency 7a)				
	The student can give and receive feedback to and from colleagues.				
	The student can generate support from colleagues.				
	The student acts pro-actively and takes initiative.				
	Communication (competency 7b)				
	The report has a clear structure and uses APA guidelines				
	The report is written in correct English, easy to understand and does not contain errors that negatively affect comprehensibility.				
	Student kept regular contact during placement with school supervisor				
	Interim reports provided sufficient insight in progress of student .				
	Self-direction (competency 8)				
	The student shows he/she has been working on his/her personal objectives. *				
	The student can direct and guide his/her own development..				
	The student formulates and adjusts improvement plans based on reflection and feedback.				
	The student has an appropriately professional attitude.				
	*additional personal objectives that are not part of 1, 2 or 3:				

¹⁵ Idem.

Additional information (please indicate <u>at least one</u> aspect that is good and one that should be improved):	
<div style="height: 100px;"></div>	
<div style="text-align: right;">End result placement school supervisor:</div>	
FINAL RESULT PLACEMENT after possible adjustment of the mark by school supervisor based on final assessment company supervisor (0.5 maximum)	
Completed by: Date: Signature:	Student signature: Date: Signature:

Beoordelings- en feedbackformulier afstudeerrapport

Beoordelings- en feedbackformulier afstudeerrapport Leisure and Events Management Breda University of Applied Sciences (geldig vanaf blok D 2015-2016)						
Naam student:				Studentnummer:		
Opdrachtgever (naam organisatie & vestigingsplaats):						
Naam beoordelaar (docent):				Datum beoordeling:		
De eindrapportage voldoet aan de volgende voorwaarden:				Akkoord¹⁶		Niet akkoord
• De eindrapportage bestaat uit 2 documenten: onderzoeksrapport en beroepsproduct						
• De plagiaatscore is acceptabel ($\leq 10\%$)						
• Het gebruik van Nederlandse stijl en spelling is in orde						
• Er is sprake van een logische rapportstructuur						
• Een kritische reflectie op het eindproduct is geschreven en toegevoegd aan (de bijlagen van) het onderzoeksrapport.						
• Een beoordeling door de opdrachtgever is ingevuld, ondertekend en toegevoegd aan de bijlagen van het onderzoeksrapport. De overall beoordeling is voldoende.						
nr	Onderdeel ¹⁷	Sub-onderdeel	Behaalde punten 1 t/m 10 per onderdeel ¹⁸	Weging	Eind-score	Feedback
1	Onderzoeksopzet	Achtergrond Aanleiding Probleemanalyse Probleemstelling Onderzoeksdoelstelling Theoretisch kader Onderzoeksvragen Methoden van onderzoek		X 2 =		
2	Uitvoering onderzoek en rapportage	Resultaten Analyse		X 2 =		
3	Conclusies en aanbevelingen	Conclusies (per onderzoeksvraag en van probleemstelling) Aanbevelingen		X 1 =		
4	Beroepsproduct	Adviesrapport Implementatievoorstel		X 3 =		

¹⁶ Oordeel akkoord of niet akkoord aankruisen. Eindrapportage wordt pas beoordeeld als aan alle voorwaarden is voldaan.

¹⁷ Zie "beoordelingsmodel afstudeeropdracht Leisure en Events Management" voor een uitgebreide toelichting per onderdeel

¹⁸ Onderdelen kunnen niet onderling gecompenseerd worden, oftewel een eindcijfer 5,5 of hoger is alleen mogelijk als alle onderdelen door de beoordelaar van Breda University of Applied Sciences zijn beoordeeld met minimaal 5,5 of hoger.

5	Relevantie & toepasbaarheid	Opdrachtgever Werkveld Maatschappij		X 1 =		
6	Presentatie rapporten	Onderzoeksrapport Beroepsproduct		X 1 =		
SUBTOTAAL:						
EINDCIJFER:					Subtotaal delen door 10 en afronden op 1 decimaal	

Assessment- and feedback form thesis

Assessment- and feedback form thesis Leisure and Events Management Breda University of Applied Sciences (to be used from A 2018-2019 onwards)						
Name student:				ID-code:		
Commissioner (company, town, country):						
Name assessor (lecturer):				Date of assessment:		
Conditions of the final reports:				Agree ¹⁹		Not agree
• Student handed in 2 documents: Research report and Professional product						
• The plagiarism score is reasonable ($\leq 10\%$)						
• Proper written communication						
• Proper set-up of final reports						
• A critical review about the final reports is added to (the appendices of) the Research report						
• A final company assessment form is filled out and signed by the commissioner. The form is added to the appendices. The overall assessment is sufficient.						
nr	Part ²⁰	Sub part	Grade per part 1 thru 10 ²¹	Weighing	Grade after weighing	Feedback
1	Research set up	Background Management problem Problem analysis Problem definition Research objective Theoretical framework Research questions Methodology		X 2 =		
2	Execution and report	Results Analysis of the data		X 2 =		
3	Conclusions and recommendations	Conclusion (per research question and overall) Recommendations		X 1 =		
4	Professional product	Advisory report Implementation plan		X 3 =		

¹⁹ The assessor will only assess the final reports after the assessor agreed on all conditions.

²⁰ For further information per part, please check the "Assessment Matrix thesis assignment Leisure and Events Management"

²¹ All parts should be a pass (grade per part needs to be 5,5 or higher). Compensation is not possible.

5	Relevance & Applicability	Commissioner Leisure industry Society		X 1 =		
6	Presentation reports	Research report Professional product		X 1 =		
SUBTOTAL:						
FINAL GRADE:					Divide subtotal by 10 and note grade in 1 decimal	

Beoordelings- en feedbackformulier ontwerp- en adviesopdracht

Beoordelings- en feedbackformulier afstudeerrapport Leisure and Events Management Breda University of Applied Sciences, afstudeerversie Ontwerp-en adviesopdracht (2) (nieuwe stijl, geldig vanaf blok A 2018-2019)						
Naam student:				Studentnummer:		
Opdrachtgever (naam organisatie & vestigingsplaats):						
Naam beoordelaar (docent):				Datum beoordeling:		
De eindrapportage voldoet aan de volgende voorwaarden:				Akkoord²²		Niet akkoord
• De plagiaatscore is acceptabel ($\leq 10\%$)						
• Het gebruik van Nederlandse stijl en spelling is in orde (max. 5 taalfouten per pagina op 5 willekeurige pagina's in het rapport)						
• Er is sprake van een logische rapportstructuur						
• Een kritische reflectie op het eindproduct is geschreven en toegevoegd aan (de bijlagen van) het afstudeerrapport.						
• Een beoordeling door de opdrachtgever is ingevuld, ondertekend en toegevoegd aan de bijlagen van het afstudeerrapport. De overall beoordeling is voldoende.						
nr	Onderdeel ²³	Sub-onderdeel	Behaalde punten 1 t/m 10 per onderdeel ²⁴	Weging	Eind-score	Feedback
1	Onderzoeksopzet	Achtergrond en aanleiding Probleemanalyse Probleemstelling Onderzoeksdoelstelling Onderzoeksvragen Theoretisch kader Methoden van onderzoek		X 2 =		
2	Onderzoeksgedeelte rapport	Resultaten Analyse Conclusies onderzoeksgedeelte		X 3 =		

²² Oordeel akkoord of niet akkoord aankruisen. Eindrapportage wordt pas beoordeeld als aan alle voorwaarden is voldaan.

²³ Zie "beoordelingsmodel afstudeeropdracht Leisure and Events Management" voor een uitgebreide toelichting per onderdeel

²⁴ Onderdelen kunnen niet onderling gecompenseerd worden, oftewel een eindcijfer 5,5 of hoger is alleen mogelijk als alle onderdelen door de beoordelaar van Breda University of Applied Sciences zijn beoordeeld met minimaal 5,5 of hoger.

3	Adviesgedeelte rapport	Uitgewerkte aanbevelingen/advies Implementatievoorstel		X 3 =		
4	Competentieniveau	Inhoud en handelen 2e beroepscompetentie (naast onderzoek)		X 1 =		
5	Presentatie rapporten	Schrijfstijl Lay-out		X 1 =		
SUBTOTAAL:						
EINDCIJFER AFSTUDEERRAPPORT na eventuele afronding door beoordelaar op basis van eindbeoordeling door opdrachtgever (maximaal 0,3 punt):						Subtotaal delen door 10 en afronden op 1 decimaal

Assessment- and feedback form Advice and design assignment

Assessment- and feedback form graduation assignment Leisure and Events Management Breda University of Applied Sciences, option Advice and design assignment (2) (new style, to be used from Term A 2018-2019 onwards)						
Name student:				ID-code:		
Client (company, town, country):						
Name assessor (lecturer):				Date of assessment:		
Conditions of the final reports:				Agree²⁵		Not agree
• The plagiarism score is reasonable ($\leq 10\%$)						
• Proper written communication (max. 5 language mistakes per page on 5 random pages in the report)						
• Logical set-up of final reports						
• A critical review about the final result is added to (the appendices of) the graduation report						
• A final company assessment form is filled out and signed by the client.. The form is added to the appendices. The overall assessment is sufficient.						
nr	Part ²⁶	Sub part	Grade per part 1 thru 10 ²⁷ per component	Weighing	Grade after weighing	Feedback
1	Research set up	Background and management problem Problem analysis Problem definition Research objective Research questions Theoretical framework Methodology		X 2 =		
2	Research component report	Results Analysis of the data Conclusions research part		X 3 =		
3	Advisory component report	Worked out recommendations/advice Implementation proposal		X 3 =		

²⁵ The assessor will only assess the final reports after the assessor agreed on all conditions.

²⁶ For further information per part, please check the "Assessment Matrix thesis assignment Leisure and Events Management"

²⁷ All parts should be a pass (grade per part needs to be 5,5 or higher). Compensation is not possible.

4	Competency level	Content and acting second professional competency (next to Research)		X 1 =		
5	Presentation reports	Writing style Lay-out		X 1 =		
SUBTOTAL:						
FINAL GRADE after optional rounding off of grade by assessor on the basis of end assessment by client (maximum 0.3 points):						Divide subtotal by 10 and note grade in 1 decimal

Beoordelings- en feedbackformulier implementatieopdracht

Beoordelings- en feedbackformulier afstudeerrapport Leisure and Events Management Breda University of Applied Sciences, afstudeerversie Implementatieopdracht (3) (nieuwe stijl, geldig vanaf blok D 2016-2017)						
Naam student:				Studentnummer:		
Opdrachtgever (naam organisatie & vestigingsplaats):						
Naam beoordelaar (docent):				Datum beoordeling:		
De eindrapportage voldoet aan de volgende voorwaarden:				Akkoord²⁸		Niet akkoord
• De plagiaatscore is acceptabel ($\leq 10\%$)						
• Het gebruik van Nederlandse stijl en spelling is in orde (max. 5 taalfouten per pagina op 5 willekeurige pagina's in het rapport)						
• Er is sprake van een logische rapportstructuur						
• Een kritische reflectie op het eindproduct is geschreven en toegevoegd aan (de bijlagen van) het afstudeerrapport.						
• Een beoordeling door de opdrachtgever is ingevuld, ondertekend en toegevoegd aan de bijlagen van het afstudeerrapport. De overall beoordeling is voldoende.						
nr	Onderdeel ²⁹	Sub-onderdeel	Behaalde punten 1 t/m 10 per onderdeel ³⁰	Weging	Eind-score	Feedback
1	Onderzoeksopzet	Achtergrond en aanleiding Probleemanalyse Probleemstelling Onderzoeksdoelstelling Onderzoeksvragen Theoretisch kader Methoden van onderzoek		X 2 =		
2	Onderzoeksgedeelte rapport	Resultaten Analyse Conclusies onderzoeksgedeelte Aanbevelingen/advies		X 2 =		
3	Beroepsproduct	Uitgewerkt eindproduct Implementatieplan		X 4 =		

²⁸ Oordeel akkoord of niet akkoord aankruisen. Eindrapportage wordt pas beoordeeld als aan alle voorwaarden is voldaan.

²⁹ Zie "beoordelingsmodel afstudeeropdracht Leisure and Events Management" voor een uitgebreide toelichting per onderdeel

³⁰ Onderdelen kunnen niet onderling gecompenseerd worden, oftewel een eindcijfer 5,5 of hoger is alleen mogelijk als alle onderdelen door de beoordelaar van Breda University of Applied Sciences zijn beoordeeld met minimaal 5,5 of hoger.

4	Competentieniveau	Inhoud en handelen 2e beroepscompetentie (naast onderzoek)		X 1 =		
5	Presentatie rapporten	Schrijfstijl Lay-out		X 1 =		
SUBTOTAAL:						
EINDCIJFER AFSTUDEERRAPPORT na eventuele afronding door beoordelaar op basis van eindbeoordeling door opdrachtgever (maximaal 0,3 punt):						Subtotaal delen door 10 en afronden op 1 decimaal

Assessment- and feedback form Implementation assignment

Assessment- and feedback form graduation assignment Leisure and Events Management Breda university of Applied Sciences, option Implementation assignment (3) (new style, to be used from Term A 2018-2019 onwards)						
Name student:				ID-code:		
Client (company, town, country):						
Name assessor (lecturer):				Date of assessment:		
Conditions of the final reports:				Agree ³¹		Not agree
• The plagiarism score is reasonable ($\leq 10\%$)						
• Proper written communication (max. 5 language mistakes per page on 5 random pages in the report)						
• Logical set-up of final reports						
• A critical review about the final result is added to (the appendices of) the graduation report						
• A final company assessment form is filled out and signed by the client.. The form is added to the appendices. The overall assessment is sufficient.						
nr	Part ³²	Sub part	Grade per part 1 thru 10 ³³ per component	Weighing	Grade after weighing	Feedback
1	Research set up	Background and management problem Problem analysis Problem definition Research objective Research questions Theoretical framework Methodology		X 2 =		
2	Research component report	Results Analysis of the data Conclusions research part Recommendations/advice		X 2 =		
3	Professional product	Worked out end product Implementation plan		X 4 =		

³¹ The assessor will only assess the final reports after the assessor agreed on all conditions.

³² For further information per part, please check the "Assessment Matrix thesis assignment Leisure and Events Management"

³³ All parts should be a pass (grade per part needs to be 5,5 or higher). Compensation is not possible.

4	Competency level	Content and acting second professional competency (next to Research)		X 1 =		
5	Presentation reports	Writing style Lay-out		X 1 =		
SUBTOTAL:						
FINAL GRADE after optional rounding off of grade by assessor on the basis of end assessment by client (maximum 0.3 points):						Divide subtotal by 10 and note grade in 1 decimal

Beoordelings- en feedbackformulier Onderzoeksopdracht

Beoordelings- en feedbackformulier afstudeerrapport Leisure and Events Management Breda University of Applied Sciences, afstudeerversie Onderzoeksopdracht (1) (nieuwe stijl, geldig vanaf blok A 2018-2019)						
Naam student:				Studentnummer:		
Opdrachtgever (naam organisatie & vestigingsplaats):						
Naam beoordelaar (docent):				Datum beoordeling:		
De eindrapportage voldoet aan de volgende voorwaarden:				Akkoord³⁴		Niet akkoord
• De plagiaatscore is acceptabel ($\leq 10\%$)						
• Het gebruik van Nederlandse stijl en spelling is in orde (max. 5 taalfouten per pagina op 5 willekeurige pagina's in het rapport)						
• Er is sprake van een logische rapportstructuur						
• Een kritische reflectie op het eindproduct is geschreven en toegevoegd aan (de bijlagen van) het afstudeerrapport.						
• Een beoordeling door de opdrachtgever is ingevuld, ondertekend en toegevoegd aan de bijlagen van het afstudeerrapport. De overall beoordeling is voldoende.						
nr	Onderdeel ³⁵	Sub-onderdeel	Behaalde punten 1 t/m 10 per onderdeel ³⁶	Weging	Eind-score	Feedback
1	Onderzoeksopzet	Achtergrond en aanleiding Probleemanalyse Probleemstelling Onderzoeksdoelstelling Onderzoeksvragen Theoretisch kader en conceptueel model		X 2 =		
2	Methoden van onderzoek	Gekozen methoden en verantwoording Betrouwbaarheid en validiteit		X 1 =		
3	Uitvoering onderzoek en rapportage	Resultaten Analyse		X 3 =		

³⁴ Oordeel akkoord of niet akkoord aankruisen. Eindrapportage wordt pas beoordeeld als aan alle voorwaarden is voldaan.

³⁵ Zie "beoordelingsmodel afstudeeropdracht Leisure and Events Management" voor een uitgebreide toelichting per onderdeel

³⁶ Onderdelen kunnen niet onderling gecompenseerd worden, oftewel een eindcijfer 5,5 of hoger is alleen mogelijk als alle onderdelen door de beoordelaar van Breda University of Applied Sciences zijn beoordeeld met minimaal 5,5 of hoger.

4	Conclusies en aanbevelingen	Conclusies (per onderzoeksvraag en van probleemstelling) Aanbevelingen		X 2 =		
5	Competentieniveau	Inhoud en handelen 2e beroepscompetentie (naast onderzoek)		X 1 =		
6	Presentatie rapporten	Schrijfstijl Lay-out		X 1 =		
SUBTOTAAL:						
EINDCIJFER AFSTUDEERRAPPORT na eventuele afronding door beoordelaar op basis van eindbeoordeling door opdrachtgever (maximaal 0,3 punt):						Subtotaal delen door 10 en afronden op 1 decimaal

Assessment- and feedback form Research assignment

Assessment- and feedback form graduation assignment Leisure and Events Management Breda university of Applied Sciences, option Research assignment (1) (new style, to be used from Term A 2018-2019 onwards)						
Name student:				ID-code:		
Client (company, town, country):						
Name assessor (lecturer):				Date of assessment:		
Conditions of the final reports:				Agree³⁷		Not agree
• The plagiarism score is reasonable ($\leq 10\%$)						
• Proper written communication (max. 5 language mistakes per page on 5 random pages in the report)						
• Logical set-up of final reports						
• A critical review about the final result is added to (the appendices of) the graduation report						
• A final company assessment form is filled out and signed by the client.. The form is added to the appendices. The overall assessment is sufficient.						
nr	Part ³⁸	Sub part	Grade per part 1 thru 10 ³⁹ per component	Weighing	Grade after weighing	Feedback
1	Research set up	Background and management problem Problem analysis Problem definition Research objective Research questions Theoretical framework and conceptual model		X 2 =		
2	Research methodology	Methods chosen and justification Reliability and validity		X 1 =		
3	Execution and report	Results Analysis of the data		X 3 =		

³⁷ The assessor will only assess the final reports after the assessor agreed on all conditions.

³⁸ For further information per part, please check the "Assessment Matrix thesis assignment Leisure and Events Management"

³⁹ All parts should be a pass (grade per part needs to be 5,5 or higher). Compensation is not possible.

4	Conclusions and recommendations	Conclusion (per research question and of problem definition) Recommendations		X 2 =		
5	Competency level	Content and acting second professional competency (next to Research)		X 1 =		
6	Presentation reports	Writing style Lay-out		X 1 =		
SUBTOTAL:						
FINAL GRADE after optional rounding off of grade by assessor on the basis of end assessment by client (maximum 0.3 points):						Divide subtotal by 10 and note grade in 1 decimal

Beoordelingsmodel CE3 examen nieuwe stijl:

Preparation Assessment form Competency Exam level 3, Academy for Leisure

Name student:

ID-code:

Date competency exam 3:

Academic year and period (1 until 4):

Name competency-assessor:

Conditions of <u>both</u> exam documents:	Agree ⁴⁰	Not agree
<ul style="list-style-type: none">The plagiarism score is reasonable ($\leq 10\%$)		
<ul style="list-style-type: none">Proper written communication (max. 5 language mistakes on one random page in both documents)		

VISION ARTICLE	-- -
exceeding competencies	
original	
demonstrating knowledge	
demonstrating practical experience	
logically underpinned	

SELF EVALUATION	-- -
breadth of ACTIVE elements discussed	
depth of analysis	
substantiation with practical examples	

Bring this form with you to the CE3 exam, printed and filled out (digitally or hand written) in order to discuss with the other assessor and the external delegate!

⁴⁰ The assessor will only assess the final exam documents after the assessor agreed on both conditions.

Appendix 9 International requirements Leisure & Events Management

International requirements regarding LEM (NL) and LEM (gaining international experience)

After completion of the Leisure & Events Management study programme, students will receive the degree bachelor of Arts. Those LEM (NL) and LEM students who would like to have the 'international' component of their study program acknowledged in the diploma supplement are expected to gain international experience. International experience can be gained during an exchange programme, a third-year work placement or a fourth-year thesis assignment in a country in which the student was not born and/or raised.

'Internationality' will be determined by nationality as stated in his/her passport(s). I.e. when an LEM (NL) or LEM student has for instance a Dutch and German passport, neither Germany nor the Netherlands is regarded as a country in which the student can gain international experience.

Gaining international experience is defined as 'extensive exposure to a different cultural context for a longer period of time'. This means that on a daily basis the student needs to cope and be effective in an intercultural context that is different to the student's own culture. Since the LEM study programme is practice oriented, LEM students are obliged to gain international work experience during a third year work placement or fourth-year thesis assignment.

LEM (NL) and LEM students who would like to have the 'international' component of their study program acknowledged in the diploma supplement are expected to have had at least two international experiences as described above. One of these has to be work experience. This means that:

Dutch LEM (NL) and LEM students (i.e. students with a Dutch passport)*, both regular and VWO students, will have to do at least two of the following:

1. Taking part in an exchange program in year 3*;
2. Doing their placement in a country in which they were not born and/or raised in **;
3. Doing their graduation assignment in a company in a country in which they were not born and raised**

Non-Dutch LEM students

For non-Dutch LEM students, both regular and VWO (or similar), their stay at Breda University of Applied Sciences will already count as the first experience. This means that these students, will have to do at least one of the following:

1. Doing their placement in a country in which they were not born and/or raised in**;
2. Doing their graduation assignment in a company in a country in which they not born and raised**.
3. Taking part in an exchange programme in the penultimate year.*

**For students who hold both a Dutch and a second passport, the AfL board of examiners decided that the country in which most education was received will be decisive. If most education (in years) was received in the Netherlands, you are considered to be a Dutch student; if most education (in years) was received in another country, you are considered to be an international student.*

*** The students have to work and live in this country for the full placement / thesis period.*

Appendix 10 Description of Leisure & Events Management tracks

Event Management, English-taught

Students learn to develop creative and innovative concepts for events and brands, and elaborate these into business and revenue models based on a business perspective. Of course, students will also learn to produce events, sports events, festivals and conferences. Just think of Mysteryland, Zwarte Cross, Amstel Live and Extrema Outdoor.

Attractions and Theme Parks Management, English-taught

Students learn to develop business models for products and services at existing visitor attractions and theme parks such as World Disney World, Europapark and Efteling. Students learn how to enhance the visitor experience, run the park operations, and gain an insight into finances, marketing, personnel planning, hospitality, safety and security.

Cultural Venue Management, Dutch-taught

Students learn to study the new role of cultural institutions such as museums, pop music venues and theatres, and act upon the outcomes of their research. Digitisation, competition and expectations are increasing, whereas subsidy funds are decreasing. Students set to work on creativity, entrepreneurship, marketing, innovation, concept development and sustainability.

Social Innovation (Performatory), English-taught

Students learn to conceive creative solutions to issues in society. They learn to bring people together and cooperate in a highly effective manner. In order to develop useful ideas, students will set to work with imagineering, marketing and project management techniques.

LEM NL: Leisure Management, Dutch-taught

A broad-based industry orientation programme is part of the LEM NL track, in which students are offered opportunities to apply emphasis based on their own areas of interest. Students are widely trained which allows them to take a broad perspective of the entire industry and act as connectors. Students will set out to look for relationships that may be helpful in developing cooperation and business models.

LEM: Leisure Management, English-taught

A broad-based international industry orientation programme is part of the LEM track, in which students are offered opportunities to apply emphasis based on their own areas of interest. Students are widely trained which allows them to take a broad perspective of the entire international industry and act as connectors in this industry. Students will set out to look for relationships that may be helpful in developing cooperation and business models.