

# Education and Examination Regulations 2024-2025

*Industrial Design Engineering*

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Academic Year 2024-2025

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# Education and Examination Regulations 2024-2025

Industrial Design Engineering

Version 1.0

Model EER confirmed by the Executive Board on December 12, 2023 after having obtained the consent of the General Council.

The EER of the programme confirmed by the faculty director of the Faculty Technology, Innovation and Society on [date] and adopted by the Faculty Council on [date] and the Programme Committee on [date].

## Preamble

These are the Education and Examination Regulations (EER) for the Industrial Design Engineering programme. These contain the rules and regulations that apply to the programme, with a special emphasis on testing and examination. These EER contain, for example, practical information about the programme and education, the method of testing and fraud and plagiarism. You can also read how to lodge an appeal if you disagree with a decision or what the consequences are in case of fraud or plagiarism. These are all things that can affect your study progress. So take the time to go through this document carefully so that you know the rights and obligations attached to your studies.



The EER are fundamentally a legal document. As a result, terms are sometimes used that require extra explanation. You can find that explanation in the Definitions, in the appendices.

### How did these EER come about?

These EER are based on the Higher Education and Scientific Research Act (*Wet hoger onderwijs en wetenschappelijk onderzoek*; WHW). Every year, the Executive Board confirms the model EER for the following academic year, after submitting this to the General Council. The model EER form the basis for the EER of the degree programme. In principle, there should not be any rules in the EER of the programme that are not in the model EER. If it does, it must be authorised by the Executive Board and approved as part of the EER co-determination process.

The EER of the programme are adopted each year by the faculty director. That process also involves students, through their representation in the Programme Committee and Faculty Council. The faculty director can only adopt the EER for the programme after the Faculty Council and the Programme Committee(s) have agreed to this or have given their advice.

Together with the Student Charter part 1, which includes the regulations that apply to all students of The Hague University of Applied Sciences (THUAS), the EER and the EP form 'the Student Charter' (Section 7.59 of the Higher Education and Scientific Research Act). The Student Charter is a bundle of rules, rights and obligations of the student in relation to THUAS.



### Want to know more?

- The model EER is available in digital format on the Student Portal. ([rights and obligations](#)).
- The Student Portal lists the [regulations](#) for students. Check out the rights and obligations infographic too!

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# 1. General Provisions

## 1.1 Who are the EER intended for?

1. These EER apply to all students enrolled in the full-time variant of the government-funded bachelor's programme Industrial Design Engineering in the 2024-2025 academic year. The EER also apply to students who only take exams and do not attend classes (*extranei*). The provisions on education and student counselling/coaching do not apply to them.
2. If a provision or chapter does not apply, or only applies to a bachelor's programme, master's programme or associate degree programme, this is indicated above the relevant article or chapter.

## 1.2 How will students be informed?

1. You will receive regular information about the education in a timely manner from the degree programme, via the Student Portal or Brightspace.
2. Each unit of study (a course, subject, module or learning outcome) is accompanied by a semester guide. The programme ensures that the semester guide can be found on Brightspace/the Student Portal before the start of the semester.
3. The programme makes the class schedule and test schedule for that semester available via MyTimeTable no later than 10 working days before the start of that semester. If these deadlines are exceeded, students can report this to the programme manager. Once a timetable is announced, it can only be deviated from if there is a weighty unforeseen circumstance.
4. You yourself are responsible for consulting your THUAS e-mail address, the Student Portal, Osiris and Brightspace. If you are no longer enrolled, it is important to regularly check the private e-mail address by which you are known to THUAS.

## 1.3 Submit a request to the Exam Board?

1. Each programme or group of programmes within a faculty has an Exam Board. For the programme Industrial Design Engineering, this is the Exam Board TISH. The duties and powers of the Exam Board are laid down in the [Regulations for the Exam Boards](#) of The Hague University of Applied Sciences. In addition, there are Rules of Procedure, which contain all the rules on the performance of these duties and powers.
2. You can turn to the Exam Board if you want to submit a request for:
  - a. exemption from one or more tests;
  - b. exemption from the practical exercises you have to do before being able to take the test;
  - c. exemption from the entry requirement for taking a test;
  - d. admission to an Honours programme;
  - e. admission to a minor or filling in the minor segment in a different way;
  - f. extension of the validity period of a successfully taken test or partial test;
  - g. postponement of the awarding of a certificate;
  - h. issuing of a statement of tests passed;
  - i. facilities and adjustments due to a disability, chronic illness or personal circumstances;
  - j. academic facilities in light of practising top-level sports or delivering outstanding performances in the field of culture or another field;
  - k. derogation from the EER if the application thereof would lead to significant unfairness.
3. You can submit a request (see sub 2) to the Exam Board digitally via Osiris Case, accessible via Osiris Student. If the request is not complete, the Exam Board may decide that you have to submit additional data within a certain time limit. For other cases, the Exam Board can be reached via [tish-examencommissie@hhs.nl](mailto:tish-examencommissie@hhs.nl).
4. After receiving a complete request, the Exam Board will make a decision within 15 working days. You will receive an e-mail notification when the decision is viewable in Osiris Case.



A short Osiris Case manual can be found on the [Osiris page](#) of the Student Portal.

#### 1.4 What if you disagree with the examiner or Exam Board?

1. If you disagree with a decision of an examiner or of the Exam Board, you may appeal to the Examination Appeals Board. You can also appeal if the Exam Board or examiner refuses to make a decision or does not make a decision in time.
  - a. The appeal must be submitted via Osiris Case to the Legal Protection Desk within six weeks of the decision. The Desk ensures that the appeal reaches the Examination Appeals Board. You can engage the support of an ombuds officer.
  - b. If you submit the appeal after that deadline, it will not be considered, except in cases of force majeure. If you think in advance that you will not be able to file a reasoned appeal within the six-week period, you can also file a preliminary appeal in advance.
  - c. The requirements for an appeal are described in the Examination Appeals Board Regulations.
  - d. After receiving the notice of appeal, the Examination Appeals Board asks the Exam Board to consider whether settlement is possible within a three-week period. If this is not possible, the Exam Board will submit a defence.
  - e. In principle, the Examination Appeals Board will give its decision within fourteen days, after the hearing. The reasoned decision will follow later.
2. Do you disagree with the decision of the Examination Appeals Board? Then - within six weeks of that decision - you can appeal to the Administrative Law Division of the Council of State. After this, there are no further possibilities to appeal.



Having trouble figuring it out yourself? Then you can get support from an ombuds officer in the appeal process. On the Student Portal, you will find all information about the procedure and the underlying regulations. You can find more details on how to lodge an appeal and a template for a (preliminary) appeal [here](#).

#### 1.5 When can the EER be deviated from?

1. In cases where the application of the EER of the programme would lead to significant unfairness, the Exam Board decides, except when the faculty director is qualified to decide on the subject in question. In making the decision, the Exam Board weighs both the interests of the student and the organisation. We call this the 'hardship clause'.
2. In cases not provided for in the EER of the programme decides the faculty director unless the Exam board is qualified on the subject in question. In addition, both the interests of the student and the organisation are considered.



Paragraph 1 contains the so-called 'hardship clause'. That clause allows for an exception to be made in an individual case, if there really is an unreasonable, unintended consequence for the student if the EER would be applied. This term is also found in article 6.5(2)(i).

## 2. (Degree) Programme

### 2.1 What are the objectives of the degree programme?

The English taught Industrial Design Engineering program aims to teach students to design solutions for today's and tomorrow's complex challenges in a human-centered, co-creational way. Students learn to combine research, technology and creativity with entrepreneurship, so their product ideas can end up in the real world. The program works together with a solid, international network in the business, NGO and governmental community. Thus students are facilitated to become confident and open-minded in their communication with real clients and users, and learn reciprocally. They challenge the status quo with creative and convincing solutions, and learn to work in an authentic, activating and inspiring environment. More information can be found in IDE's study guide.

### 2.2 Programme profile

This degree programme is based on the national programme profile Industrial Design Engineering, which can be found at <https://www.vereniginghogescholen.nl/opleidingsprofielen>. The programme profile includes the following competences:

1. Do Research
2. Design & Engineer
3. Organise & Manage
4. Communicate
5. Learn



In the regulations mentioned in paragraph 1, you can read about the conditions for enrolment as a student, any (additional) prior education requirements and, for example, admission to the main phase. Termination of enrolment as a student is also included in these regulations. You can also read more about enrolment of external minor students.

### 2.3 Admission to the degree programme

1. Admission to the programme is subject to the rules described in the Regulations for Enrolment and Deregistration for funded programmes, available on [Student Portal](#).
2. Information on admission requirements and admission conditions can be found on the [external website](#).

### 2.4 Programme organisation

1. The programme is provided as full-time variant.
2. The language of instruction of the programme is English, due to the international character of the course. It is possible that a unit of study may be offered in a language other than the programme's language of instruction. This will then be mentioned in the semester guide. More information on this can be found in the Code of Conduct for Foreign Languages, available on [Student Portal](#).

*Paragraph 3 applies exclusively to bachelor's degree programmes*

3. A bachelor's degree programme consists of a propaedeutic phase and a main phase. An examination is attached to both phases (refer to Article 5.1).
  - a. The propaedeutic phase takes one academic year. This phase is designed in such a way that you get a clear picture of the content of the degree programme, with the possibility of referral and selection at the end of the propaedeutic phase (see Article 6.1 et seq.).
  - b. The main phase is the phase following the propaedeutic phase. The main phase consists of a major and a minor segment (see Article 3.5).



## 2.5 Study load

The study load of the bachelor's programme is 180 credits, of which 60 credits are in the propaedeutic phase and 120 in the main phase.

## 2.6 Graduation directions and specialisations

This programme does not have any graduation directions or specialisations.

## 2.7 Three-year higher professional education tracks

*This article does not apply to a master's degree programme or an associate degree programme.*

1. The programme has a three-year higher professional education track. This is a compact, accelerated track with a study load of 180 credits. Only students who have a pre-university education diploma or a diploma considered equivalent to that diploma by the Admission Board will be admitted.
2. Do you seek enrolment in a three-year higher professional education track? Then you need to indicate this when you apply in *Studielink*. Admission will be decided on by the Admission Board based on the provisions of Section 7.9a of the Higher Education and Scientific Research Act (WHW).

## 2.8 Tuition fees and additional costs

1. Your enrolment in the programme is subject to tuition fees.
2. To be able to follow your study, you will need one (or more) device(s) to follow (online) education of the programme and to take online tests, as well as a suitable internet connection. You will also need a smartphone because of the required authentication.
3. The curriculum requires certain learning (support) resources. These cost approximately € 500,- per academic year and the costs are for your account. It concerns the following learning (support) resources:
  - a. textbooks;
  - b. a tool set for the workshop. A special set is available to buy for the purchase price at the workshop in the first month of the study year, containing a tape measure, a caliper, a cutter, safety goggles, a metal ruler, scissors and a drawing compass. It is recommended you wear safety shoes in the workshop, but this is not compulsory.
  - c. materials for drawing and prototyping: e.g. fine liner pens and special markers for product design, paper, cardboard, wood, metal, fabric, 3D printing materials, foam, electronics such as Arduino etc.
  - d. A computer is required and choosing a laptop is highly recommended for working on it during class time. Software can be purchased with educational discounts or for free once you are registered as a student (Microsoft office, Adobe Creative Suite, Solid Works etc.). Seek advice at the IT front office
4. Excursions/work visits, workshops and practicals may be part of the compulsory part of the curriculum. For some you have to pay an own contribution, due to the special nature of your study programme:
  - a. Excursion to design agencies, production companies, user groups or clients (as part of courses and projects): excursion travel costs typically do not exceed € 100 per year
  - b. Working visit to national or international internship companies, or traveling and staying abroad (for example as part of an exchange). Costs depend on the destination, costs of living, the travel distance and means of transport. Students can make their own choices, matching their budget.

If you are unable to pay the costs referred to in paragraph 4, you will be offered an equivalent free alternative aimed at achieving the same learning goals unless the activity cannot be replaced by a free alternative.

The application procedure for an alternative is described in the semester guide of the relevant unit of study.



Look [here](#) for all the information about your tuition costs.

## 3. Education

### 3.1 How is the curriculum structured?

1. An academic year consists of two semesters. The annual planning is attached as Appendix 3.
2. The programme consists of units of study, which are described in the Education Plan, included as *Appendix 2 | Education Plan (EP)*. The EP in any case lists, for each unit of study:
  - a. the name of the unit of study;
  - b. the semester in which the unit of study is offered;
  - c. the competences/learning outcomes belonging to the unit of study;
  - d. the number of credits;
  - e. the work form(s) with which the unit of study is offered and possible compulsory participation in practical exercises (the attendance requirement or participation requirement);
  - f. the test form, including weighting factors of any partial tests;
  - g. the testing method;
  - h. minimum requirement (4.5-5.5/pass/satisfactory);
  - i. test moment: the week in which the test is offered;
  - j. the number of contact and self-study hours;
  - k. if necessary, the entry requirement (also specify the requirements under the table)
  - l. *In the case of a bachelor's degree programme or an associate degree programme:* whether the unit of study is part of the qualitative criterion of the study advice.
3. The above under 2 does not apply to programmes which form part of the Learning Outcomes Experiment.

### 3.2 Support and coaching

*Paragraph 3 does not apply to master's degree programmes*

1. During your studies you are entitled to support and coaching to help you study expeditious.
2. The support relates to the content of the study. It covers all the activities and facilities through which (teams of) lecturers support you in your studies. These activities are described in the semester guides. This also describes what is expected of you.
3. Coaching helps you reflect on your personal and professional development process. To this end, you will talk to the student coach (the Study (career) Counsellor, Mentor or Supervisor).
  - a. You start with the introductory programme and you have an individual intake interview with your student coach shortly after the start of the study programme. In the first year, you will have at least two more conversations with each other.
  - b. In the second year of study, you will have at least one conversation with the student coach per semester.
  - c. In the third and fourth (and possibly following) year of study, you have at least one conversation with the student coach.

*Paragraph 4 applies exclusively to a master's programme*

4. The programme manager will ensure at least one conversation is held with you per academic year on your study progress. In this conversation, the study progress is discussed on the basis of the results achieved.



Have you read the [infographic](#) referring you to the right person to help you with questions about your studies, facilities, personal circumstances, your development or the application of schemes?

### 3.3 Education evaluation

The programme provides the annual evaluation of education. The programme chooses the following methods of evaluation: The programme assesses the education during and after each semester. This evaluation will be done on the instigation of the QCC in cooperation with the delegated team members from the IDE team (art. 7.13 section 2 subsection a1 WHW). The summary of the evaluations will be shared with students at the end of each semester. The Programme Committee has the right to endorse decisions concerning the evaluation process.

### 3.4 Work placement, work activities and professional practice

*This article does not apply to master's degree programmes*

Full-time programme: the work placement comprises optionally 10 or 20 weeks, to which 15EC or 30EC credits are attached. Further provisions, information and conditions can be found in the semester guide of the semester Minor, Exchange and Internship.

### 3.5 How can you fill in the minor segment?

*Only bachelor's degree programmes have the minor segment*

1. The minor segment is worth 30 credits for full-time bachelor's degree programmes. The purpose of the minor segment is to broaden and deepen the professional competences applicable to the major programme. What you choose may not overlap with the major and must be at a higher professional education level or higher.
2. The content of the minor segment may be provided for within or outside of the degree programme, as follows:
  - a. minors within your own or from another accredited programme/institution for higher education in the Netherlands or abroad;
  - b. work placement in the Netherlands or abroad;
  - c. electives within our own or from another accredited programme/institution for higher education;
  - d. units of study of the major of another programme at our own or another accredited institution of higher education;
  - e. special tasks.
3. The EP (Appendix 2) shows which periods are reserved as minor segment. Here you can also find more information about the minors and electives provided by the Industrial Design Engineering programme.
4. The minors and electives for which the Exam Board has given its approval beforehand are stated in the list published on the Student Portal ([link](#)).
5. You must submit a request to the Exam Board (see Article 1.3) at least 15 days prior to the commencement of the relevant minor or elective: for all options mentioned in paragraph 2 (with the exception of minors and electives for which the Exam Board has granted prior approval) and also for exemption from components in the minor segment based on past results attained in another programme.
6. For an elective that you complete with a special task (see article 3.5 paragraph 2e), you may receive three credits if your assessment is satisfactory. You may not receive any financial compensation or support from the Profiling Fund for the special task in question. You must substantiate your choice in terms of content and the Exam Board will determine the way in which you must demonstrate that you have satisfactorily completed the task.
7. An elective that you complete through work placement must be justified in terms of content. The Exam Board will determine the manner of justification.

### 3.6 Honours programme

The degree programme does not feature an honours programme.

### 3.7 Graduation

The Graduation manual includes arrangements with regard to graduation, the marking during the graduation phase and determining the result. The graduation manual can be found in Brightspace.

### 3.8 Possibility of transfer to a bachelor's degree programme

*This article only applies to associate degree programmes.*

1. Upon completion of the associate degree programme [name of programme], you can transfer to the [xx year] of the following bachelor's degrees programme(s): [programme name(s) and croho/Rio]. Thereby the Exam Board will assess whether there are any parts of the bachelor's degree programme that you need to attend in addition.
2. In other cases, you can present your individual situation to the Exam Board, which will assess whether and how you can transfer on.

### 3.9 Transitional measures

1. The EER (including the EP) are readopted every year and valid for one academic year only. If curriculum changes cause elements of the degree programme to change compared to the previous academic year, transitional measures may apply. A transitional measure describes until when and in what way you can still participate in tests taken in the 'old' way. See article 4.13 for the validity period of obtained test results.
2. If the curriculum has changed in part and a unit of study has become obsolete, the test of that unit of study will be offered twice more the following academic year. In that academic year, no more education has to be provided for that unit of study. Afterwards, you must complete the new unit of study. If it is not offered, the programme indicates the way in which you can obtain credits linked to the replaced component.
3. Students from the cohort 2021-2022 (entering IDE in their first year in 2021) and students entering after that will be working with a new main phase set of subcompetencies. For them, 5C-level sc's are merged with other sc's (AB or C level). Students from the cohorts 2018 up until and including 2020 have no possibility to transfer to the new set of subcompetencies as they already might have passed merged subcompetencies in prior instances.

Students from the first year of the 180 EC Modular Track (2017-2018) have from 2018-2019 onwards gathered credits during the integrated assessments by means of passing 2 EC units of study (one sub-competency on one level higher), see appendix 2, EP.

- a. The 60 EC of their propaedeutic remains unchanged.
- b. All sub-competencies passed in their propaedeutic are registered in Sharepoint, so it is clear which sub-competencies the student still needs to pass in the main phase.
- c. There is no longer a deposit for extra sub-competencies passed. 7<sup>th</sup> and over sub-competencies that students have passed during the propaedeutic assessments in year 2017-2018 have been credited with 2 EC in the main phase, thereby 'emptying' the deposit.
- d. If a student of this starting year has already proven one of the 5 'frozen' competent-level sub-competencies (see EPP), this will be taken into account during graduation and switched with another competent-level from the same main competency.



We speak of '*bezemen*' (*clean sweep*) when a unit of study is no longer taught in a subsequent academic year. Two more test opportunities for that unit often follow in that year. If this is not the case, the degree programme will let you know. After the '*bezemjaar*' (*clean-sweep year*), the conversion table applies.

Are you delayed in your studies? Then contact your study career counsellor as soon as possible to discuss your study planning.

## 4. Tests

### 4.1 Tests and partial tests

1. A unit of study is concluded with a test, which may consist of several partial tests.
2. Examiners conduct the (sub-)tests and determine the result. Examiners are appointed by the Exam Board for this purpose.

### 4.2 How are the tests organised?

1. The EP (Appendix 2) describes, for each unit of study:
  - a. the test form of the (partial) test;
  - b. the testing method: in writing, orally or digitally;
  - c. the test moment.
2. In case of force majeure, the programme manager can decide to deviate from the determined test format during the academic year after agreement of the Exam Board.
3. In the case of an adjustment in the test schedule (see article 1.2 paragraph 3) a period of at least 10 working days between the announcement date of the change and the new test date applies. Moreover, the new test date may not be scheduled before the original test date.
4. In a cumulative test, the test consists of several components taken at several successive times.
5. In case of the concept of programme-based testing, the decision on completing a unit of study is made based on evidence. This is information on learning obtained through learning activities as well as the feedback given on them.
6. A maximum of two clock hours per test is allotted for written tests, excluding any extended test time. The degree programme states the test duration in the Study Guide. Deviation from this maximum test time is only possible in consultation with the faculty director and must be substantively justified.
7. Oral tests and examinations are not open to the public unless provided otherwise in the semester guide of the relevant unit of study. In special cases, the Exam Board may decide otherwise.
8. Tests (of the same programme and the same study year) that take place on the same day will not be scheduled right after each other. Timetable planning should take into account sufficient rest for students, as well as individual test extension deadlines. Tests (of the same programme) that take place on the same day but at different locations will be scheduled with at least two clock hours in between, so that you have sufficient travel time.

### 4.3 How should you register for a test?



The student counsellor can advise you about, for example, extra time during tests or an alternative test form, if you have problems with the regular test time or form due to a disability or chronic illness. You can read more about this [here](#).

1. For all (partial) tests, you must arrange your own registration in good time. This applies not only to written or digital tests, but also, for example, to oral tests, presentations, paper assessments and practicals. You register via Osiris, during the open registration period. The degree programme will inform you of that period. Always check whether the registration has gone through properly. If not, take immediate action and still register through Osiris.
2. The rule described in paragraph 1 does not apply in the first year of your propaedeutic phase or from an associate degree programme. The degree programme will then register you for the (partial) tests you have not yet passed.
3. You take care of registration for minors and other electives yourself via Osiris (course enrolment). When doing so, you are automatically registered for the corresponding first test opportunities.

4. Registration for a (partial) test counts as participation in that (partial) test. If you do not wish to participate after all, make sure to deregister in Osiris in good time. This is possible up to one working day before the (partial) test.
5. Each test period has a test registration period and a late registration period. The time window for late registration will be published on Student Portal. If, for whatever reason, you have not yet registered for a (partial) test, you can use this window for your late registration. In practice, the late enrolment period is not applicable in the programme of Industrial Design Engineering, since the enrolment itself is close to the actual test for enrolment to a time slot in Academy attendance and SCs registration in OSIRIS. Whether you may still participate will be decided on the basis of entry during the late registration period, and only insofar as organisationally possible (e.g. available places). If you also fail to register during the late registration period, you are excluded from participation in the (partial) test.

#### 4.4 Conditions for participation in a test

1. You must present valid proof of identity (not a copy or photograph) prior to the test, namely:
  - a. a passport or identity card, if this passport or identity card has been issued by a member state of the European Union, Northern Ireland, Norway, Iceland, Lichtenstein or Switzerland, or
  - b. a Dutch driving licence or an EU driving licence, or
  - c. a Dutch residence permit, or
  - d. a Dutch foreigner identity card ('*Vreemdelingen Identiteitsbewijs*', also called a 'W-document') or a Privileged person's Document ('*Geprivilegieerdendocument*').
2. You must comply with the rules on tests laid down in the [Test Regulations](#).
3. Some units of study require you to participate in practical exercises before you are allowed to take a test or partial test. You can find these in the EP (Appendix 2) and in the semester guide of the relevant unit of study. To request exemption from this requirement, you must submit a request to the Exam Board (see Article 1.3). The Exam Board may then decide to impose substitute requirements. You can read more about this procedure in the semester guide.
4. Some units of study require you to have passed one or more tests before you can take a particular follow-up test or partial test. You can find the details in the EP and the semester guide of the follow-up test or partial test to be taken. You can apply for an exemption with the Exam Board for this (see Article 1.3). You can find more information about this procedure in the semester guide.



To participate in a test, you need a valid ID (not a copy or photo. This is important because in this way it can be established that the student who takes the test (and will therefore earn the credits) is actually the student who registered for the test. Please note that you will not be allowed to participate in the test without valid ID. Under paragraph 1 are listed the valid identity documents.

If any problems arise, for example due to the actions of the Immigration and Naturalisation Service, or due to theft or loss, then seek timely contact with the Exam Office to see if a solution is possible.

#### 4.5 How are the tests marked?

1. A test or partial test can be marked in the following ways:
  - a. a grade on a scale of 1.0 up to and including 10.0, or
  - b. the qualification 'good', 'pass' or 'fail', or
  - c. the qualification 'satisfactory' / 'not satisfactory'.
2. If a test or partial test is marked with a number as referred to in paragraph 1(a), the number will be expressed with one decimal. For grades resulting from a weighted or arithmetic average of several partial tests, this average is calculated on the basis of the results of the partial tests are expressed with one decimal. If the average includes more than one decimal, the average figure is cut off after the first decimal (example: 6.49 is rounded to 6.4).



3. Units of study which represent 10 or more credits are marked on a scale from 1.0 to 10.0 with the exception of the following units of study: not applicable.
4. The marking system for the various components of a test or a partial test will be announced prior to the test or on the actual test questions. If the marking system is not mentioned, the same marking system will apply to all components of the test. In the case of a (component of a) cumulative test, the marking system is calculated afterwards. This marking system must be announced in advance.
5. Based on the qualitative analysis of the test, the examiner may adjust the marking system retroactively. The examiner has to report the adjustment of the marking system to the Exam Board and the student.

#### 4.6 Provisions for partial tests

1. If a test consists of several partial tests, the test will only be marked in full if you have obtained a grade of at least a 4.5 for each partial test (when marked using numbers, unless otherwise stipulated in the



If you disagree with the grades given for a test, contact the relevant examiner. You can then appeal to the Examination Appeals Board if necessary. The Examination Appeals Board can only assess whether the mark has been carefully arrived at, i.e. the Examination Appeals Board does not give a substantive opinion on the test marked.

relevant semester and EP), have obtained a 'good' or 'pass' mark (when assessed using the good/pass/fail scale) or have obtained the qualification 'satisfactory' (when assessed using satisfactory/not satisfactory).

2. If these conditions are met, the mark for the test is determined as the weighted average of the results. For this purpose, only the partial tests assigned a number are taken into account. The weighting factors applicable to partial tests are described in Appendix 2.
3. The provisions of Paragraph 1 and 2 do not apply to the individual test-taking moments of a cumulative test, as these test-taking moments collectively constitute one test. These provisions do apply to the resit of a cumulative test.

#### 4.7 Awarding of credits

1. Credits are allocated to a unit of study in whole numbers ranging by a number of 2 credits in the first 2 years of study and 15 or 30 credits in the third year of study.
2. Credits are awarded if you, for the test of the unit of study:
  - a. have achieved a grade of 5.5 or higher for the test of the unit of study concerning, or
  - b. have achieved a 'good' or 'pass' mark, as referred to in Article 4.5(1), for the test of the unit of study concerning, or
  - c. 'satisfactory' or
  - d. have been granted exemption from the test of the unit of study concerning by the Exam Board.
3. You will not be awarded credits for passing a partial test.
4. The grades for units of study cannot counterbalance each other, but the grades of partial tests can.

#### 4.8 Announcement of grades

1. The grades of a test, partial test or a component of a cumulative test must be announced in Osiris no later than 15 working days after the date on which it was conducted, but at least three working days prior to the scheduled resit. In case of force majeure, the programme manager may determine to extend the term with up to five working days. The new term must then end no later than three working days prior to the resit opportunity. Students are informed by the degree programme on such extensions. If these deadlines are exceeded, students can report this to the programme manager.

2. The examiner and the Exam Board may correct grades entered incorrectly in Osiris. You will be notified of this. Examiners may only do so within two months after the date on which the test or partial test was conducted. After that, doing so is no longer possible and the student is entitled to the grade listed in Osiris. If the student could have known that the grade entered is a grade entered incorrectly, this deadline does not apply.
3. Grades published through another channel (e.g. OnStage or Brightspace) are not final. No rights can therefore be derived from this.

#### 4.9 Reviewing your marked test

1. As a student, you have the right to review the marked (partial) test or cumulative test and the standards used - once. This will be possible at a time to be announced by the programme; no later than 25 working days after the (partial) test has been conducted and at least three working days before the scheduled resit opportunity. The review session can also take place digitally or in-class. In cases where an in-class (digital) review session is not possible, the answers of the test will be made available.
2. If you can demonstrate that you have a legitimate reason that prevents you from attending the review session, you can make an appointment with the examiner to review the test.
3. For a test for which no joint review session is scheduled, for example work placement reports or assignments, you can make an individual appointment with the examiner. This is also subject to the agreed deadlines (Paragraph 1).
4. During the review session, you are not allowed to take notes on and from the test, nor make any changes to the work made. Taking photographs or any other type of copying is similarly prohibited. The programme manager may deviate from this, only in consultation with the Exam Board.  
Note: violation of this provision may be regarded as an irregularity within the meaning of this EER (see Chapter 7).

#### 4.10 What if you are prevented from attending due to force majeure?

1. Force majeure applies if it is impossible to perform an obligation for causes not attributable to the person (failing to comply) in question.
2. If you are prevented from taking part in a (partial) test due to force majeure and suffer disproportionate study delay as a result, you can submit a request to the Exam Board to take the (partial) test at another time (see Article 1.3). This request must be submitted to the Exam Board no later than five working days after the test or partial test in question.



The review session is meant to learn from mistakes made. You can also check if the scoring is correct. At the review session, you may review the marked (partial) test: the questions and assignments of this test, the marking standards and the examiner's assessment and any comments. This applies also to resits.

#### 4.11 How many times can you resit a test?

1. You can resit each test and partial test once in the same academic year. The EP and the semester guide list, for each test and partial test, when resits will be held. If a resit for a test or partial test cannot take place in the same academic year because a resit would not reasonably fit within the education programme, this will be stipulated in the semester guide.
2. You may resit tests for which you attained insufficient and sufficient grades. In doing so, the following applies:
  - a. You may take the same test or partial test a maximum of twice per academic year, insofar as the test or partial test is offered more than twice per academic year.

- b. You may resit tests for which you attained passing grades in the academic year in which these were attained or in the following academic year.



If the Exam Board grants an extension of the validity period of a (partial) test in an individual case, the Exam Board may attach conditions to the extension, such as, for example, drawing up and submitting a study plan.

- c. Tests cannot be retaken after examination (see Article 5.1) has been awarded.
- 3. The resit of a cumulative test (see Article 4.2(4)) consists of one (partial) test.
- 4. The highest result attained will be upheld for resits of tests and partial tests.
- 5. In special cases, the Exam Board may decide to offer an extra resit (in derogation from paragraphs 1 and 2). To this end, you can submit a motivated request to the Exam Board (see Article 1.3).

#### 4.12 When do you qualify for exemption?

- 1. The Exam Board may grant exemption from taking one or multiple tests if it finds that you have already fulfilled the requirements in terms of content and level of the relevant unit of study.
- 2. Students are not able to get exemptions for a partial test or a component of a cumulative test.
- 3. Exemption may be granted based on:
  - a. tests or examinations passed within higher education;
  - b. knowledge or skills acquired outside of higher education.
- 4. If you want to request an exemption, motivate the request and attach supporting documents showing that you have already fulfilled the requirements of the relevant unit of study. The request must be submitted to the Exam Board no later than five working days after the unit of study has commenced (see Article 1.3).

#### 4.13 Validity period of grades

- 1. A propaedeutic or final examination is valid indefinitely once passed.
- 2. (Partial) test results and exemptions are similarly valid indefinitely but can lose their validity if the knowledge, skills or insight assessed have become demonstrably outdated. The degree programme publishes, no later than 1 May, which test results will be outdated the following academic year and includes this list in the EER (see Subsection c).
  - a. In case of special personal circumstances (see for example Article 6.5) the Exam Board may extend the validity of the grades of a (partial) test. The Exam Board may also decide that an additional or substitute test should be taken. For this, you must submit a request to the Exam Board no later than 15 working days prior to the expiry of the validity period applicable to that particular test or partial test.
  - b. If such a request is granted, the validity period will be extended by at least the number of months for which an allowance from the Profiling Fund has been recognised, or by the number of months for which an extension of the student finance has been granted.
  - c. The following grades for (partial) tests will become outdated next academic year. The table below also includes explanatory notes.  
[Include an overview of the relevant (sub-)tests and publish it by 1 May]

Unit of study	(Partial) test outdated due to:
Not applicable to IDE	Not applicable to IDE

#### **4.14 When can a (partial) test be declared invalid?**

1. If irregularities are found in a (partial) test or a component of a cumulative test, the Exam Board may decide:
  - a. to declare the (partial) test invalid for the student concerned (see Article 7.3, Section 1(b));
  - b. to declare the (partial) test invalid for all participants, including students in respect of whom no irregularities have been found. This is done in consultation with the faculty director if the Exam Board believes that the assurance of the quality of assessment and examinations has been compromised.
2. Even without irregularities having been found - the Exam Board may declare a (partial) test invalid if the quality of the test can no longer be guaranteed. This decision should have been preceded by a careful investigation, and the Exam Board should discuss its decision with the faculty director.

## 5. Examinations and certificates

### 5.1 Examinations

1. The bachelor's degree programme has two examinations: the propaedeutic examination and the final examination. An associate degree programme and a master's degree programme only have a final examination. An examination is passed when all the tests of the units of study associated with the programme have been successfully completed. The propaedeutic examination is passed if all the tests of the units of study that form part of the propaedeutic phase of the programme have been successfully completed (see article 5.3 par 5 sub g).
2. The Exam Board establishes the results of an examination. Before determining the result, the Exam Board may, if the results of the relevant tests warrant it, conduct its own further investigation into the student's knowledge, insight and skills.

### 5.2 Awarding degrees

1. The Executive Board awards the degree:
  - 'Bachelor of science' if the Exam Board has established that you have passed the final examination of the bachelor's degree programme.
2. Once the degree is awarded, you may use it when stating your name (as referred to in Section 7.19(a) of the Higher Education and Scientific Research Act).

### 5.3 Certificates

1. The Exam Board will award a certificate to evidence the fact that the propaedeutic examination was passed or a degree certificate to evidence the fact that the final examination was passed.



You can find an explanation of the degree and of appending a title to your name [here](#).

2. The Exam Board does not award certificates on the basis of exemptions only.
3. The certificate will only be issued if the Executive Board has stated that you have complied with the procedural requirements for issuing the certificate (as set out in the Regulations for Enrolment and De-registration for funded programmes).
4. If you have met the conditions for taking the final examination, you may ask the Exam Board to decide at a later point in the academic year in question on whether or not you have met the conditions. To this end, you must submit a reasoned request no later than five working days before the meeting of the Exam Board (see Article 1.3).
5. The certificate includes a list of grades and contains the following details:
  - a. your full name and your date of birth;
  - b. the name of the university of applied sciences and the name of the degree programme as stated in the RIO;
  - c. an overview of the units of study passed and the results attained for them. For cohorts where the semesters do not automatically appear on this overview the student will receive an addendum to the certificate that shows a list of the semesters that the individual student has followed during their study time at IDE.;
  - d. the date on which the degree programme was most recently accredited, or the date on which the degree programme successfully passed the 'new degree programme test';
  - e. for the final examination: the degree awarded to the student;
  - f. for the final examination: where applicable, the competence attached to passing the final examination;
  - g. the date of the meeting in which the Exam Board established the result of the examination;
  - h. if any: the distinction ('with distinction' or 'with the highest distinction').

6. The text on the certificate is written in Dutch and English.
7. The certificate is signed by the chair of the Exam Board.
8. A diploma supplement is attached to the certificate for the final examination. This diploma supplement is in English and is in accordance with the European standard format. If you have successfully taken part in an honours programme, a note to this effect will be placed on the diploma supplement and you will receive a separate certificate.
9. If you stop your studies prematurely and therefore do not qualify for a certificate, you can ask the Exam Board to issue a statement listing the tests you have passed (and the corresponding credits) (see Article 1.3(2)(h)).

#### 5.4 With (the highest) distinction?



Visit the [Central Student Enrolment](#) page to arrange your disenrolment.

1. The Exam Board will determine whether you have passed the propaedeutic examination or the final examination 'with distinction' or 'with the highest distinction'. If you meet all the requirements, the distinction will be placed on the certificate.
2. For these distinctions, you must meet all the conditions listed below:
  - a. The weighted average of the grades you attained for all units of study forming part of the examination in question must be at least:
    - 8.0 for the distinction 'with distinction';
    - 9.0 for the distinction 'with the highest distinction'.
  - b. You have been awarded at least the following grades for all units of study forming part of the examination in question:
    - 7.0 or 'sufficient' for the distinction 'with distinction';
    - 8.0 or 'sufficient' for the distinction 'with the highest distinction';
  - c. You have been granted exemptions for less than half of the curriculum of the relevant phase.
  - d. The Exam Board has never found you guilty of fraud.
  - e. You meet the conditions regarding the study duration:
    - for the distinctions for the propaedeutic examination, the examination must have been passed within one academic year.
    - for the distinctions for the final examination, the degree programme must have been passed: bachelor: in a maximum of five academic years;
3. In calculating the weighted average (Paragraph 2(a)):
  - a. number of credits applicable to the relevant unit of study applies as the weighting factor;
  - b. units of study for which you have received exemptions are not included in determining the average grade;
  - c. grades determined using the good/pass/fail scale or the satisfactory/not satisfactory scale (article 4.5(1)(b) and 4.5(1)(c)) are not taken into account.
4. The conditions under paragraph 2(e) apply to students who have started the propaedeutic phase (in the case of an associate degree programme: the first period with a study load of 60 credits) or the main phase of the programme from the academic year 2021-2022 and onwards.
5. In case of a degree programme that (mainly or exclusively) uses non-numerical grades, the conditions for the distinction as referred to in Paragraph 2(a) and 2(b) are as follows: although the programme IDE assesses with good/ pass/ fail the third year results are taken as the basis for the distinction, as mentioned in article 5.4.2.

## **5.5 When do you get a special merit commendation?**

1. During your studies, have you been active in organisations to improve the study and living environment? Then, in addition to the (degree) certificate - and on the recommendation of at least two staff members of THUAS - you can receive a commendation listing these activities. This under the condition that you did not receive any credits or financial support for these activities.
  - a. For activities within your faculty or degree programme, you can be nominated to the faculty director for a commendation.
  - b. For university-wide activities, you can be nominated to the Executive Board for a commendation.
  - c. The faculty director and the Executive Board, respectively, will decide whether to issue the commendation. On a positive decision, you will be commended.
2. Did you combine your studies with top-level sport? Then, in addition to the (degree) certificate, you can request a testimonial from the top-level sports coordinator. This is then signed by the Executive Board and the NOC\*NSF director.

## 6. Study Advice

*This chapter does not apply to the master's degree programmes. For the associate degree programmes below, the term propaedeutic phase must be read as follows: the first period of the associate degree programme with a study load of 60 credits.*

### 6.1 Study advice in the propaedeutic phase

1. At the end of the first year of enrolment in the propaedeutic phase of a programme (hereinafter: first year of enrolment), you will be issued advice on the continuation of the studies within or outside of the degree programme in which you are enrolled. The study advice is based on the study results in the first year of enrolment.
2. The study advice is issued by the Exam Board, on behalf of and under the responsibility of the faculty director. You will receive this study advice by e-mail at THUAS e-mail address (see article 1.2 paragraph 4).
3. The study advice can be positive or negative. A negative study advice is binding. This means that you cannot disregard the study advice, meaning you have to stop your studies. In some cases, issuing the advice may be postponed due to personal circumstances (see article 7.2 et seq.).
4. Study advice may be issued as long as you have not yet passed the propaedeutic examination.
5. If you disenroll:
  - a. before 1 February of the current academic year, you will not receive any study advice, unless you re-enrol in the same academic year in the meantime. If you re-enrol in the same degree programme in a later academic year, that enrolment will be considered you 'first enrolment'; any results for tests and partial tests attained will remain valid (see Article 4.13).
  - b. on or after 1 February of the current academic year, you will receive study advice at the end of that academic year. Did you terminate your enrolment due to personal circumstances? Then you can submit a request to the Exam Board to take this into account. If you do so before the 1st of July of the academic year in question, the Exam Board may postpone issuing the study advice until the end of the next academic year in which you re-enrol in the same degree programme (also refer to Article 6.5).
6. If you started your degree programme at a regular student intake date in February, different deadlines apply,
  - a. By 'the first year of enrolment', we then mean the period from the intake date up to and including the date of enrolment in February of the following calendar year.
  - b. In derogation from Paragraph 5 of this article, the disenrolment date will then be: before 1 September.
7. *If the degree programme forms part of the learning outcomes experiment:* because of the learning outcomes experiment, the study advice is based on the credits obtained for units of learning outcomes in the propaedeutic phase.



If you are considering stopping your studies, there are advantages to deciding on this before 1 February: you may be eligible for the Education Executive Agency's (DUO) 1-February scheme. Visit the website of the Education Executive Agency (DUO) for the conditions or ask the student counsellor.

### 6.2 What if you are issued a positive study advice?

1. You will receive a positive study advice if you:
  - a. passed the propaedeutic examination (with a study load of 60 credits) at the end of your first year of enrolment, or:



- b. have obtained at least 50 credits in the propaedeutic phase at the end of your first year of enrolment. If you have been granted exemption from one or more units of study in the propaedeutic phase, then the credits awarded will count towards the standard of 50 credits.
2. If you have received a positive study advice, you may continue your degree programme.

### **6.3 What if you are issued a negative binding study advice?**

1. If you do not meet the study progress standard (as referred to in article 6.2 (1(a) and 1(b))), you are not considered suitable for the degree programme, taking into account any personal circumstances. You will then receive a negative binding study advice.
2. A negative binding study advice can only be issued if in the propaedeutic phase the following is fulfilled:
  - a. you have been offered study (career) counselling;
  - b. information on your study progress has been recorded in Osiris, the student tracking system;
  - c. the degree programme has scheduled at least one resit in the same academic year for each unit of study, with the exception of units of study of which a resit would not reasonably fit within the curriculum due to the specific nature of a unit of study (also refer to article 4.11(2));
  - d. your personal circumstances have been taken into account, insofar as you have submitted a timely request to that effect to the Exam Board (also refer to article 6.5);
  - e. you have received a timely written warning so that you had the opportunity to improve your study results;
  - f. you have been given the opportunity to be heard by the Exam Board before the negative binding study advice was issued.
3. If a binding negative study advice has been issued to you, your enrolment is terminated by the Executive Board effective as of the second full month following the month in which the negative binding study advice was issued in writing via THUAS e-mail. If you wish to terminate your enrolment sooner, you must submit a request to that end to the Central Students Enrolment Office in good time.
4. If you have received a negative binding study advice:
  - a. you may not re-enrol in the same degree programme (with the same RIO code) at THUAS.
  - b. and you may also be prohibited from enrolling in another bachelor's degree programme that shares the same propaedeutic phase, or in an associate degree programme that shares the first period of 60 credits. In this case, the study advice will state which degree programmes these are.

### **6.4 Re-enrolment following negative binding study advice**

1. A negative binding study advice expires after three years following the academic year in which the advice was issued.
2. Within that three-year period, the faculty director may still give you permission to re-enrol in the degree programme, provided you have made a plausible case that you will be able to successfully complete the programme. The faculty director decides this.
3. If you are given permission to re-enrol, you will follow the curriculum applicable at the time of re-enrolment. Grades previously attained remain valid, provided that they have not been determined to be outdated (see article 4.13) and provided that they are still included in the curriculum. At the end of the first year, a new study advice will be issued.

### **6.5 Personal circumstances and deferral of study advice**

1. You may face personal circumstances that hinder your study progress. It is important to discuss this with the student counsellor in good time. In some cases, a study advice may be deferred because of those personal circumstances. The Exam Board may decide to do so, after having been issued a reasoned recommendation from the student counsellor.
2. This may apply to the following personal circumstances:
  - a. illness: any type of physical or mental ailment;
  - b. disability: a physical, sensory or mental limitation;

- c. pregnancy and childbirth;
  - d. special family circumstances:
    - i. the long-term informal care for a relative by blood or a member of your own household on account of their illness;
    - ii. long-term psychological and/or social problems in your own household;
    - iii. other circumstances that are considered special family circumstances;
  - e. practising top-level sports or other top-level activities, which place you among the national or international top performers in your discipline, and on which you spend at least 15 clock hours a week;
  - f. membership of the General Council, a Faculty Council or Programme Committee;
  - g. membership of a university committee, to the extent this committee is included in the 'List of Student Organisations and Participation Bodies' in the Student Charter (Part 1) of the relevant academic year;
  - h. board membership of a study association, student association or student organisation with full legal capacity, to the extent the association or organisation is included in the 'List of Student Organisations and Participation Bodies' in the Student Charter (Part 1) of the relevant academic year.
  - i. personal circumstances other than those referred to above under a through h which, had they not been included in the assessment by the Exam Board, would lead to significant unfairness (see explanation under article 1.5).
3. If you want the Exam Board to consider your personal circumstances when issuing the study advice, you must:
    - a. inform the student counsellor of these circumstances the moment they occur, or as soon as possible thereafter; and
    - b. submit a reasoned and substantiated request to the Exam Board by 1 July, unless the circumstances occurred after 1 July (see Article 1.3).
  4. You are responsible for reporting the circumstances, making a plausible case for the resulting study delay and submitting a request to the Exam Board. Together with your study career counsellor, you will draw up a study plan to avoid or minimise any study delays.
  5. The Exam Board will attach a deadline to a deferred study advice. After this period, a study advice will follow. The Exam Board will also indicate which study progress standard you need to meet after this deadline and whether any other conditions are imposed on you. You will receive written notification of this or an e-mail to the THUAS e-mail address.
  6. If you have received a deferred advice and decide not to enrol in the following academic year, you can again enrol in the same degree programme in a following academic year. The conditions for deferral as described in the deferred advice will then still apply, with the exception of the date on which you must still meet the conditions set.

## **6.6 What dates are important for the study advice?**

1. Before the study advice is issued, you will be informed no later than on the 31st of March on your academic progress and on the consequences of (any) negative binding study advice (refer to article 6.3(2)(e)).
2. In addition, if you want the Exam Board to take your personal circumstances into account when issuing the study advice, you must submit a request to this effect to the Exam Board no later than 1 July (prior to issuing the study advice).
3. The study advice will be issued no later than the 31st of July of the relevant year of enrolment, unless the opportunity to earn credits is still offered in the period from 31 July up to and including 31 August. Study advice will in that case be issued no later than 31 August of the relevant year of enrolment.
4. If a student started the degree programme at a regular intake moment in February, the following dates apply by way of derogation from paragraphs 1 to 3 of this article:
  - a. the warning notification referred to in paragraph 1 shall be sent no later than 31 August;
  - b. a request by the student to take personal circumstances into account, as referred to in paragraph 2, must be submitted to the Exam Board by 1 January at the latest.

- c. The study recommendation at the end of the first year of enrolment shall be issued no later than 28 February of the calendar year following the moment of intake.

## 6.7 In case of appeal

1. If you have lodged an appeal (in accordance with article 1.4 of the EER) against the decision to issue a binding negative study advice, implementation of the negative binding study advice will be suspended at your request until the Examination Appeals Board has made a decision on the appeal, or until you have withdrawn the appeal.
2. It follows that if you wish, you can either re-enrol via the Examination Appeals Board for the duration of the appeal or remain registered with the degree programme. As a result, you will not incur unnecessary study delays if the appeal is upheld. Any study results obtained during this period will not be included in the assessment of the appeal by the Examination Appeals Boards.
3. If the Examination Appeals Board has ruled that the appeal is unfounded or inadmissible, or if you withdraw the appeal, the Executive Board will terminate your enrolment. This termination will take place with effect from the month following the month in which you withdrew the appeal or in which the Legal Protection Desk notified you of the Examination Appeals Board ruling.



Did you know that the Examination Appeals Board consists of an external chairperson (legal expert), a lecturer-member and a student-member from a degree programme other than your own?

## 7. Irregularities (fraud and plagiarism)

### 7.1 What do we mean by irregularities, fraud and plagiarism?

1. If rules or instructions (oral or written) about the procedure regarding a test or inspection of a test are not followed, we call it an irregularity. An irregularity may be, but is not always, fraud or plagiarism.
2. Fraud means the act or omission of a student that causes the person taking the test to be unable to assess the knowledge or ability of the student in question in a correct and fair manner. The term 'fraud' covers, among other things:
  - a. viewing another candidate's answers during a test;
  - b. having prohibited materials within sight or within reach at the test;
  - c. submitting work under a name other than your own;
  - d. breaching the regulations that are (in part) laid down to prevent fraud during a test;
  - e. making your own material available to others;
  - f. gaining access to the test questions, assignments or model answers before the relevant test is held;
  - g. copying test questions and/or model answers during or after a test, either for personal use or for making these available to others;
  - h. using forged information for research as part of a unit of study or thesis;
  - i. falsifying assessments or grades.
3. Plagiarism is a form of fraud. By using someone else's work or by using artificial intelligence (AI), the person assessing the work becomes unable to assess the student's knowledge or ability correctly and fairly. The term 'plagiarism' covers, among other things:
  - a. using the work of others, whether verbatim or paraphrased, in quotation grades or otherwise, in your own work without further specification or citation of sources;
  - b. presenting detailed ideas or the findings of others as your own ideas or findings.



Keep in mind that work you have produced by or using artificial intelligence (AI) such as ChatGPT, for example, can also be classified as fraud or plagiarism.

### 7.2 What procedure is followed when irregularities are suspected?

1. If irregularities are suspected before, during or after a test, the following procedure applies:
  - a. the student concerned will be given the opportunity to finish the test or examination;
  - b. the invigilator or examiner will confiscate any evidence;
  - c. the invigilator or examiner will prepare a report which at least includes his observations and the grounds on which the irregularity or suspicion of fraud is based;
  - d. the invigilator or examiner will be supported, if necessary, by an employee in 'logistics and testing' and will notify the Exam Board of any irregularity or suspicion of fraud and will submit the report when doing so;
  - e. the Exam Board will inform the student of the suspicion of irregularities, within five working days of receiving the information;
  - f. the Exam Board will give the student an opportunity to be heard within 15 days of receiving the report, and will do so by means of a written invitation;
  - g. the Exam Board will establish whether irregularities have taken place, within 15 working days of the date on which the student was given the opportunity to be heard;
  - h. if further investigations are required, the Exam Board may decide to extend the period of 15 days, and will inform the student thereof in good time;
  - i. the decision will be communicated to the student in writing together with any sanctions imposed, a copy of which communication will also be sent to the faculty director;
  - j. if an irregularity is found, a note is entered in Osiris.

2. If irregularities are suspected in digital invigilation (online proctoring), the following procedure applies:
  - a. the proctor views the images and informs the e-proctor of THUAS of possible irregularities by marking the images with an orange or a red flag. Within three working days, the e-proctor of THUAS will assess the images marked with orange flags and will mark these as red flags in case of a possible irregularity (technical issues) or a suspicion of fraud, and will subsequently inform the Exam Board.
  - b. Within five working days, the Exam Board will assess the red-flag images and decide whether the work can be marked or whether the student needs to be heard;
  - c. within five working days after assessing the images, the Exam Board will notify the student of any possible irregularity or suspicion of fraud;
  - d. within 15 working days of assessing the images, the Exam Board will give the student the opportunity to be heard, for which the Exam Board will send the student a written invitation;
  - e. the Exam Board will establish whether irregularities have taken place, within 15 working days of the date on which the student was given the opportunity to be heard;
  - f. if further investigations are required, the Exam Board may decide to extend the period of 15 days, and will inform the student thereof in good time;
  - g. the decision will be communicated to the student in writing together with any sanctions imposed, a copy of which communication will also be sent to the faculty director;
  - h. in the event of an irregularity being established, the Exam Board shall enter a note of this fact in Osiris.
3. In the event of suspected fraud, plagiarism or other irregularities, the work produced will not be marked. The examiner will not assign a grade to the work submitted. If the Exam Board establishes that fraud, plagiarism or other irregularities have not been committed, the work will then be marked.
4. Electronic detection programmes can be used to detect plagiarism in texts. The student must submit texts in a format that can be read by the electronic detection programme. The file formats permitted are listed in the semester guides. Through submitting the text, the students gives permission for the entering of the text in the database of the relevant detection programme.
5. If an irregularity is found or suspected in a test, the Exam Board may decide to investigate previous tests submitted by the same student for irregularities.



Fraud and plagiarism do not require intent. As a student, you are always responsible for your own work and for correctly citing sources, for example. It is also not the case that the Exam Board cannot impose a sanction for fraud if you did not gain any benefit from the act that was classified as fraud.

### 7.3 What are the sanctions for fraud and plagiarism?

1. Depending on the seriousness of the irregularities, taking any repeated irregularities into account, the Exam Board may impose (a combination of) the following sanctions:
  - a. issuing a warning;
  - b. declaring part of the relevant test or partial test invalid;
  - c. excluding the student from taking part in the relevant test for a maximum period of one year;
  - d. excluding the student from taking part in multiple tests to be specified by the Exam Board, for a maximum period of one year;
2. At the request of the Exam Board, the Executive Board may impose the following sanctions:
  - a. terminating, permanently, the student's enrolment in the degree programme;
  - b. reporting the incident to the police;
  - c. a combination of the above measures.
3. An appeal (in the case of a sanction by the Exam Board) or objection (in the case of a sanction by the Executive Board) against a sanction imposed on the basis of this article may be lodged by the student with the Legal Protection Desk, via Osiris Case, within 6 weeks of the decision.



Keep in mind:

- Make clear agreements on how to share sub-products with fellow students and how you check each other's work;
- Never copy text from others without citing sources;
- If you copy a piece of text verbatim display it as a quote (between " ") and indicate the source of the quote.
- In cases of fraud, the person who is complicit also runs the risk of a sanction.
- The suspicion of fraud may also arise after a test or examination has been conducted. A sanction may then still be imposed!

## 8. Special Facilities

### 8.1 Facilities for students with a disability

1. If you have a disability arising from a handicap or chronic illness, you are entitled to fitting and essential adapted facilities, unless these would disproportionately burden THUAS in providing them. These adaptations are designed to remove or reduce barriers and serve to enable full participation. The adapted facilities may relate to the following:
  - a. the accessibility of buildings;
  - b. the curriculum, including work placements;
  - c. the timetables;
  - d. the teaching methods, including supervision;
  - e. the education materials;
  - f. the tests.
2. Do you have a disability, and do you want to apply for an adaptation or facility?
  - a. Then you can submit a reasoned request to the Exam Board (see Article 1.3)..
  - b. This request must be accompanied by a recommendation from the student counsellor.
  - c. The student counsellor bases this advice on a statement - submitted by you - from a healthcare provider registered with the BIG (the Dutch Individual Healthcare Professions registry), which includes your personal details and the medical diagnosis.
  - d. In the case of dyslexia, a dyslexia certificate issued on the basis of an examination performed by a recognised psychologist or special education expert suffices. The Exam Board may ask you to present this certificate.
3. When taking decisions on whether or not to grant adapted provisions to students with a disability, the following deadlines apply:
  - a. no later than 15 working days after the intake on the disability, the student counsellor issues a recommendation to the Exam Board;
  - b. The Exam Board decides on the granting of facilities, within 15 working days after the recommendation was received from the student counsellor;
  - c. if the request concerns a complex facility, each of these terms may be extended by 15 working days. The official involved will inform the student of such an extension before the expiry of the original term.
4. A decision of the Exam Board to grant the facilities is implemented within 15 working days after such a decision is taken.



Have you seen the [Disability](#) intranet page? You can find clear explanations, videos and tips for asking for help in coping with disabilities (visible or not) here.

### 8.2 Facilities for students practising top-level activities

1. Do you practice top-level sports or top-level activities in the field of culture or otherwise? Then you can apply for facilities, such as more study time. This application must be submitted to the Exam Board immediately at the start of the academic year, or immediately after the activities begin.
2. In making a decision on the application, the Exam Board will be advised by the top-level sports coordinator or by the student counsellor (in the case of other top-level activities).

### **8.3 Facilities for students with foreign prior education**

1. Have you been admitted on the basis of a secondary education diploma issued outside of the Netherlands? Then you can apply for 33% extra testing time during the first three years of enrolment for Dutch-language (partial) tests and/or be allowed to use one or more dictionaries. This request can be submitted throughout the academic year (but preferably as soon as possible after the start of the academic year) to the Exam Board.
2. The Exam Board may extend the appended facilities at the student's request.

### **8.4 Facilities for students who are members of a participation body and miscellaneous**

1. Are you a member of a participation body: the General Council, a Faculty Council or a Programme Committee? And does a (partial) test or mandatory educational activity coincide with a scheduled meeting of the relevant participation body? Then you can apply to the faculty director for facilities. The faculty director will take a decision within 15 working days of submitting the request.
2. In special cases, facilities may also be made available to students who do not meet the conditions referred to in Articles 8.1 through 8.4(1). In these cases, the faculty director decides whether or not to grant facilities.



## In conclusion



When you get to this last article, you have taken the time to read the EER carefully. Good idea. It is important to know your rights and obligations.

Are there articles you don't understand?

Or do you have substantive or textual suggestions to improve the EER?

Let us know at [oerolp@hhs.nl](mailto:oerolp@hhs.nl)

Would you also like to contribute ideas and participate in a more structural way on student issues?

Then sign up for participation! There are annual elections for which you can put yourself forward as candidate, for example for the Faculty Council or the General Council. You can read more about participation in decision-marking at THUAS [here](#).

## Appendix 1 | Definitions

academic year	The period starting on 1 September and ending on 31 August of the following year, unless the degree programme does not start on 1 September. In that case, the deviating start date must be mentioned in the annual planning (appendix to the EER) and 'academic year' means the period of 12 months from the start of the degree programme.
advisory right	The right that a participation body has in respect of some components of the EER.
appeal/objection	Legal action instituted with the Examinations Appeals Board (appeal) or the Disputes Advisory Committee (objection), aimed at reconsideration of a decision taken by another body.
associate degree programme	An independent degree programme (NLQF 5) without a propaedeutic phase, with a study load of 120 credits leading to the attainment of the degree of associate (section 7.3(a)(2)(a) of the Higher Education and Scientific Research Act).
attendance requirement	The duty of the student to be present, physically or online, as defined in the module description and in the EP.
bachelor's degree programme	An independent degree programme (NLQF 6) with a propaedeutic phase and with a study load of 180 or 240 credits that leads to the attainment of the degree of bachelor (section 7.3(a)(2)(b) of the Higher Education and Scientific Research Act).
Brightspace (formerly: Blackboard)	Brightspace is an electronic learning environment. Brightspace is one of the communication tools for lecturers and students to provide educational notifications and messages.
competence	An integrated unit of knowledge, skills, insight and attitude necessary to realise professional products in a professional context, which products meet the applicable quality requirements.
contact hour	An in-class hour where a lecturer or a qualified supervisor is physically present or otherwise has personal contact with the student. Contact hours include (digital) lectures and tutorials, student counselling, work-placement supervision, tests and examinations, as well as personal and study career counselling, insofar the institution has scheduled this for all students. Hours for self-directed study, (unsupervised) time for work placement and apprenticeships, graduation research and thesis work do not form part of the contact hours. The number of contact hours is listed for each unit of study, including the time allotted for tests.
course	Refer to 'unit of study'.
credit	The unit used to express study load. One credit is equal to 28 hours of study under the European Credit Transfer System (ECTS) (section 7.4(1) of the Higher Education and Scientific Research Act) (also refer to EC).
cumulative test	A method of testing in which, at multiple successive testing times, the tested content accumulates or increases. New content is assessed in part, and content previously assessed returns in part. The test consists of multiple components; the components together form one (partial) test.
(degree) certificate	The certificate issued when the examination candidate has passed the propaedeutic examination or the degree certificate issued when the candidate has passed the final examination of the degree programme (section 7.11(2) of the Higher Education and Research Act).
(degree) programme	A degree programme is a coherent set of units of study, aimed at the realisation of objectives in the field of knowledge, insight, attitudes and skills that the person completing the programme must possess (section 7.3(2) of the Higher Education and Research Act). Degree programmes can be offered as full-time, part-time and work-study variants.

Education and Examination Regulations (EER)	The regulations containing information about the degree programme, as well as the applicable procedures, rights and obligations with regard to education and examinations (section 7.13(1) and 7.13(2) of the Higher Education and Research Act).
Education Plan (EP)	Schematic representation of the curriculum, which includes units of study, competences/learning outcomes, work forms, contact and self-study hours and test format.
education framework	Key document adopted for several years, describing the core of the degree programme: which profession is being trained for, what the final qualifications are and what the vision on testing and education is.
education programme	The whole of units of study (including work placements and units of study to be chosen by the student to fill in the minor segment) and the related tests belonging to the bachelor's, associate or master's degree programme. An education programme can also be referred to as a curriculum.
elective	A unit of study that can be used to complete the elective segment. This may be an elective module, university transfer track or courses from the major of another degree programme, whether within THUAS or not.
e-proctor	An official appointed by THUAS to review images marked with an orange flag by the proctor.
examination	The examination has been passed if the tests forming part of the units of study of a degree programme or propaedeutic phase of a degree programme have been successfully passed, insofar the Exam Board has not stipulated that the examination also includes an investigation into the knowledge, insight and skills of the examinee, to be performed by the board itself (section 7.10(2) of the Higher Education and Research Act).
exam board	The body that determines, in an objective and expert manner, whether a student meets the conditions imposed by the Education and Examination Regulations on the knowledge, insight and skills necessary to obtain a degree (section 7.12(2) of the Higher Education and Research Act). Among other things, the Exam Board has the duty and power to ensure the quality of (interim) examinations (tests) and to ensure the quality of the organisation and the procedures around (interim) examinations (tests) ( section 7.12(b)(1)(a) and 7.12(b)(1)(e) of the Higher Education and Scientific Research Act).
examination programme	An examination programme is an overview that lists the requirements you need to fulfil in order to pass your examination (propaedeutic phase of the bachelor's degree programme, main phase of the bachelor's degree programme, associate degree programme or master's degree programme). In the examination programme you will find at least the units of study with the number of credits (EC) EER unit of study, the corresponding (partial) tests, weighting factors and minimum requirements (categorised per academic year for the main phase of the bachelor's degree programme and the associate degree programme). In Osiris Student, you are linked to this examination programme, so you can find all this information.
Examinations Appeals Board	The Board (Dutch: <i>College van Beroep voor de Examens</i> ) as referred to in section 7.60 of the Higher Education and Research Act, affiliated with The Hague University of Applied Sciences. Also refer to the Examinations Appeals Board Regulations in the Student Charter (Part 1).
examiner	A teacher or external examiner appointed by the Exam Board, who is in charge of conducting tests and marking them (section 7.12(c)(1) of the Higher Education and Research Act).
executive board	The management of the university of applied sciences (section 10.2 and 1.1(j) of the Higher Education and Scientific Research Act).
exemption	Full or partial exemption from meeting registration and/or admission requirements and/or exemption from taking tests.
extraneus	A person who is enrolled in the university of applied sciences as an extraneus (a student who takes tests and examinations but does not attend

	lectures) and who, in accordance with section 7.36 of the Higher Education and Research Act, is exclusively entitled to take the tests of the units of study that form part of the degree programme as well as the examinations forming part of the degree programme and, in principle, is entitled to access the facilities and collections of THUAS (such as the library).
faculty	An organisational unit under the governance of a faculty director, as described in the Board and Management Regulations (BBR).
faculty council	A faculty participation body for staff and students as referred to in section 10.25 of the Higher Education and Research Act.
faculty director	The faculty director is the person heading a faculty.
full-time programme	A full-time programme is a programme designed without taking into account the performance of non-educational activities. Work in the form of work placement is part of the degree programme and can result in credits.
funded (degree) programme	Programme for which the university of applied sciences may be eligible for funding for the enrolled student.
general council	The participation council referred to in section 10.17 of the Higher Education and Research Act. The rights of consent and advice are laid down in the Participation Regulations of The Hague University of Applied Sciences.
Higher Education and Scientific Research Act	The 'Wet op het Hoger onderwijs en Wetenschappelijk onderzoek', i.e. the Dutch Higher Education and Scientific Research Act, which can be found at <a href="http://www.wetten.nl">www.wetten.nl</a>
holidays	Period during which there are no activities necessary or compulsory for study. This applies during the periods when the buildings are closed, refer to Appendix 1.
honours programme	A programme over and above the study load of the regular programme, to which predetermined selection criteria apply.
learning outcome	Description of what a student is expected to know, understand and is able to apply upon completion of an academic period. This can be a learning period or learning pathway in education or a learning pathway at work or in leisure time (informal learning).
main phase	The part of the degree programme that follows the propaedeutic phase.
major	The part of the degree programme that enables the student to meet the competence profile.
master's degree programme	The initial degree programme (NLQF 7) that leads to the attainment of the degree of master as referred to in section 7.3(a)(2)(c) of the Higher Education and Research Act.
minor	A coherent unit of study of 15 or 30 credits to complete the minor segment.
minor segment	The part of the degree programme that students can complete on their own for general broadening or for substantive deepening of the competences from the major. The minor segment is 30 or 45 credits for full-time degree programmes and 15 to 30 credits for part-time, work-study and three-year degree programmes.
online proctoring	Online proctoring is a form of location-independent digital conducting of tests, where surveillance takes place online, using special software.
Osiris	The digital study tracking system that contains all study data for all students.
Osiris Case	Osiris application that allows students to submit requests, objections and complaints to the Exam Board and to the Legal Protection Desk and to apply for financial support from the Profiling Fund.
participation duty	The duty of the student to actively participate and be assessed during a practical exercise or in its preparation, as specified in the semester guide.
part-time programme	A degree programme designed to enable the student to carry out other work in addition to educational activities. Subject to specific circumstances, certain work may be classified as a unit of study, and the competences acquired through it will be tested. Requirements may be set regarding the performance of work if this work is designated as units of study in the EER/EP (section 7.27 of the Higher Education and Research Act).

personal circumstances	The circumstances that may play a role in issuing (or deferral of) the study advice or granting facilities.
practical exercise	An activity (section 7.13(2)(d) of the Higher Education and Research Act) aimed at acquiring certain skills. This includes at least the thesis, drafting a paper or prototype, work placement, participating in fieldwork or excursions, and carrying out tests or experiments.
practice component	The part of a work-study programme that consists of professional practice and is part of the education.
profiling fund	The name of the fund established by the institution for the provision of financial support to full-time students. These are students for whom a special personal circumstance has led or will lead to study delay during the period of the performance grant (Section 7.51 of the Higher Education and Scientific Research Act).
programme committee	Participation body established for each degree programme or group of degree programmes.
programme manager/ team leader	Within a cluster of programmes, the programme manager/ teamleader (for a master's degree programme) is the point of contact for students and lecturers on matters of content.
propaedeutic phase	The first period of a bachelor's degree programme with a study load of 60 EC, preceding the main phase, during which students gain an understanding of the content of the programme and the future profession. At the end of this phase, selection and referral is possible (section 7.8(2) of the Higher Education and Scientific Research Act).
qualified supervisor	A person designated and deemed suitable by the programme manager to carry out the relevant educational task, not being a teacher.
qualitative criterion	One or more specific units of studies or components you must have passed, in addition to the study progress standard, to receive a positive study advice.
recess	Periods in which there are no scheduled educational activities; however, projects, tests and resits (this applies during autumn, spring and summer breaks) may continue.
right of consent	The right of consent that a participation body has on parts of the EER.
RIO (formerly croho)	The <i>Registratie Instellingen en Opleidingen</i> (Registration of Institutions and Programmes) is managed by the Education Executive Agency (DUO) and can be consulted.
Semester	Refer to 'unit of study' or 'learning outcome'. Time period of 20 school weeks consisting of 4 units of 5 weeks in which students work on a project or a minor/ exchange/ internship.
Semester Guide	Description of the content of a unit of study, setting out at least the elements from section 7.13(2) of the Higher Education and Research Act that are not included in these EER.
student	The person who is enrolled by the university of applied sciences in a programme and has the right to participate in the education and testing of the degree programme.
student charter	The Student Charter consists of two parts. Student Charter part 1 is a compilation of rules, rights and obligations of the student in relation to the university of applied sciences. The second part consists of the Education and Examination Regulations (section 7.59 of the Higher Education and Scientific Research Act).
student coach	The professional who coaches the student during his studies. This can be a practice coach, study (career) counsellor, mentor or supervisor et seq.
student counsellor	The independent official who advises and counsels students on personal problems of a material and immaterial nature and mediates where necessary.
study advice	Advice to the student on the continuation of their studies within or outside the degree programme, which is given no later than the end of the first year of enrolment in the propaedeutic phase and as long as the student has not passed the propaedeutic examination or the first period of an associate

	degree programme with a study load of 60 credits (section 7.8(b) of the Higher Education and Scientific Research Act). The study advice can be divided into a positive and negative binding study advice and can also be deferred subject to conditions if special personal circumstances apply.
study career counsellor	A supervisor appointed by the degree programme who supports the process in which the student directs the content of his curriculum through activities aimed at giving the student insight into his own motivation, drives, talent and vision.
study component	The part of the work-study programme that consists of the education organised by the degree programme.
subject	Refer to 'unit of study'.
partial test	An assessment of the knowledge, insight and/or skills of the student, to which a mark is assigned and which forms part of a test (refer to the definition of 'test').
test	An assessment of the student's knowledge, insight and skills, as well as the marking of the outcomes of that assessment. A test may consist of several partial tests or progress tests. The term 'test' is equivalent to the term 'interim examination' as referred to in section 7.10 of the Higher Education and Scientific Research Act.
test regulations	The further provisions on the conducting of tests and partial tests. These may include registration, attendance, the manner and deadline of assignments, behaviour, permitted aids and prohibited actions (Appendix 3 to the EER).
three-year higher professional education track	A track within a bachelor's programme with a study load of 180 credits and a nominal study duration of three years, which is only accessible to those who hold a pre-university education diploma or a diploma that - at the discretion of the university of applied sciences - is equal to that (section 7.9(a) of the Higher Education and Research Act).
top athlete	A student who competes nationally or internationally at the highest level and has been granted status through the NOC*NSF or a student who practices his sport at the highest national level, which must involve an average time commitment of at least 15 hours per week.
top-level activities	High-level activities in which the student is among the (inter)national top in his discipline, determined at the discretion of the Executive Board.
unit of study	A coherent part of the degree programme that is concluded with a test and which may consist of several partial tests (section 7.3(2) of the Higher Education and Research Act). A unit of study may also be referred to as a 'course', 'subject', 'module' or as a 'learning outcome'.
university (of applied sciences)	The Hague University of Applied Sciences.
validation	Learning outcomes previously attained or attained elsewhere can be validated by means of a learning pathway independent test. Learning outcomes can also be validated through an individual exemption that can be requested from the Exam Board.
variant	The degree programme may be set up as full-time, part-time or work-study (section 7.7 of the Higher Education and Scientific Research Act).
working day	All days of the year except Saturdays, Sundays, compulsory public holidays and holidays as formally determined for employees and students of THUAS.
working week	All weeks of the year except the Christmas holidays.
work-study programme	A programme in which attending classes (education component) is alternated with professional practice (practice component) related to said education for one or multiple periods (section 7.7(2) of the Higher Education and Research Act). Professional practice takes place on the basis of an agreement concluded by the degree programme, the student and the company or organisation (section 7.7(5) of the Higher Education and Research Act).



## Appendix 2 | Education Plan (EP)

The degree programme consists of units of study. These units of study are described in the Education Plan (EP).

For each unit of study, the following information is at least included in the EP:

- a. the name of the unit of study;
- b. the semester in which the unit of study is offered (1 or 2);
- c. the competences/learning outcomes belonging to the unit of study;
- d. the number of credits;
- e. the work form(s) with which the unit of study is offered and possible compulsory participation in practical exercises (the attendance requirement or participation requirement);
- f. the test form, inclusive weighting factors of any partial tests;
- g. the testing method; oral, written, digital;
- h. minimum requirement (5.5/pass-good/satisfactory);
- i. test moment: the week in which the test is offered;
- j. the number of contact and self-study hours;
- k. if necessary, compulsory participation in practical exercises;
- l. if necessary, the entry requirement (also specify the requirements under the table)
- m. *In the case of a bachelor's degree programme or an associate degree programme*: whether the unit of study is part of the qualitative criterion of the study advice.



The 2EC units of study are numbered according to the sub-competencies list of IPO-IDE. IDE uses for their assessment three levels 'novice', 'advanced beginner', and 'competent'. There are no partial tests for these units. This setup allows students to follow their own learning path.

Sub-competencies table IDE cohorts 2021 onwards	Units of Study 180EC Modular Curriculum (2EC each):	Novice*	Advanced Beginner	Competent
<b>1. Do Research</b>				
1.1. (Re)define problems and reason analytically		SC1.1-N <sup>d1</sup>	SC1.1-AB* <sup>d2</sup>	SC1.1-C
1.2. Discover knowledge by investigating and experimenting		SC1.2-N	SC1.2-AB*	SC1.2-C
1.3. Take external contexts into account (societal, environmental, entrepreneurial)		SC1.3-N <sup>d1</sup>	SC1.3-AB	SC1.3-C
1.4. Approach research in a (technical and) human-centered way		SC1.4-N <sup>d1</sup>	SC1.4-AB	
1.5. Report on research using a practical scientific standard		SC1.5-N <sup>d2</sup>	SC1.5-AB	SC1.5-C**
<b>2. Design &amp; Engineer</b>				
2.1. Formulate design briefs containing vision and requirements, based on primary and secondary research		SC2.1-N <sup>d2</sup>	SC2.1-AB	
2.2. Use an iterative process with diverging and converging methods and techniques		SC2.2-N	SC2.2-AB*	SC2.2-C
2.3. Integrate human, market, technological, and context values during the design process		SC2.3-N	SC2.3-AB	SC2.3-C**
2.4. Consider desirability, viability, and feasibility while designing and engineering		SC2.4-N	SC2.4-AB*	SC2.4-C
2.5. Create and optimize ideas, concepts, prototypes, and product proposals		SC2.5-N	SC2.5-AB	
2.6. Evaluate ideas, concepts, and (end) products based on requirements		SC2.6-N	SC2.6-AB	SC2.6-C
<b>3. Organise &amp; Manage</b>				
3.1. Work methodologically		SC3.1-N	SC3.1-AB*	SC3.1-C
3.2. Collaborate within a design team in a multidisciplinary (international) setting		SC3.2-N	SC3.2-AB	
3.3. Show resourcefulness, flexibility and willingness to make decisions in fuzzy (complex) contexts		SC3.3-N <sup>d2</sup>	SC3.3-AB	SC3.3-C**
3.4. Show entrepreneurship or intrapreneurship		SC3.4-N	SC3.4-AB	SC3.4-C
3.5. Practice project, stakeholder, time and resource management		SC3.5-N	SC3.5-AB	
3.6. Break down and model systems and select relevant approaches		SC3.6-N	SC3.6-AB	
<b>4. Communicate</b>				
4.1. Manifest/present yourself in a (semi) professional setting		SC4.1-N	SC4.1-AB	SC4.1-C**
4.2. Communicate within a team on team dynamics and (your) role		SC4.2-N <sup>d1</sup>	SC4.2-AB	SC4.2-C
4.3. Make deliverables tangible in a refined, communicative way		SC4.3-N	SC4.3-AB	SC4.3-C
4.4. Communicate in a foreign language and/or in an international setting		SC4.4-N <sup>d1</sup>	SC4.4-AB* <sup>d2</sup>	
<b>5. Learn</b>				
5.1. Reflect on your role in projects and your impact on society as an innovator		SC5.1-N	SC5.1-AB	SC5.1-C**
5.2. Develop and adapt learning strategies		SC5.2-N	SC5.2-AB	SC5.2-C
5.3. Transfer and integrate acquired knowledge and experience in projects		SC5.3-N	SC5.3-AB	SC5.3-C

<sup>d</sup> in the first year, these sub-competences are assessed by deliverables without an oral session. <sup>d1</sup> refers to semester A, <sup>d2</sup> refers to semester B.

The sc's in the light grey fields are assessed in semester A. The sc's in the dark grey fields are assessed in semester B.

\* The propaedeutic phase consists of the 24 novice levels, with 6 given sub-competencies on advanced beginner level, marked with \*, to complete the 60 points of the propaedeutic phase. \*\* C-level sc's marked with \*\* are frozen for the final graduation project. Sc's marked in italic have 2022 Osiris-codes.

**Sub-competencies table IDE cohorts 2018-2020**

**Units of Study 180EC Modular Curriculum (2EC each):**

**Novice\*    Advanced Beginner    Competent**

**1. Do Research**

- 1.1. (Re)define problems and reason analytically
- 1.2. Discover knowledge by investigating and experimenting
- 1.3. Take external contexts into account (societal, environmental, entrepreneurial)
- 1.4. Approach research in a (technical and) human-centered way
- 1.5. Report on research using a practical scientific standard

SC1.1-N <sup>d1</sup>	SC1.1-AB* <sup>d2</sup>	SC1.1-C
SC1.2-N	SC1.2-AB*	SC1.2-C
SC1.3-N <sup>d1</sup>	SC1.3-AB	SC1.3-C
SC1.4-N <sup>d1</sup>	SC1.4-AB	SC1.4-C
SC1.5-N <sup>d2</sup>	SC1.5-AB	SC1.5-C**

**2. Design & Engineer**

- 2.1. Formulate design briefs containing vision and requirements, based on primary and secondary research
- 2.2. Use an iterative process with diverging and converging methods and techniques
- 2.3. Integrate human, market, technological, and context values during the design process
- 2.4. Consider desirability, viability, and feasibility while designing and engineering
- 2.5. Create and optimize ideas, concepts, prototypes, and product proposals
- 2.6. Evaluate ideas, concepts, and (end) products based on requirements

SC2.1-N <sup>d2</sup>	SC2.1-AB	SC2.1-C
SC2.2-N	SC2.2-AB*	SC2.2-C
SC2.3-N	SC2.3-AB	SC2.3-C**
SC2.4-N	SC2.4-AB*	SC2.4-C
SC2.5-N	SC2.5-AB	
SC2.6-N	SC2.6-AB	SC2.6-C

**3. Organise & Manage**

- 3.1. Work methodologically
- 3.2. Collaborate within a design team in a multidisciplinary (international) setting
- 3.3. Show resourcefulness, flexibility and willingness to make decisions in fuzzy (complex) contexts
- 3.4. Show entrepreneurship or intrapreneurship
- 3.5. Practice project, stakeholder, time and resource management
- 3.6. Break down and model systems and select relevant approaches

SC3.1-N	SC3.1-AB*	SC3.1-C
SC3.2-N	SC3.2-AB	SC3.2-C
SC3.3-N <sup>d2</sup>	SC3.3-AB	SC3.3-C**
SC3.4-N	SC3.4-AB	SC3.4-C
SC3.5-N	SC3.5-AB	SC3.5-C
SC3.6-N	SC3.6-AB	

**4. Communicate**

- 4.1. Manifest/present yourself in a (semi) professional setting
- 4.2. Communicate within a team on team dynamics and (your) role
- 4.3. Make deliverables tangible in a refined, communicative way
- 4.4. Communicate in a foreign language and/or in an international setting

SC4.1-N	SC4.1-AB	SC4.1-C**
SC4.2-N <sup>d1</sup>	SC4.2-AB	SC4.2-C
SC4.3-N	SC4.3-AB	SC4.3-C
SC4.4-N <sup>d1</sup>	SC4.4-AB* <sup>d2</sup>	SC4.4-C

**5. Learn**

- 5.1. Reflect on your role in projects and your impact on society as an innovator
- 5.2. Develop and adapt learning strategies
- 5.3. Transfer and integrate acquired knowledge and experience in projects

SC5.1-N	SC5.1-AB	SC5.1-C**
SC5.2-N	SC5.2-AB	SC5.2-C
SC5.3-N	SC5.3-AB	SC5.3-C

<sup>d</sup> in the first year, these sub-competences are assessed by deliverables without an oral session. <sup>d1</sup> refers to semester A, <sup>d2</sup> refers to semester B.

The sc's in the light grey fields are assessed in semester A. The sc's in the dark grey fields are assessed in semester B.

\* The propaedeutic phase consists of the 24 novice levels, with 6 given sub-competencies on advanced beginner level, marked with \*, to complete the 60 points of the propaedeutic phase. \*\* C-level sc's marked with \*\* are frozen for the final graduation project, to be proven in semester F only.

In the next table the semesters are listed. Each semester has 3 integrated assessment moments, at which students can each time prove 5 (max 7 different and/or 10 levels of) sub-competencies (SCs), each worth 2EC. At the end of each semester, a resit opportunity is offered in week 17 and/ or 18. All semester projects are based on real clients' questions and students work in project teams on those realistic projects. Per assessment moment, which takes 45 minutes in total per student, students are expected to pass 10EC to be nominal (5SCs). The 2EC units of study are numbered according to the sub-competencies list of IPO-IDE, this list is included above. IDE assesses on three levels: 'novice', 'advanced beginner', and 'competent'. In the first year, a given selection of the sub-competences will be assessed through deliverables, making the assessment moment shorter to liberate grading time for the assessment of orals (see tables at the start of Appendix 2).

Year 1- Propaedeutic 180EC Modular track	Semester		Competencies	Teaching methods	Test format	Partial tests weighting factors	Test moment	Credits (nominal)	Average contact hours	Average self-study
	1 (A,C, E)	2 (B, D, F)								
<b>Compulsory semester A Year 1</b>										
Basics of IDE Unit 1 Boi	A		1, 2, 3, 4, 5	workshops, project tutoring, coaching	deliverables assessment	n/a	Week 5, resits in week 17 and/ or 18	5x2 EC	16 per teaching week	24 per teaching week
Basics of IDE Unit 2 and 3 Boi	A		1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC	16 per teaching week	24 per teaching week
<b>Choice semester B Year 1 (also available to choose in semester D of year 2)</b> <b>Students choose one of the 3 options below:</b> <b>Workshops include both semester-specific and general workshops</b>										
Design Aesthetics & Perception Unit 1 DAP		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	deliverables assessment	n/a	Week 5 resits in week 17 and/ or 18	5x2 EC	14 per teaching week	26 per teaching week
Design Aesthetics & Perception Unit 2, and 3 DAP		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC	14 per teaching week	26 per teaching week
Product Engineering Unit 1 PE		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	deliverables assessment	n/a	Week 5 resits in week 17 and/ or 18	5x2 EC	14 per teaching week	26 per teaching week
Product Engineering Unit 2, and 3 PE		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC	14 per teaching week	26 per teaching week
Strategic Design Unit 1 SD		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	deliverables assessment	n/a	Week 5 resits in week 17 and/ or 18	5x2 EC	14 per teaching week	26 per teaching week
Strategic Design Unit 2, and 3 SD		B	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC	14 per teaching week	26 per teaching week

**Choice semester C and D of year 2 and semester E of year 3 (depending on choices of students if all are offered)**  
**Students choose 2 or 3 of the options below. Option = Whether they are offered in semester C, D or E depends on the number of students that chose that semester when.**  
**None of the semesters offered by IDE are eligible for IDE students in their MEI semester even if external students take them as minor semesters.**  
**Resits are organized in week 17 and/ or week 18.**

Year 2 and 3, 180EC Modular track 1718 and 1819	Semester		Competencies	Teaching methods	Test format	Partial tests weighting factors	Test moment	Credits	Average Contact hours	Average self- study)
	1 (A, C, E)	2 (B, D, F)								
Smart Objects Unit 1, 2, and 3	C, E		1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Prototyping & Craftsmanship ) Unit 1, 2, 3	C, E		1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Design with Nature *) Unit 1, 2, 3		D	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Circular & Social Design Unit 1, 2, 3	C, E		1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Digital Manufacturing Unit 1, 2, 3	C, E		1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Service Design Thinking Unit 1, 2, 3		D	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
Design Agency, incl. Autonomous Project Unit 1, 2, 3		D	1, 2, 3, 4, 5	Project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	6 per teaching week	Ca. 34 per teaching week
Transportation Design & Styling Unit 1, 2, 3		D	1, 2, 3, 4, 5	workshops, project tutoring, coaching	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	5x2 EC 5x2 EC 5x2 EC	12 per teaching week	28 per teaching week
<b>Year 3 compulsory Semester E and F</b>										
For those students wishing to do an internship there is an entry requirement of having passed the propedeutic phase of the program.										
Minor, Exchange, Internship MEI-1	option	option	1, 2, 3, 4, 5	Internship: coaching Exch/minor: varies	Internship: report Exch/minor: varies	n/a	Internship: during unit 4 Exch/minor: varies	30 EC in total	Internship: 0,5 per teaching week Exch/minor: varies	39,5 per teaching week Exch/minor: varies
Final Project FINPROJ	option	F	1, 2, 3, 4, 5	Workshops, project tutoring, coaching	integrated assessment	n/a	Week 19	30EC	0,5 per week	39,5 per week

## Explanation

The total amount of contact hours (in clock hours) per unit of study is mentioned and includes test hours. The total amount of contact hours of the EPP, is mentioned in the EPP, and is compliant with the following:

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1. The educational programme of the main phase shows a gradual decrease in the amount of contact hours.
2. In the last column 'self- study hours' have been added. These hours are also mentioned in the semester guide.

\*) The semesters marked with \*) are offered to non-IDE students from THUAS as minor semesters. Those minor students will be assessed in a different way from the IDE students. The way of assessing minor students is described in the Semester guides of both semesters.

### 180 EC Modular Track 1718

Year 1- Propaedeutic 180EC Modular track 2017-2018 RESITS ONLY	Semester		Competencies	Teaching methods	Test format	Partial tests weighting factors	Test moment	Credits	Contact hours	Self-study
Unit of study	1 (A,C, E)	2 (B, D, F)								
<b>Compulsory semester A Year 1</b>										
Basics of IDE Unit 1, 2 and 3 (BoIDE-1)(BoIDE-2)(BoIDE-3)	A		1, 2, 3, 4, 5	n/a	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	BoIDE-1 – 8EC BoIDE-2 – 8EC BoIDE-3 – 8EC BoIDE-4 - 6 EC	n/a	n/a
<b>Choice semester B Year 1 (also available to choose in semester D of year 2) Students choose one of the 3 options below: Workshops include both semester-specific and general workshops</b>										
Design Aesthetics & Perception Unit 1, 2, and 3 (DAP-1) (DAP-2) (DAP-3)		B	1, 2, 3, 4, 5	n/a	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	DAP-1 – 10EC DAP-2 – 10EC DAP-3 – 10EC	n/a	n/a
Product Engineering Unit 1, 2, and 3 (PE-1) (PE-2) (PE-3)		B	1, 2, 3, 4, 5	n/a	integrated assessment	n/a	Week 5, 10, 15 resits in week 17 and/ or 18	PE-1 – 10EC PE-2 – 10EC PE-3 – 10EC	n/a	n/a

For year 2 and 3 see table above this one.

## Appendix 3 | Annual Planning 2024-2025

Period	Date		
<b>Semester 1</b>	<b>Monday 2 September 2024</b>	<b>To</b>	<b>Friday 7 February 2025</b>
Autumn recess	Monday 28 October 2024	To	Friday 1 November 2024
THiNK FeST	Thursday 7 November 2024		
Christmas holidays	Monday 23 December 2024	To	Friday 3 January 2025
<b>Semester 2</b>	<b>Monday 10 February 2025</b>	<b>to</b>	<b>Friday 4 July 2025</b>
Spring recess	Monday 24 February 2025	To	Friday 28 February 2025
Easter	Friday 18 April 2025		Monday 21 April 2025
King's Day	Sunday 27 April 2025		
Liberation Day	Monday 5 May 2025		
Ascension Day	Thursday 29 May 2025	To	Friday 30 May 2025
Whit Monday	Monday 9 June 2025		
Summer recess	Monday 21 July 2025	To	Friday 29 August 2025

### Explanation

**Holidays:** no activities that are required or mandatory for study. This applies during the periods when the buildings are closed. The buildings are closed on public holidays, on Good Friday, the Friday following Ascension Day and during the Christmas Holidays.

**Recess:** no scheduled educational activities, but projects and tests/resits may be scheduled. This applies during the fall, spring and summer recess.

The academic year starts on Monday in the working week in which 1 September falls. If 1 September falls in a weekend, the academic year starts on the following Monday. For students who make use of the February intake, the academic year starts at the beginning of the second semester.

Educational activities and tests take place on weekdays (Monday through Friday) and possibly on Saturday.