



# **HAN\_**UNIVERSITY OF APPLIED SCIENCES

## **Degree Statute and Education and Examination Regulations of the Bachelor degree course Chemistry**

School of Applied Biosciences and Chemistry  
Academic year 2020-2021

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## **PART 1 General part**

## 1 About the degree statute

The Higher Education and Research Act (hereafter the Act) stipulates in article 7.59 that an institution such as HAN University of Applied Sciences (hereafter HAN) is obliged to adopt and publish a student charter. The Student Charter consists of two parts: the institution-specific part (which we call the Student Charter) and the degree-specific part (which we call the Degree Statute).

The degree statute consists of three parts:

- Part 1: General part.
- Part 2: The Education and Examination Regulations, which outline the education, final assessments and examinations for your degree course.
- Part 3: Other regulations.

Part 1 is purely informative. No rights can be derived from it. Rights and obligations can be derived from the other parts; these are legally applicable regulations.

### 1.1 Which degree course does this degree statute apply to?

This is the Degree Statute for the following HAN degree courses:

<b>Degree course</b>	<b>Degree format</b>	<b>CROHO number</b>	<b>Degree and title after graduation</b>
B Chemistry	Full time	34396	Bachelor of Science

This degree statute contains information on the structure, organisation and execution of the degree course, the student facilities, counselling and study coaching, the education and examination regulations and the degree-specific regulations that describe student rights and responsibilities. When this document refers to “the degree course”, this means the above degree course.

### 1.2 How to read this degree statute

We use regular UK spelling rules.

When we use “you”, we mainly mean you as an internal or external student enrolled in this degree course at HAN. But we also mean others, such as prospective students.

### 1.3 How long is the degree statute valid for?

The HAN degree courses write a new degree statute for each academic year. The degree statute for a certain academic year applies to everyone enrolled in that degree for that academic year. It does not matter which phase of your degree course you are in, whether you are an internal or external student, nor when you started. You can find the digital version of your degree statute here: [https://www.han.nl/opleidingen\\_courses/bachelor/en/chemistry/vt/](https://www.han.nl/opleidingen_courses/bachelor/en/chemistry/vt/) and on: #OnderwijsOnline - General Information

This degree statute applies to the 2020-2021 academic year: from 1 September 2020 to 31 August 2021. For students starting their degree course on 1 February 2021, two different degree statutes apply consecutively during their first “year”: the current one and that of the next academic year.

Did you enrol in a previous academic year for the propaedeutic or post-propaedeutic phase of the degree course? And is the degree course using a new curriculum or modified education and examination regulations? Then certain provisions in the education and examination regulations will apply from a degree statute from a previous academic

year.

#### **1.4 How does the degree statute come about?**

The degree statute for the degree course is adopted by the dean each year. This is based on the model degree statute: a model that applies for the entire HAN.

The school council exercises the participation rights on the degree statute, but only in so far as the HAN participation council has not already exercised these rights through the model degree statute and in so far as these rights have not been conferred to the degree committee. How this works exactly is set out in the participation council regulations and the Regulations of the Degree Committee.

Advice is requested in advance from the degree course's board of examiners.

The relevant HAN organisational bodies strive to publish the new degree statute each year before 1 July.

#### **1.5 Cohesion between degree statute and other HAN regulations**

The Student Charter applies to the entire HAN. The Student Charter lists all the rights and obligations of students and HAN.

Student Charter: <https://www.han.nl/studeren/succesvol-studeren/rechten-plichten/>

The Enrolment Regulations describe the general rules for application, admission, educational requirements, selection and enrolment. These apply to all degree courses. The degree statute only contains degree-specific additions. These additions may not contradict the general rules from the enrolment regulations.

The enrolment regulations can be found at [www.han.nl](http://www.han.nl).

## 2 Education at HAN

Your degree course is part of the HAN educational offerings. HAN has an overarching mission and vision on higher education. Your degree course embodies this vision in its own way. This chapter describes HAN's mission, vision and culture.

### 2.1 Mission

At HAN we educate you in a way that prepares for your future profession. But that is not our only goal. We also want you to develop your social awareness through the degree course. Also, later in your career, we want you to be able to continue contributing to innovations in a complex, dynamic and international society:

- We want to give you a good **Qualification** for your future profession.
- As a professional, you never work alone, but always in collaboration with others. We call that educating you as a **Network Professional**. As a result, you learn to work well with others and across borders. You also learn how you as a professional relate to the historical context of your field. This gives you insight into what is expected of you now and in the future.
- We want to contribute to your **Personal Development**, so that you grow as a professional and pursue lifelong learning. After all, your knowledge and skills are the basis of your profession, but who you are, your qualities and your approach make the difference.
- We want you to learn a sense of social responsibility, ethics and citizenship for your profession; to learn that you have to mean something for other people in your profession. This is often indicated with the term **Bildung**.

### 2.2 Vision

We achieve these four goals together. How? Read about it here:

- **You learn in context.** You gain experience in practice. That helps you to understand the complexity of your future work. Learning is not something you do on your own. Your lecturers stimulate learning with and from each other.
- **You learn in the triangle of education-research-professional practice.** You conduct research, for example on the quality of work in a professional field of your choosing, or on the possibilities for innovation. This allows you to contribute to the development of your profession. Also, in the case of new developments, you can quickly adapt to what is needed to perform your work optimally.
- HAN has a lot of **research groups**. These groups account for the research at universities of applied sciences. They also do a great deal for the degree courses. Students, for example, can get research experience within a research group in collaboration with the professional field. You can find all the research groups on our website: [www.han.nl/onderzoek/kennismaken/lectoraten](http://www.han.nl/onderzoek/kennismaken/lectoraten).
- **Study coaching and the student as partner.** You are assigned a study coach for the full duration of your studies. At HAN we want you as a student to feel acknowledged, seen and heard. We also involve you in the organisation of the degree course. This is what we call 'student as partner'. Each degree course has the freedom to organise its education in a way that it suits you as a student and the degree course. You can read more about this in Part 1, chapter 3, and Part 2, chapter 7.

- **Education with options.** Besides the regular study programme offered in your degree, we also give you various other options to choose from. The options depend on your degree course. You can read more about these options in the education and examination regulations. We stimulate you to get research experience in the HAN research groups, for example in an innovation lab or work-learning position. For advice on your choices, go to your lecturers and other HAN advisers.
- **Internationalisation @home or abroad.** During their studies, all HAN students get to experience the international context of their field.

You can read more about this in Part 1, chapter 3, paragraph 3.5.

## 2.3 Quality culture

HAN fosters a culture of quality. A culture in which everyone contributes in some way to high-quality education and a smooth-running organisation. Below you can read how.

### 2.3.1 Highly qualified staff

Our lecturers are highly educated. Many of them have worked in the professional field for which they are educating students. Others have research experience relevant to the field.

All the lecturers you encounter during your studies have a Masters degree and some of them have their PhD. All our practical teachers (HAN Instructor/practical teacher) have a Bachelor and to have a master degree.

The lecturers have good teaching skills, which they have acquired through training. This means they know how to guide you properly in your learning. The examiners also have the necessary qualifications. All our support staff are also properly trained in their fields. For example, staff at the secretarial office, the work placement office and the timetable office. They all perform quality work.

Because our degree courses collaborate with our research groups, researchers and professors are also involved in education. This helps you to further develop your own inquiring attitude, for example. The research group also allows you to discover the latest research results and innovations in your professional field.

### 2.3.2 Stimulating growth and an attitude of learning

We want you to grow so you can successfully complete your studies. This is not something we achieve just by supervising you. We also challenge you to get the most out of yourself and we train you to become ever more independent in your studies. We stimulate you to take initiative, expect you to be proactive in your studies and we help you to develop a professional work attitude. You can expect your lecturers to be available and respond to your questions quickly and clearly. You can also ask for support when you are falling behind or when you are willing and able to do more. You can read more about this in the education and examination regulations.

### 2.3.3 Responsible for quality

Each degree course has a quality plan. This plan, but also the education and examination regulations, describe how students evaluate the education and indicate what needs to be improved. It also outlines how students, lecturers and other staff can be directly and actively involved in improving their degree course. After all, student involvement and participation are important. It is equally important that staff members, students and professionals from the field, each in their own way, are involved in or take responsibility for the degree course and HAN. For example, for the quality of lectures, timetables, the curriculum, internship supervision, examination and other forms of renewal and improvement.

We invite you, as a student, to play an active role in this. This attitude will also be important in your work. So we also regularly ask you for your opinion on the degree course. We do this in (digital) surveys and an annual national student survey, and in evaluations at the end of a period. We also invite you to actively collaborate on renewal and

quality improvement. For example, by improving the degree content and exams or improving logistical or organisational points: together with lecturers and/or support staff.

We also reflect on how we organise education and research, on who we do it for and why we do it the way we do. We check our conclusions regularly with all involved parties. This means you, but also lecturers, researchers and professionals from the field. Also, every 6 years each degree course is officially monitored by the [NVAO](#) (Accreditation Organisation of the Netherlands and Flanders).

#### 2.3.4 Inspiring and interactive environment

We want you to be inspired by your degree course. For example, by getting the latest information on developments in your field. And we always try to create an open, interactive, safe and familiar learning environment. We encourage everyone to give each other honest feedback.

### **3 Information about your degree course**

#### **3.1 Mission and vision of your degree course**

The School of Applied Biosciences and Chemistry offers educational programs that educate students to become entry-level professional practitioners who are able to give shape to their own development.

The School follows in broad lines the constructivist learning theory that assumes that acquiring knowledge and skills is not so much the result of a direct transfer of knowledge by the teacher, but rather the result of an active role of students in the processing of information and acquiring knowledge and skills.

Professional practitioners must not only have specialised knowledge and specialist skills, but also make use of this effectively and efficiently in new, unknown and partly unanticipated situations. The occupational field has a need for competent professional practitioners that can devise solutions for novel problems, in contrary to those having simply learned methods.

The School of Applied Biosciences and Chemistry therefore applies the following educational principles:

- The initial situation of the student is taken as a starting point and the existing knowledge and skills are built upon this foundation (constructivist learning theory).
- Realistic, complex professional tasks are the starting point for the design of the course. Course units have been derived from these professional tasks.
- The student learns how to learn. The fast changes in the occupational field make it necessary that the professional practitioner continuously adapts, extends and/or relocates his expertise.
- The student is increasingly able to manage his own learning process. There is a situation of an increasing ability to work independently and own responsibility with regard to the learning process (independent learning).
- Students are challenged to reflect on their own behaviour, put this up for discussion and where necessary to adjust this behaviour where necessary (reflective learning).
- Students learn from each other (interactive learning). Example operation ('how did you approach it? '), social control, feedback and mutual help are seen as important elements of group work.
- Because the Degree puts the profession and the required competences for it in a central position, there is close contact with the field of work at all levels of the course. Professional practitioners from the field of work also contribute to the assessment of students.

#### *Principles of education at HAN*

Each degree course at HAN trains you to become an entry-level professional. But you learn more than this during your course. You not only acquire knowledge, you also reflect on it in view of the opinions of others. In this way you learn to make your own decisions and to form a perspective on your field. That gives you the possibility to apply specialised knowledge and professional skill in new, unknown and partly unanticipated situations. Society needs people who can devise solutions for new problems. We equip you with the knowledge and skills that will help you to continue working on your professional development.

Good professional education is geared to developments in society and in the professional field. The study programme is constantly being geared to what is required of graduates. Both the form and content of the course is under constant development so you are optimally prepared for the labour market.

#### *Learning through professional tasks*

An important core value at HAN is the central role of professional practice in the curriculum. It is our task to educate you to the standard of an entry-level professional. A key aspect is therefore learning through professional tasks. Professional tasks are 'whole' tasks carried out in real-life settings by professionals. 'Whole' means that these tasks

are not split into their various components, but need to be mastered in their full complexity. Most professional tasks call on several different competences.

### *Self-management*

As a HAN student, you learn to independently carry out professional tasks, to improve your professional performance and to work on developing your career. It is not only about the successful completion of your degree, but also about ongoing successful performance in the professional field. For you it will come down to a gradual progression towards self-management and fewer instructions from lecturers.

### *Enhancing flexibility*

Flexibility is an important guiding principle. You have 30 ECTs with which you have the freedom to broaden or further specialise your degree. We call this the minor. The minor gives you the chance to focus on specific needs of the job market and develop your own unique skills profile.

### *Examination and assessment*

Whether you do a full-time, part-time or work-study course, you are assessed on the same professional tasks and competences. We aim to maximise the validity and reliability. An exam is valid if it measures what it is intended to measure. With reliability, we examine the comparability of the results.

### *Units of study*

Course units are based on professional tasks. The standard value of a course unit is at least 2.5 credits. They are scheduled to take place within the four periods of the HAN academic calendar.

## **3.2 Content and organisation of your degree course**

### **Domains**

The degree courses in a domain focus on comparable fields of employment. The competences that students develop within the courses of a domain are comparable and can even be (partly) the same. Each domain possesses a set of domain competences. Together those form a sort of summary of the professional profiles for which courses in a domain train. They are fairly general and abstract and furthermore formulated from a wider professional context (for example the paramedical professional context or the professional context of engineering). The domain competences display both the cohesion within a domain and the distinction with other domains. Domain competences have been made concrete in competences per course and are linked to concrete professional tasks.

### **The degree courses in the domain**

The degree courses which belong to the domain Applied Science (= the domain of the scientific research and the application of natural science knowledge on practical issues and problems) of the HAN University of Applied Sciences are:

- Biology and Medical laboratory research/Life Sciences
- Chemistry
- Bioinformatics

Biology and Medical Laboratoryresearch and Chemistry degree courses are also offered in English, as an international variant called Life Sciences and Chemistry, respectively. All courses lead to the degree Bachelor of Science.

### **Chemistry**

In the Chemistry degree programme you will learn about scientific research in different contexts of chemical lab research.

You will gain knowledge and skills and learn how to apply these to answer research questions. With regard to a present research request (fundamental or applied) the relevant literature is studied. The research request is translated into a researchable question for which a research plan is drawn up. You perform experiments, analyse results and based on the results, design follow up experiments.

Students follow a Major of the respective course of 210 study credits and a minor of 30 study credits.

Per period (of approximately 10 weeks) one, two or three course units are followed. Some course units have a longer duration. One professional task occupies a central place in each course unit, where different competences are worked on.

The Chemistry and BML/LS degree courses begin with a common programme. After half a year, they differentiate into their own curricula. Within the degree courses, students have in the second and third year options for fields of study and majors. The construction of the Life Sciences, BML and Chemistry degree courses and the options within it is shown in the diagram below.



### **3.3 How we educate and supervise**

#### **Study coaching**

At the start of your degree programme, you will be assigned a study coach. This teacher guides you through one or more academic years. The study coaching takes place in individual and in group meetings.

#### **Tasks of the study coach**

The study coach functions as a link between the educational question of the student and the content of the degree programme (exam program, course units). The study coach assists the student with making choices regarding the curriculum.

The study coach has different tasks:

- familiarise the student with the profession/professions for which the study prepares for and the professional tasks that belong to it;
- accompanies and coaches the student in the study development of the competencies;
- play an important role in: the supervision and discussion of the study progress and delivering the evidence thereof;
- the supervision of the participation in preliminary examinations; stimulates independent learning and the philosophy of 'learning to learn'.
- help the student, or refer them, with questions/problems about their study progress,

Students who seek advice on their study, the minor or internship consult their study coach as a first step. This is also applies for students who consider leaving the study.

If a student has complex questions, the study coach can refer the student to a senior study coach or a student counsellor or to one of the coordinators.

#### **Study coaching**

Study coaching involves:

- support in the orientation, profession and required professional competencies

- supervision in the learning process and 'learning to learn' process
- linking supply and demand: supervising the decision making and choices of learning pathways
- guiding individual students, group student guidance discussion of study progress, the February advice and binding recommendation.
- signalling in situations when study progress is influenced by factors where extra supervision or referral is necessary.

Here the following guidelines have been formulated:

- the School is responsible for guaranteeing the continuity of the supervision
- there are group meetings and individual meetings
- the study coaching is intensive both in the foundation year and in the main phase. The study coaching in general decreases in intensity during the years of the degree programme.
- result-oriented study coaching: Monitoring study coaching on the basis of the study coach progress reports.

*Source: Study coaching. Significance for the student, 2010*

The study coaching programme is based on the principles mentioned above. This is described in programme-specific guides, manuals or policy plans.

## **Instruments**

To mentor students during their learning pathway a number of instruments have been developed:

### **Digital Portfolio**

The digital portfolio is a repository of files/documents with which the student can show his or her own individual development (learning process) and can demonstrate the obtained level. The portfolio fulfils different functions, such as:

1. Development-focussed function: the products in the portfolio demonstrate the development of the student.
2. Assessment instrument. The products in the portfolio are submitted for assessment to an assessor. This is the case for internship; graduation project and minor portfolios
3. Demonstrate what the student is capable of. In support of the job application meetings for internship and graduation the student can bring a portfolio. With this portfolio, the student can show what they are capable of.

Compiling and keeping a digital portfolio is a compulsory part of the degree programma. Students need to have updated the portfolio for a performance review when a study coach asks for this, and/or when the student wants to discuss their performance with the study coach. If a student has not updated the portfolio at a performance review, the study coach will not sign off the interview in Alluris. A portfolio is therefore prerequisite for a positive conclusion of the performance interview with the study coach.

In the degree programme, the portfolio is used in the graduation phase as an assessment instrument. This applies for internship and graduation projects. The portfolio is submitted to an examiner that assesses the portfolio. The portfolio can be used to showcase the qualities of the student when applying for an internship or graduation project.

More information on assembling a portfolio can be found on #OnderwijsOnline - "ATBC SLB for Life Sciences and Chemistry"

### **Personal Development Plan (PDP) and reflection**

In the Personal Development Plan (POP) a student describes his learning aims and the way in which he wants to work on this. This takes place on the basis of reflection on his own results and own function, directed at the competences that must be developed for the relevant course. The PDP is a component of the portfolio.

The reflection and the personal learning objective are discussed in the operation-based discussions. The frequency, periods and concrete completion of these meetings are stated in the Study Career Guide. Central to the performance review is a reflection on the past period (study results). The student tells what has gone well, what he has learned and what can be improved. In the study coaching it involves the reflection on all components of the course and the profession. An important subject in each performance review is the choice of the learning pathway for which the student will, or has, enrolled for and the functioning in the project group.

More information on the PDP and reflection can be found on #OnderwijsOnline - "ATBC SLB for Life Sciences and Chemistry"

### 3.4 Internships and/or workplace

The degree programme has an internship (30 credits) and a graduation project (30 credits).

Further information can be found in chapter 9 of the EER (Part 2) and on #OnderwijsOnline under the section 'ATBC Stage/internship' and 'ATBC Afstuderen/graduation'.

### 3.5 How the professional field is involved

The Chemistry Degree programme is described further in relation to the professional context.

The course units in the Chemistry Degree are designed so that the graduation specialisations analytical chemistry and organic chemistry are covered in detail. In addition to this, there are two courses where polymer chemistry is a central focus. A course unit of 7.5 study credits is dedicated solely to laboratory automation because this is an important area for all specialisations. For the different course units, relevant context areas are chosen, depending on the subject that is offered in the course unit. In selecting these, the most common areas where our graduates come to find work are considered and represented in the context areas of the course units.

An overview of the relationship between the different contexts of the chemical industry with the Chemistry Degree and in which course units they are featured is shown in the table below.

*Table: Relationship of the context areas of the field of work of the Bachelor of Chemistry, graduation specialisation Organic and Polymer Chemistry and Analytical Chemistry with the chosen specialisations in the course and the course units in which they feature.*

Context area	Specialisation	Course unit
Nutrition	Analytical chemistry (Organic chemistry)	CH2 CH4* C7 C11* C12*
Pharma	Organic chemistry	CH3 C7 C9* C10*

Synthesis	Organic chemistry	CH4* C6 C9* C10*
New materials and nanotechnology	(Biobased) Polymerchemistry	CH3 C8 C9* C10*
Environment	Analytical chemistry	CH4* C5 C11* C12*

\* Various context areas are used in different project and assignments.

In designing the curriculum and selecting subjects, the Chemistry Degree study is mainly guided by national and/or international trends and developments. The ITBC has developed strong relationships with a wide range of companies and research institutes. A large number of the students follow a substantial part of the education in the form of internships and graduation projects there, and later often find employment there as well.

Companies such as OCE, MercaChem and PheroBank have had a tangible influence on the education, especially in the practicals and projects. The integration of realistic practical examples and situations, using the external expertise that is available to us, are aspects that that will be further developed in the coming years.

The following table shows how the occupational field has been involved in the specific units of study of the Chemistry Degree.

*Table: Involvement of the professional field in the course units of the Bachelor of Chemistry Degree.*

Course unit	Involvement of the professional field	Lecturers
CHLS	-	-
CHLS2	-	-
CH3		-
CH4	One-day work experience	-
Second year: excursions to MercaChem, MSD, Synthron, OCE etc		
C5	-	-
C6	-	-
C7	Information session about professional life by an MSD employee	Guest lecturer from Merachem for the practical

C8	Excursion to nanolab RUN	-
	In the third study year: excursions to various companies, e.g. Merachem, Synthron, OCE and Interscience, determined on a year-by-year basis	
C9	-	-
C10	-	-
C11	Project with KILO Visit to NMR, RU Nijmegen	-
C12	Projects in collaboration with OCE, Rikilt, Interscience en BioCentre.	Guest lecturer Chemometrics 2
C13 Internship	Providing an internship location, internship supervision, and co-assessor of the internship period.	Lecturers visit the internship location
C14 Graduation project	Providing a graduation project location, supervision and function a co-assessor.	Lecturers visit the internship location and assess the research

### Internationalisation

Internationalisation is one of the focus themes of the School of Applied Biosciences and Chemistry. This equips the bachelor degrees to meet the needs of the professional field and the growing need for professionals with an international mindset and good English language skills. Many organisations where our graduates find employment function at an international level, with an international workforce and with international branches and collaborators. The language of communication is also often English. In the table below is an overview of the activities carried out in the framework of internationalisation within the course. The first level is realised in the 2016-2017 academic year, the second and third levels will be implemented in the 2017-2018 and 2018-2019 respectively.

The number of students choosing an internship or graduate research abroad is growing. This illustrates the international character of research and development and indicates that outside the on-campus curriculum, students are able to disperse far outside the region (naturally also within The Netherlands).

*Table: Overview of the international and intercultural indicators described at three levels that are placed within the competences 'Design of experimental setup', 'Reporting and presenting' and 'Teamwork', 'Professional development' and where they are handled in the different course units*

Competence	Level and learning objectives	Semester 1 activities	Semester 2 activities
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Design of research plan	Level 1: Understands and applies simple English literature relevant to the given context	Internationally relevant tekst books. Protocols in English; internationally relevant protocols; simple research plans; knowledge and theme tests.	
	Level 2: Understands and applies moderately complex English literature relevant to the given context.	The same as level I + international research publications, shot literature studies, research plan including internationally-relevant methods, knowledge and theme test	The same as level 1 + analysis of international literature for research plan, research report and oral presentation.
	Level 3: Understands and applies complex English literature relevant to the given context.	Same as level 2 + literature review and research report	Same as level 2 + use of internationally published papers and protocols (internship/ graduation project).
Reporting and Presenting	Level 1: Is familiar with the international conventions of scientific and academic writing. In English: Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters	Lab journaals, vergaderproducten; geschreven opdrachten volgens academische opmaak. Lab regels, spreekvaardigheid opdrachten.	

	<p>Level 2: Is familiar with and applies the international conventions of scientific and academic writing. In English, uses written assignments relevant to the professional practice to communicate such as defined by CEFR Cambridge B1 (written) level. In English: can carry out a work discussion regarding a work-related subject</p>	<p>Lab journals, meeting products, written assignments in academic style. Literature research; literature report; research plan; research report; advice report; poster; email; job application. Lab activities discussed in the tutor meetings</p>	
	<p>Level 3: Same as level 2 + In English, uses written assignments relevant to the professional practice to communicate such as defined by CEFR Cambridge B2 level. In English: can interact with a degree of fluency as defined by CEFR Cambridge B2 level.</p>	<p>Products written in English; B2 written exam in English. In English: Research presentations, meetings, workshop, B2 speaking exam.</p>	<p>Products written in English (internship). Work meetings in English (internship).</p>
Cooperation	<p>Level 1: Is aware of the international character of the profession.</p>	<p>Internationalization in tutor assignments; Mini-internship (inventory of the international aspects of the job).</p>	

	Level 2: Is aware of intercultural differences in the profession	Mixed classes (meetings + study coaching + professional learning environment).	International collaboration (internship).
Professional development	Level 1: Is aware of international agreements relating to fundamental and applied research. Is aware of the global market of the profession	SLB activities about plagiarism and APA rules. Mini-internship (inventory of the international aspects of the job).	
	Level 2: Is aware of the internationally accepted scientific code of conduct	Ethic workshop about internationally relevant subject.	International collaboration (internship).

### Writing curriculum

Currently, a particular focus of the degree programmes of the School of Applied Biosciences and Chemistry is developing the scientific writing skills. This is in response to feedback from the professional field; employers that have indicated that a higher level of writing skills is desired.

To better prepare students for these demands, a writing curriculum has been developed. Within this curriculum, writing complex scientific documents is practised in the different educational units, each with the focus on a particular aspect of the whole. In the final phase of the degree, students will be prepared to write a scientific report almost independently and parts of a scientific document in English. The latter is important considering the international orientation of the biotechnology and biomedical sector, in which English is often the operational language. An overview of the aspects of the writing curriculum and in which educational unit this is practiced and assessed, can be found at #OnderwijsOnline under the tile 'ATBC- Scientific Writing'.

### 3.6 Research groups and research centres

**The bachelor and master programmes at the School of Applied Biosciences and Chemistry are closely intertwined with the research of the Research Group Biodiscovery (bio-based economy, bio-informatics and industrial microbiology) and Drug Discovery by sharing staff and facilities, and by the involvement of students in the research. This is through research cases being integrated into the curriculum, or by involving students through a minor, internship or graduation in actual research projects.**

Education and research within Research group Biodiscovery represents both the chain of discovery, purification, and production of biomolecules through fermentation; the analysis, separation and valorisation of biomolecules (biorefinery); as well as developing data-intensive solutions, large-scale data analysis and data mining.

*Image: Schematic diagram of the Biodiscovery chain. Research and education at the School of Applied Biosciences and Chemistry are closely intertwined and placed in a framework of the biodiscovery chain in a biobased economy.*



The Research group Drug Discovery started in 2020 and focuses on improving processes necessary for the development of new medicines, such as the discovery of new targets for diseases (biological targets), which they translate into validated test systems with increased translation possibilities to humans (reduce animal testing) and synthesising green molecules that interact with these biological targets.

The research of both groups is based on social and economic issues from society and is carried out in close collaboration with the business community and knowledge institutions (universities). In this way, the Research groups form a bridge between fundamental knowledge and applications in society. The Center of Expertise HAN BioCentre bundles and contributes the activities that contribute to the transition to a bio-based, sustainable and data-intensive economy, and a responsible approach to nature and our health. In this way, the research contributes to the development of knowledge and products that can be applied for the benefit of agriculture, horticulture, food and health, and to the training of students who responsibly strengthen the innovative power in society.

### 3.7 Options in your degree course

Second-year students choose at the end of the second year for a specialisation direction and/or the choice of learning pathway 'minor or 'internship'. Third-year students will make a choice to enroll in a specific minor, internship or graduation project.

Step-by-step instructions for enrolling can be found on HAN Insite.

The following table shows when a student can enroll for a learning pathway

Study year	Period of enrollment	Choice of learning pathway
2nd year	April	Minor Graduation specialisation Organic and Polymer Chemistry
3rd year	October	Minor Internship Graduation specialisation Analytical Chemistry
	April	Minor Internship Graduation project

4th year	October	Minor Graduation project
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The exact dates for enrolling in Alluris is sent by email and listed on the information screens in the building. Registration for the course units above is compulsory. A student that has not enrolled for a learning pathway may not participate in the educational activities. Before a student enrolls he should check whether he complies with the admission requirements of the learning pathway. Often this means: the student complies with the admission requirements of the course units associated with the learning pathway or the student complies with the admission requirements internship and/or graduation internship. The student's study coach is able to approve or reject the request in Alluris.

More information about internship/graduation can be found on #OnderwijsOnline under the sections "ATBC Stage/Internship" and "ATBC Afstuderen/Graduation".

### **3.8 Quality assurance of the degree course**

HAN continually works on improving the quality of its degree courses through an integrated quality assurance system. Through systematic evaluation we collect data on the quality of all aspects of education:

- aim and profile of the course;
- programme with educational offerings, exam programme and study coaching;
- staff deployment;
- facilities;
- internal quality assurance; results.

We actively involve all interest groups in our quality assurance system: staff, students, the professional field and graduates. To monitor the quality of the course we also consult experts from the professional fields. They meet a number of times per year.

In addition to these internal quality improvements, all HAN degree courses are assessed every six years by an external panel of the Dutch Flemish Accreditation Organisation (NVAO). This accreditation is a national seal of quality and is a condition for legal recognition of the certificate of this course at national and international level (see also Chapter 10 EER).

## **4 The exit qualifications for your degree course and professional requirements**

### **4.1 The professional field**

The activities of a Bachelor of Sciences Chemistry Graduate comprises of solving problems or issues independently or in a team in the field of chemistry usually through experimental research. The use of technology and often automated equipment is ever increasing and increasing in importance, as is the use of information technology. The use of advanced software to simulate and optimise chemical processes is also becoming more commonplace. Analytical, abstracting and service-minded attitudes are characteristics of an Applied Science graduate. Being able to function well in multi-disciplinary teams is also important. In the professional practise, the graduate works with consideration for the risks to health and environment and makes decisions that are in line or guided with the ethical philosophy of the KNCV. He works within the legal regulations that apply to his profession and strives for sustainability in all solutions. He works according to the guidelines of a prescribed quality system or GLP.

The graduate Bachelor of Sciences in Chemistry is suited for employment in the following sectors:

- Commercial: Chemical and pharmaceutical industry (e.g. DSM, GEP, Shell, Akzo), engineering and consultants in quality control.
- Governmental or semi-governmental institutions, universities and research institutions (e.g. RIVM, TNO, Food and Goods Authority, Alterra).
- Service laboratories: Environment protection, quality control, organic chemistry, analytical chemistry.

Within these sectors they can carry out activities in the following themes:

#### **1. Research & Development, R&D**

In a chemistry research and development, the Chemistry graduate is involved in the development of new or improvement of existing products, methods and processes. Research is done in many different areas such as analytical chemistry and chemometrics, organic and polymer chemistry, biochemistry, etc. To this end, separate basic subjects, such as chemistry, statistics, physics and mathematics, are bundled together and focus on the aforementioned areas. In both governmental and commercial research and development laboratories, academic graduates are usually in supervising positions. They are also responsible for the theoretical justification of the work carried out. The Chemistry graduate is responsible for the practical execution of the research. He develops, sets up and executes an experiment, interprets results and uses advanced software and internet. He draws conclusions from the research results and gives advice. In smaller laboratories (small to medium enterprises) mostly applied research is carried out. In this type of laboratory, an experienced Chemistry graduate can be responsible for managing the research. This also applies in the development department of larger companies.

#### **2. Commerce, Service & Facilities management**

In commerce (trade) the graduate is especially active as a product specialist. He works as consultant or in sales, or he purchases products, systems, services and equipment. He can also work in the field of marketing. In all these cases his activities have a relationship with chemistry. In the service-providing sphere he works is involved in knowledge transfer, for example in (vocational, applied or academic education), e.g. in a laboratory. He can be active within institutions or businesses in the field of quality care or management, safety (safety official, workplace health and safety management), environment (environmental adviser).

#### **3. Application and Production**

In this professional field, the Chemistry graduate is often involved in environmental laboratories for quality control, production in organic, biochemical and analytical chemistry, for example. This involves especially the implementation of complex experiments where the practical and also analytical skills of the graduate are called upon. In synthesis laboratories, where the safety aspect is one of the most important aspects, there is a special

emphasis on the knowledge and insight of the graduate. The wide variety of experiments demands a broad skill set of the graduate and an ability to apply techniques, equipment, automation, quality control, health and safety and environmental care. The sustainability of solutions chosen should be prioritised. The nature of the work requires good communicative abilities, a strong sense of responsibility and service. Also the ability to work in a team is an important aspect of the profession. He is also able to work reliably, critically and efficiently, in urgent situations and/or under pressure.

## 4.2 Professional requirements

Not applicable.

## 4.3 Exit qualifications and professional requirements

This section describes your exit qualifications at the end of the degree course. These exit qualifications are also called degree competences and are formally defined in the education and examination regulations.

When you graduate you conform with the exit qualifications of the degree course. In other words, you have certain (required) knowledge, understanding, skills and (if relevant) attitude, for the profession you have been educated for. The exit qualifications for your degree course are outlined below.

Nr.	Exit qualification	Description
1	Design of experimental set up	The student is competent in defining the research question, identifying relevant background information, utilising reliable sources of information, and the integration of information into a research plan.
2	Experimenting	The student is competent in the preparation and execution of experiments.
3	Results analysis	The student is competent in analysis, error analysis and validation of results; and making conclusions about the research question based on these results.
4	Quality Control	The student is competent in ensuring that the quality requirements of the experiments are met.
5	Management and Administration	The student is able to competently manage a lab, and archive theoretical and practical data.
6	Reporting and presenting	The student is competent in written communication (lab journal/research report) and oral communication (presentation/reporting).
7	Methodology	The student theoretically plans and organises the practical work, works according to the plan and adjusts the plan if necessary.
8	Team work	The student is competent in working cooperatively on a professional level.
9	Leadership	The student is competent in chairing meetings and supervising other students.
10	Advising	The student is competent in giving advice about the acquisition and use of materials, equipment and methods.
11	Professional development	The student shapes his own competency development and possesses an study attitude appropriate to higher professional education

The level of the exit qualifications is geared to the Dublin Descriptors and the national competency profile in the domain of Applied Sciences, as further explained below.. As a result, our degree courses are guaranteed to be at

the correct national and international level. The degree certificates meet all legal requirements and are therefore comparable with and equal to similar degree certificates from other universities of applied sciences in the Netherlands and abroad.

### **The Degree Competences**

In the degree programme the student develops the competences to be able to carry out professional tasks. These are the exit qualifications and are elaborated as criteria and indicators in the 'BML/Chemistry Competency Profile'. This competency profile is derived from the nationally validated competency profile 'Bachelor of Applied Science, a competence-based profile description'. The School of Applied Biosciences and Chemistry has chosen to rename a number of competences or to split them up so that the central theme of the degree- conducting research- clearly emerges.

To prevent a situation where confusion arises between the competency 'research' and the professional task 'performing research' a choice was made to split up the national domain competence 'research' in a number of competences, namely:

- Design;
- Results analysis;
- Reporting and presenting;
- Planning and project-based working;
- Team work.

The final qualification however remains the same. The following example illustrates this. One of the indicators of the competency 'research' that is described in the national competence profile is 'the student shows that he can select and obtain independently scientific literature to study the problem in greater depth, with that he can estimate the reliability of the different sources of information correctly'. The School has adopted this handling indicator, this is part of the competence 'designing'.

The description of the domain competence 'management and co-ordination' indicates that it is expected that the graduate Bachelor of Science is aimed strongly at coordinating and managing data management systems that complies with quality norms and standards and values of the organisation. It is expected that the Bachelor of Science can carry out these actions after 5 years work experience. The School of Applied Biosciences and Chemistry is of the opinion that a student during the study, must be able to manage her/his own administration (e.g. lab journal), lab bench and the use of materials and must be able to act according to the rules of quality control. Therefore the School has chosen to split up this domain competence into two competences with recognizable names for students: 'management and administration' and 'quality control'.

The domain competence 'advise/purchasing and selling' describes that the Bachelor of Science must be able to advise on products (equipment), processes and methods, set up marketing plans and make use of negotiation techniques when buying and selling. It relates to handling indicators that a graduate should be able to demonstrate after 5 years work experience. The School of Applied Biosciences and Chemistry is of the opinion that during the study, the emphasis must lie on the ability to give an advice for follow-up research and recommendations on suitable methods and materials, both orally and in writing. Therefore the School of Applied Biosciences and Chemistry has chosen to use the more manageable competence name 'Advising'. Students who want to qualify further in for example buying and selling techniques can choose a entrepreneurship minor for example.

The national domain competence 'instruct, mentor, teach, coach' is defined as the ability to instruct and mentor employees in the learning of new knowledge after 5 years work experience. The national domain competence 'leadership/manage' is defined as the giving of guidance and control to organisational processes.

The School of Applied Biosciences and Chemistry intends for all students, by the end of the study, to be able to

coach fellow students/work placement trainees in a profession-related subject and also be able to lead a meeting. Therefore the school has chosen to merge the two domain competences to one more usable name for education, namely the competence 'leadership/supervision'. It is important is found that students are able to manage a research project, therefore the competence 'planning and project work ' has been added by the School of Applied Biosciences and Chemistry. 'Project work' is categorised in the national domain competence description under 'leadership, managing'.

Students who want to develop further in the domain competences 'Instruct/mentor/teach/coach' and/or 'Give leadership/manage' can choose to follow the minor 'Lab management' or the minor 'Become a teacher in VO-MBO'.

The national competence 'Self-Motivation' has obtained the name 'Professional development' because the School is of the opinion that this name better covers the content.

More information on the training competences of The School of Applied Biosciences and Chemistry (and the elaboration of criteria and indicators) can be found in the competence profiles (BML, Chemistry, Life Sciences).

The Dublin descriptors for Bachelor level are:

- Knowledge and insight

Has demonstrable knowledge and insight of a specialisation, where the level that has been reached in the secondary education is built on to exceed it then. Functions generally at a level at which, with support of specialised manuals, a few aspects occur for which knowledge of the latest developments in the specialisation is required.

- Applying knowledge and insight

Can apply present knowledge and insight in such a way that this shows a professional approach to the work or profession. Furthermore has competences for the preparation and deepening of arguments and for solving problems in the specialisation.

- Judgement formation

Can collect and interpret relevant data with the purpose to form a judgment that is jointly based on considering relevant social work, scientific or ethical aspects.

- Communication

Can transfer information, ideas and solutions to a public that exists both of specialists and non-specialists.

- Study skills

Possesses the study skills which are necessary to conclude a further study that supposes a high level of autonomy.

## 5 Structure of a bachelor course at a university of applied sciences

This chapter gives a broad description of your degree course. Part 2 and Part 3 contain the rules and details.

### 5.1 Scope

A bachelor course at a university of applied sciences consists of a propaedeutic phase and a post-propaedeutic phase.

The scope of the degree course is represented in credits and study load. One credit is equal to 28 hours of study (this is an average indication). This is also stipulated in the Act.

The bachelor degrees have a study load of 240 credits

An abridged track also has 240 credits, but the total duration of the degree course is shorter due to exemptions for a specific group of students.

The abridged program is described in the EER in paragraph 2.3 and in Appendix 3 of the Examination Board Regulations, which state which exemptions are granted and how the abridged track is composed.

### 5.2 Major and minor

Bachelor degrees at HAN consist of a major and a minor. The major is your main specialisation, in which you develop your professional competences. The major consists of 210 credits. You also have the opportunity to deepen or to widen your knowledge, interests and capacities in a minor. A minor consists of 30 credits.

Course structure	Major	Minor	Total
Propaedeutic phase	60		60
Post-propaedeutic phase	150	30	180
Total	210	30	240

### 5.3 Propaedeutic and post-propaedeutic phase

The first year of your degree course is the propaedeutic phase. This phase has a study load of 60 credits.

The propaedeutic phase has three functions: an introductory function, a referring function and a selective function. These three functions are closely related. The propaedeutic phase gives you a good impression of the entire degree course.

1. It gives you insight into the course content. In that year you can decide for yourself whether the degree course matches your capacities and interests. This is the *introductory function* of the propaedeutic phase.
2. During this year you can decide whether to continue with the degree course. The study advice at the end of the propaedeutic phase helps with that decision. This is the *referring function* of the propaedeutic phase.
3. The propaedeutic phase has a *selective function*. This function is two-fold: on the one hand you decide whether you are suited to the course or not. On the other hand, the lecturers and examiners decide whether you are suited based on your study results. In doing so, they always consider the demands that will be placed on you in your future profession.

The propaedeutic phase is followed by the post-propaedeutic phase, also known as the main phase. In the post-propaedeutic phase, you go deeper into the material and work towards the exit qualifications of your bachelor course. Have you also passed all the exams in the post-propaedeutic phase? Then you conclude this phase and you have earned your bachelor degree. You receive your degree certificate.

## 6 Academic calendar

This chapter outlines the lecture days, lecture times and the holidays and lecture-free weeks.

### 6.1 Lecture days and lecture times

Tuition times:

Activity hour	Tuition times
1	09.00 - 09.45 hr
2	09.45 - 10.30 hr
Break	10.30 - 10.45 hr
3	10.45 - 11.30 hr
4	11.30 - 12.15 hr
5	12.15 - 13.00 hr
6	13.00 - 13.45 hr
7	13.45 - 14.30 hr
8	14.30 - 15.15 hr
Break	15.15 - 15.30 hr
9	15.30 - 16.15 hr
10	16.15 - 17.00 hr
11	17.00 - 17.45 hr
12	17.45 - 18.30 hr
13	18.30 - 19.15 hr
14	19.15 - 20.00 hr
15	20.00 - 20.45 hr
16	20.45 - 21.30 hr

### 6.2 Holidays and lecture-free weeks

The calendar for this academic year can be found on HAN Insite.

It gives the lecture weeks and holidays. In addition, there are a number of lecture-free weeks. The lecture-free

weeks may also contain study activities, such as a theme week and extra opportunities for exams. Keep this in mind.

The following additions to the HAN-wide academic calendar apply to your degree course: The SABC annual calendar, which can be found on

[https://www1.han.nl/insite/hlo/english/content/Jaar\\_Planning.xml?sitedir=/insite/hlo/english](https://www1.han.nl/insite/hlo/english/content/Jaar_Planning.xml?sitedir=/insite/hlo/english)

## 7 HAN organisation

This chapter gives information about the organisation of HAN. Here you also find information on participation, quality assurance and the facilities you as a student can use.

### 7.1 Schools

At HAN, the degree courses are divided over 14 schools:

Your degree course belongs to the School of Applied Biosciences and Chemistry

More information about the schools can be found on our website.

### 7.2 Management and organisation of the school

HAN Insite provides information about the set-up, organisation and staff of your degree course, and about the school they belong to: [www.han.nl/insite](http://www.han.nl/insite).

#### 7.2.1 Board of examiners and examiners

The members of the board of examiners can be found on:

[https://www1.han.nl/insite/hlo/english/content/International\\_Office.xml?inno\\_gen=gen\\_id\\_410&sitedir=/insite/hlo/english](https://www1.han.nl/insite/hlo/english/content/International_Office.xml?inno_gen=gen_id_410&sitedir=/insite/hlo/english).

You can contact the board of examiners for your degree course via the board of examiners secretarial office.

Examcommissie.ATBC@han.nl

The members of the board of examiners are appointed by the HAN Executive Board.

The tasks and responsibilities of our board of examiners can be found in the Regulations of the Board of Examiners. These include additional rules regarding assessment and examination in so far as these are within the powers of the board of examiners. See also the Regulations of the Board of Examiners in Part 3 of this degree statute.

The board of examiners decides, among other things, whether you meet the conditions set out in the education and examination regulations. You must have the required knowledge, understanding and skills. Once you do, your certificate will be issued.

The board of examiners appoints examiners for each exam. One or more appointed examiners administer that exam and determine the results.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for extra exam opportunities.
- Handling requests for modified exam formats.
- Handling requests for flexible minors.
- Handling complaints.

Your degree course has appointed (an) external supervisor(s). An external supervisor evaluates whether the quality of the final assessment of the bachelor degree is sufficient. The external supervisor is not an examiner.

You can find all the further rules on exams and final assessments that apply to you in the education and examination regulations. For rules on the organisation of exams and final assessments, please refer to the exam regulations (see Part 3).

## 7.2.2 Participation and consultation

Below is a short overview of the HAN committees and councils. They discuss and also influence the policies and decisions made at HAN.

### 7.2.2.1 Degree committee

Each degree course or group of courses has a degree committee. A degree committee consists of an equal number of staff members and students. The degree committee advises the degree course about promoting and guaranteeing the quality of the degree course. Each year it also evaluates the degree course's compliance with the education and examination regulations. The degree committee also has a right of consent and advisory rights. Through this committee, you can contribute ideas and make decisions about the curriculum and organisation of your degree course.

Would you like to become a member of the degree committee? You can request more information from [Opleidingscommissie.ATBC@han.nl](mailto:Opleidingscommissie.ATBC@han.nl). The degree committee has its own regulations (see Part 3).

### 7.2.2.2 School council

Each school has its own school council. This council has the right to discuss all matters concerning the school and to ask the dean about these matters. The council also has the right to be consulted on school policies. The school council gives you the opportunity to contribute ideas and decide on school policies.

Would you like to know more about the school council? Contact the school council secretarial office: [Academieraad.ATBC@han.nl](mailto:Academieraad.ATBC@han.nl)

### 7.2.2.3 Participation council

The participation council allows staff and students to participate at HAN level. This council has a right of consent on certain aspects of policy, on the main features of the institution budget, the general applicable part of the education and examination regulations and more. The participation council has an equal number of students and staff. The participation council deals with general HAN policy.

Would you like to join the participation council? You can ask for more information from the secretarial office for the participation council: [secretariaat.mr@han.nl](mailto:secretariaat.mr@han.nl). Would you like to learn more about the participation council? Go to <https://www.han.nl/over-de-han/organisatie/bestuur/medezeggenschap/index.xml>.

## 7.3 Student facilities

### 7.3.1 Support

As a student, you can rely on good coaching during your academic career. Within your degree course, you and your study coach look at what coaching you need, your study progress and your career development. We look at your talents, ambitions and support needs. In addition to the coaching offered by your degree course, you can use the services offered by HAN Study Success. This is a team of experts who work together on one goal: your growth as a student.

#### 7.3.1.1 HAN Study Success

As a student, you can contact HAN Study Success for support, advice, training and coaching. This is a network of experts in various areas of student supervision. They have expertise in:

- Study skills, language skills and personal development.
- Degree transfers and study delays.
- Psychological support.

- Student grants, support funds and support and questions about finances.
- Studying with a functional disability, chronic illness or pregnancy.
- Choice of degree and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

I: [https://www1.han.nl/insite/studiesucces/home\\_opl.xml?](https://www1.han.nl/insite/studiesucces/home_opl.xml?)

#### 7.3.1.2 HAN Language Center

HAN Language Center can help you with all your language and translation needs. You can also sign up for various language courses, coaching sessions or workshops. HAN students receive a discount on all foreign language courses.

At HAN Language Center you can also take a writing or spelling course. There is also a special course (in Dutch) for students with dyslexia. The courses are intended for both Dutch and international students.

T: (024) 353 03 04

E: [talencentrum@han.nl](mailto:talencentrum@han.nl)

I: <https://www.han.nl/werken-en-leren/vakgebieden/talen/>

#### 7.3.1.3 Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you as a student or staff member have to deal with unacceptable and/or disruptive behaviour. If this happens, contact one of the confidential counsellors to discuss what you can do about it. You can choose which confidential counsellor you speak to. More information and the contact details of the confidential counsellors can be found on HAN Insite:

<https://www1.han.nl/insite/randomhetwerk/Vertrouwenspersonen.xml?>

#### 7.3.1.4 Complaints and Disputes Office

Do you have a complaint, dispute, objection or appeal? The first step is to try to work it out together, possibly with the support of the personal tutor. If this does not help, you submit a complaint to the Complaints and Disputes Office. The Complaints and Disputes Office ensures that complaints and letters of appeal are delivered to the right persons within the HAN organisation. The office also takes care of the secretarial duties of the Examination Appeals Board.

E: [Bureau.klachtengeschil@han.nl](mailto:Bureau.klachtengeschil@han.nl)

T: 026-3691504

A: Verlengde Groenestraat 75 Nijmegen / Postbus 6960, 6503 CD NIJMEGEN

I: [https://www1.han.nl/insite/randomdestudie/Bureau\\_Klachten\\_en\\_Geschillen.xml?sitedir=/insite/randomdestudie](https://www1.han.nl/insite/randomdestudie/Bureau_Klachten_en_Geschillen.xml?sitedir=/insite/randomdestudie)

#### 7.3.1.5 Ombudsman

Do you have a complaint that does not fall under the existing complaints and appeals procedures? Then you can turn to an independent ombudsman. The ombudsman has a mediatory role.

E: [ombudsman@han.nl](mailto:ombudsman@han.nl)

I: [https://www1.han.nl/insite/randomdestudie/Bureau\\_Klachten\\_en\\_Geschillen.xml?sitedir=/insite/randomdestudie](https://www1.han.nl/insite/randomdestudie/Bureau_Klachten_en_Geschillen.xml?sitedir=/insite/randomdestudie)

### 7.3.2 Information facilities

#### 7.3.2.1 Student Affairs Enquiry Desk

Do you have questions about your degree course? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or the study information system (SIS)? You can ask the staff at the Student Affairs Enquiry Desk. Find out more about this on <https://www.han.nl/studeren/>.

#### 7.3.2.2 Study and Multimedia Centres

Here you can search for paper and digital sources, or find a quiet place to work. You also have access to DVDs, CDs, CD-ROMs, digital information sources and online videos. For more information about opening hours, phone numbers etc., visit the study and multimedia centres website:

I: [www.han.nl/studiecentra](http://www.han.nl/studiecentra).

#### 7.3.2.3 HAN Information Centre

The staff at the HAN Information Centre can tell you everything about degree courses, forms of collaboration, promotional activities and the organisation of the entire HAN.

Opening hours: Monday to Friday 9.00 - 16.30 (until 15.00 during holidays)

I: [www.han.nl/contact](http://www.han.nl/contact)

#### 7.3.2.4 International Office

HAN is also active internationally. The activities are extremely varied. For example, International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. International Office also coordinates HAN's efforts in three important work placement projects for community work in South Africa, India and Curacao. Finally, International Office offers practical support regarding scholarships (including Erasmus+) and filling in forms such as the Learning Agreement. The International Office is also the first point of contact for international students. The International Office is located in Arnhem (Ruitenberglaan 31) and Nijmegen (Kapittelweg 33). Drop by to ask your questions or visit the Insite page of the [International Office](#).

I: [https://www1.han.nl/insite/internationaloffice/home\\_opl.xml?](https://www1.han.nl/insite/internationaloffice/home_opl.xml?) (NL)

I: [https://www1.han.nl/insite/internationaloffice\\_english/home\\_opl.xml](https://www1.han.nl/insite/internationaloffice_english/home_opl.xml) (EN)

### 7.3.3 Other facilities and services

#### 7.3.3.1 Sports facilities

As a HAN student you can purchase a sports card. This allows you to use the sports facilities of HAN Seneca (the HAN centre for sport and health), the sports facilities of the Arnhem council and the sports facilities of Radboud University Nijmegen.

For more information, see:

I: <https://www.han.nl/studeren/voltijd/tijdens-je-studie/naast-de-studie/sporten/index.xml>

#### 7.3.3.2 HAN Employment

HAN Employment mediates between employers and jobseekers doing a work-study or part-time degree course. HAN Employment also publishes vacancies for alumni.

HAN Employment offers companies the opportunity to post vacancies on the job bank.

Students doing work-study and part-time degree courses are offered training sessions (SollicitatieBoost) and network sessions (Meet & Match).

I: [www.hanemployment.nl](http://www.hanemployment.nl)

#### 7.3.3.3 Entrepreneurship (HAN Centre for Valorisation and Entrepreneurship)

Students with entrepreneurial ambitions can come here for coaching/starter supervision, entrepreneurship education, help in applying for financing, networking and entrepreneurial events. You can also contact the centre about doing an internship or graduation assignment in your own company. And HAN offers various minors on entrepreneurship.

I: [www.han.nl/ondernemerschap](http://www.han.nl/ondernemerschap)

#### 7.3.3.4 Health and safety for students

Would you like to know more about the rules for safe and healthy work practices at HAN? Or do you want to know which resources we have in this area? Go to the special page for students on Insite Arbo:

[https://www1.han.nl/insite/pz\\_new/arbo/content/Studenten.xml?sitedir=/insite/pz\\_new/arbo](https://www1.han.nl/insite/pz_new/arbo/content/Studenten.xml?sitedir=/insite/pz_new/arbo).

## **PART 2 Education and Examination Regulations**

## 1 About the education and examination regulations

These education and examination regulations are included in the degree statute that apply to your degree course. The education and examination regulations are laid down each academic year. The education and examination regulations cover the education, exams and final assessments for your degree course and your rights and obligations.

### 1.1 Term and definitions

The terms and definitions used in these education and examination regulations are given below:

School	An organisational unit with interconnected degree courses, research and knowledge services.
Graduation specialisation	A specialisation within a degree course as defined in the education and examination regulations.
Assessment criteria	Clearly defined and unambiguous standards that can be used to give a motivated assessment of whether and to what extent a student meets the required level of knowledge, understanding and skills and (if relevant) attitude assessed in an exam or modular exam.
Assessment dimensions	Assessment dimensions give a global description of the aspects on which a student's performance and/or the resulting products should be assessed. These descriptions need to be global because the assessment dimensions should apply to any type of student performance that demonstrates their qualification.
Professional task	A meaningful, complete task as carried out in all its complexity by a professional practitioner in an actual professional setting with all its complexities.
Professional requirements	Well-defined qualifications regarding the knowledge, understanding and skills and (if relevant) the attitude a student needs to carry out the profession they are studying for.
BRIN number	The Basisregistratie Instellingen (BRIN) is a database for educational institutions that is published by the Dutch Ministry of Education, Culture and Science. It contains all schools and related institutions. Each educational institution is identified in the database with a number. The BRIN number for HAN is 25KB.
Examination Appeals Board	This is the board referred to in article 7.60 of the Act (Higher Education and Research Act). The board deals with appeals submitted by students against decisions made by HAN. The Regulations for the Examination Appeals Board are included in the HAN Student Charter.
CROHO	CROHO is the central register for degree courses in higher education.

D-stream	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for units of study as the standard programme (A track). It allows a student to following their own study track in continuous consultation with examiners, lecturers and classmates.
Exit qualifications	Well-defined outcomes regarding the knowledge, understanding and skills and (if relevant) the attitude a student should acquire by the time they complete their degree course.
Recognition of Prior Learning	Recognition of prior learning gained outside the degree course that leads to a Certificate of Prior Learning from the Nationaal Kenniscentrum EVC, the national research centre for the recognition of prior learning. Recognition of prior learning can lead to exemption from exams and modular exams related to the unit(s) of learning outcomes or unit(s) of study for those learning components.
External student	A person enrolled at a university or university of applied sciences who can participate in exams and final assessments but not in the education or supervision.
HAN	HAN University of Applied Sciences This abbreviation is used in internal documents to improve the readability of documents.
Honours programme	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the standard study programme. An honours programme has an additional study load of 22.5 credits or more.
Head examiner	Appointed by the board of examiners as the head examiner responsible for the results of an exam and assessment in cases where more than one examiner has been appointed for an exam.
Degree format	The manner in which a degree is organised: full-time, part-time or work-study.
Elective unit	A unit of study that can be chosen from two or more elective units. Once selected, the unit becomes part of the student's study programme and final assessment. The exams for the non-mandatory elective units that the student did not select do not need to be taken for the final assessment.
Learning outcome	A measurable result of learning experiences.
Exams taken independently of the standard programme	An exam or modular exam for which a student did not follow the corresponding study programme. Instead, the student is assessed on whether they possess the related competences, regardless of where the knowledge, understanding, skills and (if relevant) attitude required for the exam or modular exam were acquired.
Major	The core 210 credits of a bachelor degree. During the major a student acquires the qualifications needed to graduate for a university of applied sciences bachelor degree and meet the professional requirements.

Minor	The part of the post-propaedeutic phase of the bachelor degree that is aimed at specialisation or differentiation within the degree. The minor has a study load of 30 credits.
Module	An internally coherent and to some extent independent part of a work-study degree course. A module consists of one or more units of study and is aimed at a realistic cluster of qualifications derived from professional practice.
Module certificate	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study course.
Unit of study	A basic unit of HAN education that is aimed at achieving clearly defined objectives in terms of knowledge, understanding, skills and (if relevant) attitude. These are assessed in an exam and awarded a certain number of credits.
Degree committee	The statutory public participation body as referred to in art 10.3c of the Act, which is responsible for e.g. guaranteeing the quality of the degree courses listed in Part 2, chapter 1.
SIS	The HAN study information system.
Student	A person enrolled as a student in a degree course at HAN with the aim of participating in education and exams.
Study coach	A staff member responsible for the study coaching of one or more students.
Study load in hours	Study load in hours is used to express the scope (number of study hours) of each unit of study.
Academic year	The period starting on 1 September and ending on 31 August of the following year.
Credit	One credit is equal to 28 hours of study (this is an average indication).
Study progress requirement	The standard that the degree course sets and that the student must meet in order to receive positive study advice.
Talent programme	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the standard study programme. A talent programme has an additional study load of less than 22.5 credits.
Exam	A test of the student's knowledge, understanding, skills and (if relevant) attitude in conjunction with each other. Also, the assessment of the results of that test. The exam is the concluding component of a unit of study.
Track	A track within a degree course that has the same requirements as the degree course in terms of study load and the quality of knowledge, understanding and skills needed to complete the degree.

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Exemption	A decision made by the board of examiners that a student does not have to take exam(s) relating to one or more specific units of study. This decision is based on the board's opinion that the student has already sufficiently mastered the required knowledge, understanding, competences and/or skills and (if relevant) attitude.
Act	Higher Education and Research Act (in Dutch: <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i> ).

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Other terms and definitions have the meanings given to them in the national laws and regulations.

The enrolment regulations contain the cases in which you are allowed to do a 21+ entry assessment, and the procedure for this assessment.

The entry assessment will include the following components and requirements:

- sufficient [Dutch/English] proficiency to start the degree course;
- [The department enters degree-specific components and requirements for the entry assessment.]

## 1.2 Which degree courses do these education and examination regulations apply to?

These are the education and examination regulations, as defined in article 7.13 of the Act, for the following HAN degree(s):

Degree course	Degree format	CROHO number	Degree and title after graduation
B Chemistry	full time	34396	Bachelor of Science

The part-time and work-study degree format(s) *Chemie Deeltijd (EDT)* is/are participating in the experiment for enhancing flexibility in Dutch higher education based on article 1.7a of the Act. This format is not set out in these education and examination regulations, but in the EER of *Chemie deeltijd (EDT)* -

<https://www.han.nl/opleidingen/hbo/chemie/deeltijd/dit-is-je-studie/>.

## 1.3 Which education and examination regulations apply to you?

At HAN, the education and examination regulations are renewed every year. This does not mean everything changes each year. Generally only a small number of changes are made to the study programme and organisation.

These education and examination regulations apply to the 2020-2021 academic year, so starting on 1 September 2020 and ending on 31 August 2021. This means that during this same period it also applies to students who started their degree course on 1 February 2020, or who will start their degree course on 1 February 2021. It also means that students who start their degree course on 1 February have two different education and examination regulations in their first year.

Changes made to the education and examination regulations do not apply to events or matters in the past, but only to the new academic year. Special rules may apply when switching from "earlier" education and examination regulations to new education and examination regulations. These rules can be found in the transitional regulations: Part 2 chapter 11

Only in exceptional cases are changes needed to the education and examination regulations during an academic year. Changes can only be made during an academic year if this is reasonably necessary and does not

disadvantage the students. Transitional regulations may also apply in these cases: see Part 2, chapter 11.

In cases not provided for in these Education and Examination Regulations, the dean will decide. If a case is subject to the authority of the board of examiners, a decision will be made by the chair of that board of examiners. Those with an interest in the decision will be informed of that decision within four weeks.

## 2 Regulations concerning admission

The general HAN rules for applications, admission, educational requirements, selection and enrolment can be found in the Enrolment Regulations.

This chapter contains rules that apply specifically to the deficiency tests, the 21+ entry assessment and the extra, personal contribution required by some courses.

### 2.1 You do not meet the additional education requirements (deficiency)

2.1.1 You have a HAVO, VWO or MBO-4 diploma, but do not meet the additional education requirements

Do you have a HAVO, VWO or MBO-4 diploma, but not with the profiles, subjects or course components required for the degree course based on ministerial policy? In that case, you can take one of more deficiency tests at the level of the HAVO exams or MBO-4 exams. The degree course uses the following deficiency exam(s):

- Deficiency exams in the courses that are missing if you compare the courses of the profile followed with the required profile.

More information can be found at [https://www.han.nl/opleidingen\\_courses/bachelor/en/life-sciences/vt/admission/](https://www.han.nl/opleidingen_courses/bachelor/en/life-sciences/vt/admission/)

The School manager (mandated by the institute director) can decide whether or not you can be registered on the basis of the result of the admission examination.

2.1.2 Enrolment based on another diploma, but you do not meet the additional education requirements

Are you exempted from the education requirements because you have already earned an associate, bachelor or master degree, or because you have earned a diploma designated as at least equivalent according to a ministerial regulation or a decision by or on behalf of the Executive Board? Then you are NOT exempted from the (special) further prior education requirements (the required profiles, subjects or course components established by a ministerial regulation). That is why you still have to take the deficiency exams.

You may only be enrolled in the degree course if you have passed the deficiency exam(s).

The degree course uses the following deficiency exam(s):

- Deficiency exams in the courses that are missing if you compare the courses of the profile followed with the required profile.

More information can be found at [https://www.han.nl/opleidingen\\_courses/bachelor/en/life-sciences/vt/admission/](https://www.han.nl/opleidingen_courses/bachelor/en/life-sciences/vt/admission/)

The School manager (mandated by the institute director) can decide whether or not you can be registered on the basis of the result of the admission examination.

### 2.2 You do not meet the legal education requirements: 21+ entry assessment

The enrolment regulations contain the cases in which you are allowed to do a 21+ entry assessment, and the procedure for this assessment.

The entry assessment will include the following components and requirements:

Sufficient English proficiency to start the degree course (B2 level English according to the Common European Framework of Reference)'.  
(The department enters degree-specific components and requirements for the entry assessment)

In order to meet the additional education requirements, you must pass all entrance exams in the subjects in which you are deficient. These entrance exams are at the level of the havo exam.

### **2.3 Network requirements for part-time degree course(s)**

Not applicable

### **2.4 Work-learning contract for the work-study degree format**

Not applicable

### **2.5 Extra contribution**

Not applicable

### **3 Description of the degree course**

In this chapter you can read about the format in which the degree course is offered, where it is taught and how it is organised. You can also read what the study load is for the degree course and what options there are to do a special track within the degree course. This chapter contains a general description. Part 2, chapter 9 describes the exact content of the degree course.

#### **3.1 Structure and formats of the degree course**

##### 3.1.1 Degree course structure

The degree course consists of a coherent set of units of study.

The study load of a degree course is represented in credits. One credit is equal to 28 hours of study (this is an average indication).

The bachelor degree has a study load of 240 credits, of which 60 are in the propaedeutic phase and 180 in the post-propaedeutic phase.

The degree course is divided into a major and a minor. The major and minor have a combined study load of 240 credits.

The purpose of the major is for you to gain the qualifications you need to graduate from a university of applied sciences at a bachelor level, so you are qualified to practice your profession. The qualifications are determined in the descriptions of the education in Part 2, chapter 9.

The aim of the minor is specialisation and/or differentiation. See also Part 2, chapter 4.

Each academic year is structured so it contains a study load of 60 credits.

You can take your degree course in the following formats:

Full-time

At location: Laan van Scheut 2, Nijmegen.

##### 3.1.2 Structure of the work-study degree format

Not applicable

#### **3.2 Degree tracks**

##### 3.2.1 Standard track

The standard track of the bachelor course is Dutch taught. It comprises 240 credits, divided over 4 years of study, which means 60 credits each year.

The degree course is made up of units of study worth at least 2.5 credits.

Not applicable

##### 3.2.2 Tracks, units of study, modules and minors in a language other than Dutch

The degree course has an English track in addition to the main Dutch format.

Your degree course also offers units of study, modules and/or minors in a language other than Dutch. You can find the study components that are offered in another language and the language requirements for those units in the overview of units of study in Part 2, chapter 9.

### **3.3 Tracks with a special feature**

Tracks with special features deviate from the standard track of the university of applied sciences bachelor degree described in 3.2.1. Your degree course offers the following special degree tracks:

Participation in tracks with a special feature is never mandatory. It is an extra opportunity the degree course offers you.

These tracks are described in more detail in the sections below. For the exact contents, see Part 2, chapter 9.

- An abridged track.

#### 3.3.1 Fast track

Not applicable

#### 3.3.2 Abridged track

The study load for the abridged track is 240 credits. It is referred to as abridged because exemptions that are granted make it possible for the degree to be completed in less than 4 years.

You can do an abridged track if you have:

- a related MBO diploma
- a related associate degree (see 3.3.3)
- a degree certificate from a university or university of applied sciences or a statement of related exams taken at a university or university of applied sciences

that make you eligible for the exemptions needed for the abridged programme.

Appendix 3 of the Regulations of the Board of Examiners publishes the amendments to decisions regarding the exemptions that may be granted and how the abridged route is comprised.

#### 3.3.3 Abridged track from associate degree to bachelor degree

Not applicable

#### 3.3.4 Track for elite athletes

Not applicable

#### 3.3.5 D-stream

Not applicable

#### 3.3.6 Combined track

Not applicable

#### 3.3.7 Other special track

Not applicable

### **3.4 Options in your degree course**

The degree course offers you the following options within the course:

- participation in the minor (see Part 2, chapter 4)

#### 3.4.1 Elective units

Not applicable

#### 3.4.2 Graduation specialisation

Not applicable

### **3.5 If the content or structure of your degree course changes**

We regularly change or update components of the study programme so we can guarantee the quality of the degree course and the value of your degree certificate. This means the education and examination regulations for a following academic year may contain changes to the study programme you will be doing.

Changes to the study programme can have certain consequences. If you fall behind in your studies, for example, you may need to pass a different exam than you initially thought. A change may also mean an exam is still offered, but you can no longer attend the classes for that particular component.

A change cannot mean that units of study or exams/modular exams you have already passed no longer count towards your final assessment for the propaedeutic or bachelor phase. The law only allows this in highly exceptional cases.

The transitional regulations in Part 2, chapter 11, stipulate where needed how this works for each change made to the study programme.

## 4 Minors

### 4.1 Minor

The aim of the minor is specialisation and/or differentiation. A minor has a study load of 30 credits and consists of one or more units of study or units of learning outcomes.

The minor is part of the post-propaedeutic phase. This chapter explains how the minors are offered and how you can get approval to take a minor of your choice.

You can choose between a HAN minor or a flexible minor.

#### 4.1.1 HAN minors

The quality of all minors offered by HAN is assessed by the HAN minor committee. Not all minors are open to all students. Access depends on the target group, the entry requirements for the minor and the time at when these are offered.

The minors offered by your degree course are described in Part 2, chapter 9.

You can also choose a minor from another HAN degree course. You can find the overview of HAN minors and their entry requirements here: [www.minoren-han.nl](http://www.minoren-han.nl).

If you choose a HAN minor, you will need approval from your course's board of examiners. The board of examiners determines whether the minor is suitable for your degree course, fits within the professional profile and has the right level (differentiation/specialisation). The board also looks at whether there is any overlap between the minor and major part of your degree course. HAN minors offered by your own degree course or a different HAN degree course are listed in the minor overview on [www.minoren-han.nl](http://www.minoren-han.nl). The minors that are suitable for your degree course have already been approved by the board of examiners. The list of minors approved by the board of examiners for your degree course can be found at #OnderwijsOnline under the tile "ATBC Minor".

You can enrol for these minors on Studyinformationsystem. After this: SIS.

Capacity limits may apply for HAN minors. You can find the descriptions for the minors in Part 2, chapter 9 of this statute or the degree statute for the degree course offering the minor.

#### 4.1.2 The flexible minor

A flexible minor is a minor that you:

- take at another educational institution;
- have composed from parts of minors or other units of study or units of learning outcomes at one or more HAN schools or at another educational institution.
- complete by doing a module offered in either a part-time or work-study course at HAN or another institution of higher education.

Minors from other universities of applied sciences and from the universities in the Netherlands can be found on 'Kies op maat', [www.kiesopmaat.nl](http://www.kiesopmaat.nl). This website lists the minors and explains how you can enrol.

If you want to do a flexible minor, you need approval from the board of examiners for your degree course. The study coach will assist you in your application.

The board of examiners will assess your application within 6 work weeks.

Your application will be assessed based on following criteria:

- whether the minor fits within the professional profile for the degree course;

- whether the minor does not overlap with the major;
- whether the minor has the correct level;
- whether the minor has sufficient specialisation and/or differentiation;
- whether the quality of the exams and assessments in the minor is sufficient;
- whether there is sufficient coherency between the separate units of study;
- whether the propaedeutical exam is passed. Or in the case of a flexible minor consisting of EEU from a foreign institution whether at least 40 credits of the 2nd year and the modular exams practical and IPS have been sufficiently assessed.

If the board of examiners judges that the minor meets these criteria, they will give you approval to take the minor. When they do this, they also appoint the examiners.

For more information and the application form, go to HAN Insite:

I:[https://www1.han.nl/insite/rondomdestudie/Aanvragen\\_Vrije\\_Minor.xml?a=b&sitedir=self&profiel\\_select=Insite](https://www1.han.nl/insite/rondomdestudie/Aanvragen_Vrije_Minor.xml?a=b&sitedir=self&profiel_select=Insite)

You can also do your minor by studying abroad for a period. If you choose a foreign minor, the board of examiners for your degree course will give its approval based on the same criteria. Are you interested in doing a minor abroad? You can contact the coordinator for internationalisation for your degree course or you can contact the International Office.

#### 4.1.3 Exemption for the minor

You can also submit an application to the board of examiners for an exemption from the exams for the minor if you have successfully passed a minor elsewhere, you have earned credits for units of study that could jointly form a minor, or you have a statement with a recognition of prior learning that could be recognised as a minor. The board of examiners decides on these applications within six weeks, based on the criteria listed in Part 2, chapter 8.

## 5 Extra study

### 5.1 Possibilities for extra education

As a student you can take one or more extra programmes, modules or units of study or units of learning outcomes at HAN. If you choose to do this, you will be expanding your study load. You can do this by taking one of the following at HAN:

- an extra unit of study or unit of learning outcomes;
- an extra module;
- an extra minor;
- an honours programme or talent programme and/or;
- a bridging programme (or part of a bridging programme) for a related master degree.

Capacity limits may apply for participation in an extra unit of study or unit of learning outcomes, an extra module and an extra minor, and may mean priority is given to the students from the corresponding degree course.

If you would like to do extra study, please contact your study coach.

You do not need approval from the board of examiners to participate in an extra unit of study, an extra module or an extra minor.

### 5.2 Honours programme

Not applicable

### 5.3 Talent programme

The degree course has no talent programme, but it has an extra-curricular Analytical Sciences Talent Programme (ASTP) in the area of analytical chemistry. The ASTP is offered by the Centre of Expertise Analytical Sciences, a partnership between HAN and COAST. The three-year ASTP programme is not a part of the curriculum. The programme is concluded with a COAST certificate; there is no mention of the ASTP programme on the HAN Bachelor Diploma.

### 5.4 Bridging programme

A bridging programme is an extra study course that allows you to continue your studies in a related master degree at a university or university of applied sciences.

Part 2, chapter 9 describes which units of study and which exams comprise the bridging programme, as well as how your department helps students continue their studies in a master degree.

Your degree course offers the following bridging programme / the following bridging programmes to the master degree(s):

- Master Chemistry, Radboud University:  
<https://www.ru.nl/prospectus/science/pre-master/pre-master-chemistry/pre-master-programmes-0/>
- Several master degrees at Wageningen University:  
<https://www.wur.nl/en/Education-Programmes/master/Pre-master-linkage-programme.htm>

For masters at other universities, we refer you to the website of that course.

These bridging programmes can be followed as a flexible minor.

## 6 Study advice

In this chapter you can read about the study advice you are given, and why and when you get this. Study advice can be positive, negative, or binding negative. If you receive binding negative advice, your enrolment for the degree course ends and you have to stop your studies in that degree. You are allowed to enrol for a different degree course. This chapter covers your rights and the different types of study advice.

### 6.1 Why do you receive study advice?

The aim of the propaedeutic phase of your studies is to familiarise yourself with the degree course and the related profession. The propaedeutic phase also gives you an idea of whether you are suited to that profession and can expect to complete the degree course successfully.

HAN is legally required to give every student study advice.  
This advice may and is only issued once.

Personal circumstances play a role in the decision about your study advice. You need to report any such circumstances to your study coach as soon as possible for confidential registration.  
In section 6.7 you can find more rules about these personal circumstances.

### 6.2 Which kinds of study advice can you get?

You can get the following study advice:

- Positive advice  
Positive advice means you are likely to complete your degree successfully.
- Negative advice
- Negative advice means you are not likely to successfully complete the degree or only with a great deal of difficulty and effort
- Binding negative advice  
Binding negative advice means you have to stop your studies. This is stipulated in section 6.8.

### 6.3 When do you get positive, negative or binding negative study advice?

You get positive study advice if you meet the study progress requirement. The study progress requirement is included below.

If you do not meet the study progress requirement, you receive (binding) negative study advice. Binding negative study advice means you are not allowed to continue your studies for the degree course in which you are enrolled. You will automatically be dis-enrolled. See further sections 6.8 and 6.9.

Please note: you can only receive binding negative study advice if the degree course has met a number of conditions. These conditions are listed in section 6.6. If these conditions are not met, the degree course may give you negative study advice, but not **binding** negative study advice.

#### Study progress requirement

You meet the study progress requirement if you:

- earned 45 credits or more in the propaedeutic phase, **and** have passed at least three of the following exams: CHLS1B, CHLS2B, CH3P and CH4P.

### **Credits based on exemptions**

Credits received for exemptions weigh just as heavily as credits for exam results achieved at HAN.

### **Dis-enrolment before sixth month after start of degree course**

If you ask to dis-enrol before the sixth month of starting your degree, you will not receive (binding) study advice. If you then re-enrol for the same degree course, your study advice will be determined in the same way as for all first-year students in that degree.

If you submit a request to dis-enrol during the last five months of your first year of enrolment, you may still be given binding negative study advice within that academic year before you are actually dis-enrolled.

## **6.4 Who issues the study advice?**

Binding negative study advice is always given by the dean.

Before you can receive binding negative study advice, you must receive an official written warning showing that you do not meet the study progress requirement at that time. You should also have had enough time to improve your results.

In your degree course, the examination board issues the warnings and the positive and negative advice.

You may always ask for more information if you do not agree with the advice you receive. You ask the person or department who gave the advice.

You can also always ask a lecturer, study coach or mentor for advice.

## **6.5 When is study advice given?**

You receive study advice before the end of your first year of enrolment in the propaedeutic phase or before you pass the final assessment for the propaedeutic phase.

Did you start the degree on 1 February? Then you will receive the study advice in the month March 2021 .

Advice – whether positive, negative, or binding negative – may only be given once and at one specific time.

## **6.6 Requirements for issuing binding negative advice**

Binding negative advice is not legal until it meets the following requirements:

1. The examination board gave you an official written warning well ahead of time; this can be:
  - After term 2 if you have not yet earned/passed earned 24 credits or more in the propaedeutic phase, and have passed at least two of the following exams: CHLS1B, CHLS2B, CH3P and CH4P.
  - After term 3 if you have not yet earned/passed earned 39 credits or more in the propaedeutic phase, and have passed at least three of the following exams: CHLS1B, CHLS2B, CH3P and CH4P.
2. When deciding about binding negative study advice, the dean did not only consider the number of credits you obtained and your results, but also the circumstances mentioned in section 6.7.
3. HAN offered you the study coaching and study facilities as described in Part 2, chapter 7.
4. You were given the opportunity to be heard before the dean issued the binding negative advice. This was done in the form of a meeting during which you could indicate whether you wished to appeal based on one or more of the circumstances mentioned in section 6.7. For your degree course that meeting is held with the study coach.

## **6.7 Personal circumstances and study advice**

The following personal circumstances are considered:

- long-term or chronic illness of the student;
- physical, sensory or other functional disabilities of the student;
- pregnancy of the student;
- special family circumstances;
- membership in the participation council, sub-council, student committee or degree committee;
- membership on the board of a student organisation of some size with complete legal capacity, or a comparable organisation of some size that promotes general social interests and actively develops activities for this purpose, and other circumstances in which you develop activities for the purposes of the organisation and board of the institution. You need to demonstrate that you spend a considerable amount of time on these activities each year;
- other circumstances, including the general impression your lecturers have of you (hardship clause).

Do you have personal circumstances that affect your study results? Discuss these with your study coach. They will handle your information with strict confidence.

The dean decides whether or not your personal circumstances make binding study advice unreasonable. They will make this consideration at your request or on the advice of your study coach. If the dean decides that binding study advice is unreasonable, they will postpone the study advice, but not for more than one academic year.

## **6.8 What are the consequences if you have to stop the degree course?**

Have you received binding negative advice? HAN will end your enrolment for the degree course in the manner stipulated in the enrolment regulations.

The dean will recommend another degree course that is as suitable as possible.

You are allowed to enrol in a different degree course.

Once you are dis-enrolled, the following rules apply:

- During the following three years or until you submit a request to the dean for re-enrolment and he or she approves that request, you cannot enrol as a student or as an external student at HAN for the degree course that issued you the binding negative study advice. This applies to all degree formats: full-time, part-time and work-study.

## **6.9 Appeal**

You can submit an appeal against binding negative advice with the Examination Appeals Board within 6 weeks.

You can read how to do this on HAN Insite under Complaints and Disputes Office:

[https://www1.han.nl/insite/rondomdestudie/Bureau\\_Klachten\\_en\\_Geschillen.xml?sitedir=/insite/rondomdestudie](https://www1.han.nl/insite/rondomdestudie/Bureau_Klachten_en_Geschillen.xml?sitedir=/insite/rondomdestudie)

## **7 Study coaching and study facilities**

The learning objective and basic principle at HAN is that you are responsible for your own learning process.

We also want you to feel acknowledged, seen and heard during your entire time as a student. You are entitled to good study coaching. Each degree course offers support for this. If needed, HAN can also offer you academic, psychological and financial support. The HAN Study Success network offers you support for successful study progress.

### **7.1 What does HAN offer to assist you with your studies?**

HAN offers facilities that enable you to do well in your studies. Examples of these are:

1. facilities for students with a functional disability;
2. facilities for students who are pregnant and informal care givers;
3. special support for international students;
4. special support for students from minority groups.

HAN Study Success offers support for successful study progress. Students who need this can get extra support. You can contact your study coach or HAN Study Success for more information about the facilities and coaching offered at HAN. See also Part 1, chapter 7

In addition to the general facilities, your degree course also offers at least the following facilities:

1. study coaching as described below;
2. two exam opportunities each academic year;
3. two exam opportunities before a binding negative recommendation is given.

### **7.2 How is study coaching organised?**

The study coaching starts with the introduction to the study coach at the start of the academic year. In the first year of study, your personal study coach will invite you to at least two meetings. Furthermore, study coaching is integrated in the curriculum as part of the units of study.

#### **Study coaching**

The aim of the study coaching is to guide students through a result-oriented study career. Learning objective and starting point is that the student bears responsibility for his / her own learning process. Study coaching takes place both in groups of students and individually. A group of students is supervised by a team of teachers. Each student is individually supervised by one teacher.

The study coaching counseling program is further detailed on #OnderwijsOnline under the tile 'ATBC SLB for Life Sciences and Chemistry'.

The (digital) portfolio is a repository of files / documents with which a student makes his own individual development (the learning process) visible. This is mandatory for the internship and the graduation project.

#### **Extra facilities**

At the beginning of the academic year and at the beginning of semester 2, senior study coaches organize information meetings about the possibility of requesting special facilities for education or exams. These special provisions are requested via the study coach using a form accompanied with evidence. The educational facilities are assessed by the institute director. The examination facilities are assessed by the examination board.

### **Special supervision**

In the study coaching programme for international students, there is a attention given to cultural differences with regards to didactical methods, team work and communication.

If there is a need for extra guidance from the study coach, be it due to a special need, pregnancy, personal care duty, parenthood, belonging to a minority group, there is the possibility for this within the study coaching programme.

### **Extra support**

The senior study coach can bring you into contact with the writing coach if you have serious problems with report writing. The same applies for extra support with maths and science in the foundation year.

## 8 Exams and final assessments

This chapter sets out the exams, modular exams and final assessments for your degree course.

### 8.1 Coherent set of units of study

The degree course consists of a coherent set of units of study. These are defined and described in Part 2, chapter 9. Each unit of study has a related exam.

An exam can consist of two or more modular exams that have a predetermined weight factor and jointly determine the grade for the exam of the unit of study.

### 8.2 Exam

The result of an exam for a unit of study is used to determine whether the student has the knowledge, understanding and/or skills and (if relevant) attitude required to successfully complete that unit of study. The assessment dimensions and assessment criteria of the exams and modular exams are provided in Part 2, chapter 9.

#### 8.2.1 Entry requirements

Some units of study have entry requirements for participating in educational activities, exams and modular exams for that unit of study. The entry requirements are provided in the unit of study descriptions in Part 2, chapter 9. You can submit a well-reasoned request to the board of examiners for permission to deviate from these entry requirements.

Entry requirements may be:

- You need to have passed one or more other specific exams or modular exams;
- You need to sufficiently master the language in which the unit of study is given;
- You have already completed pre-requisite course units (or part of them);
- You need a minimum number of ECTS credits.

#### 8.2.2 Mandatory participation

In some cases you may only do an exam or modular exam if you have participated in the educational activities for the unit of study belonging to that exam or modular exam.

Attendance can only be compulsory if it is included in the assessment criteria.

For the entire degree programme, participation in the practical and tutor meetings is compulsory:

- No more than one tutor meeting may be missed, with good reason. More absences results in an unsatisfactory assessment for the IPS, unless the IPS interview establishes that this is ungrounded.
- No more than one practical class may be missed, with good reason, unless it is stated in the course description that the lesson must be taken at a later date.

Part 2, chapter 9, further stipulates which units of study have full or partial mandatory participation.

The board of examiners may grant full or partial exemption of mandatory participation.

If you cannot be present at a mandatory activity, please inform your lecturer by email.

#### 8.2.3 Exam format

The format of an exam or modular exam is specified in Part 2, chapter 9, in the description of the unit of study concerned. The board of examiners may deviate from this format in special cases, on request or at their own initiative.

### 8.3 The examiner

Each exam and modular exam is designed and assessed by one or more examiners, as decided and appointed by the board of examiners.

The examiner determines the outcome of the exam or modular exam and the result. If more than one examiner is appointed, the head examiner sets the final result.

#### 8.3.1 When have you passed an exam?

The examiner gives the result of an exam as a grade.

The result of an exam is expressed in one of the following numbers: 1, 2, 3, 4, 5, 6, 7, 8, 9 or 10.

You pass the exam if you earn a grade of 6 or higher.

You **fail** the exam if you earn a grade of 5 or lower.

#### 8.3.2 When have you passed a modular exam?

The examiner gives the result of a modular exam as a grade.

A grade for a modular exam is rounded to a number with 1 decimal place.

Grades with the decimals 1, 2, 3 or 4 are rounded down.

Grades with the decimals 5, 6, 7, 8 or 9 are rounded up.

Contrary to the main rule above, the result of one or more modular exams can be expressed in a grade or in a 'pass' or 'fail'. The unit of study descriptions in Part 2, chapter 9, specify which modular exams are assessed with a grade and which with a 'pass' or 'fail'.

You pass a modular exam if you obtain a 5.5 or higher or the 'pass' qualification.

You fail a modular exam if obtain a 5.4 or lower or the 'fail' qualification.

#### 8.3.3 How is the overall grade calculated for an exam with modular exams?

When the overall grade for the exam is calculated, the grades earned for the modular exams are weighted as specified in the unit of study descriptions given in Part 2, chapter 9. The final exam grade is then rounded as follows:

Exam grades with the decimal 1, 2, 3 or 4 are rounded down to whole numbers.

Exam grades with the decimal 5, 6, 7, 8 or 9 are rounded up to whole numbers.

#### 8.3.4 Resits, applicable result and compensation

The final grade for an exam or modular exam is the highest grade achieved. You are allowed to resit an exam or modular exam even if you pass it.

The unit of study descriptions in Part 2, chapter 9, stipulate the compensation regulations for exams and modular exams.

#### 8.3.5 When are you awarded a 'pass/fail' qualification for an exam?

Contrary to section 8.3.1, a pass/fail can be given instead of a grade in the following cases:

1. you are exempt from one or more modular exams, so the result of that exam cannot be expressed in a grade,
2. the HAN conversion tables do not apply,
3. you passed an exam that is part of a flexible minor at an institution of education abroad or with a different Dutch institution of education, and your results for that exam cannot be converted into a result as referred to in section 8.3.1.

## **8.4 Modular exams and exams in the post-propaedeutic phase**

If you have a propaedeutic certificate for this degree course or for a degree course at another university of applied sciences with the same CROHO number, or you have an exemption for the propaedeutic assessment, you will be enrolled in the post-propaedeutic phase and you can participate in the education and exams for the post-propaedeutic phase.

This permission is granted automatically if you have met the study progress requirement. For the study progress requirement, see Part 2, chapter 6.

This permission is also granted automatically if you do not yet meet the study progress requirement and it has been decided that your study advice will be postponed until a later date.

The entry requirements in section 8.2.1 still fully apply.

## **8.5 Number of exam opportunities each academic year**

You have two opportunities each year to take an exam or modular exam. The descriptions of the units of study in Part 2, chapter 9, specify how many exams and modular exams are conducted each academic year and in which term.

In the following exceptional situations the unit of study description in Part 2, chapter 9, may stipulate that only one opportunity will be given each academic year for students to take an exam or modular exam:

- if the nature of the education and assessment for the unit of study make it impossible to offer a second opportunity. In this case, the student should receive an indication sometime during the unit of study of whether their performance so far is sufficient for them to pass the exam or modular exam for that unit of study, or,
- if it is not possible to offer a second opportunity due to physical or logistic reasons and the next opportunity cannot be offered until the following academic year, and
- an alternative has been offered that prevents further study delay.

The student will be informed of this exception when they apply for the unit of study and, if possible, before the start of the academic year.

### **8.5.1 Participation in an exam opportunity**

Part 2, chapter 9, describes whether, how and by what date you should register for an exam or modular exam.

### **8.5.2 Request for extra exam opportunity or another exam format**

You can submit a request to the board of examiners for an extra exam opportunity.

You can submit a request to the board of examiners to take an exam or modular exam in a different format.

The request must include a good motivation and at least a description of the reason and importance.

The Regulations of the Board of Examiners (see Part 3) gives further details on the procedure.

## **8.6 Modified exam format due to functional disability**

Do you have a functional disability or chronic illness, or is there another reason such as pregnancy that means you cannot participate in the regular format for the exam or modular exam? Then you can ask the board of examiners to conduct the exam or modular exam in a format modified to your situation.

The board of examiners will decide, if needed after consultation with you and the examiner, which format can reasonably be used for the exam or modular exam, which facilities will be offered and which different rules will apply.

## 8.7 Oral exams and modular exams

An oral exam or oral modular exam is conducted by means of a conversation between the examiner(s) and the student. Oral exams and oral modular exams are public. In special cases, the board of examiners can deviate from this rule. This decision will be announced and explained to everyone involved.

## 8.8 When is the result of an exam announced?

It depends on the exam format when the result of an exam or modular exam is announced:

- You will be informed of the result of a written exam or written modular exam within at least 15 working days. This result will be recorded in the student information system (hereafter: SIS).
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than 5 days. This result will be recorded in SIS.
- You will be notified of the result of a practical exam or practical modular exam immediately after the exam, or if that is not possible, within 5 working days. This result will be recorded in SIS.
- The results of a modular exam 'Practice', 'Practical' or 'Practical activities' will be announced within 15 working days, because of the time it takes to check the lab journal or measurement report. These results will be recorded in the student information system.

A result entered into SIS may only be modified in the following cases:

- If a demonstrably incorrect result has been entered into SIS.
- In cases of fraud, deceit or impersonation.
- If an examiner has revised their assessment for well-founded reasons.
- If you have lodged an appeal to the Examination Appeals Board or the Higher Education Appeals Tribunal against an assessment, the appeal is judged to be valid and the result has been revised by the examiner.

You will be notified if a result changes after it has been entered into SIS.

## 8.9 Exams: review and discussion rights

Did you think the assessment of your exam/modular exam or the discussion/group discussion were unclear? Then you can ask the lecturer for further explanation. The discussion and individual review are closely monitored to ensure no fraud takes place during this phase. Discussion and review rights are organised as follows:

### 8.9.1 Group discussion

Within 10 working days after the results of an exam or modular exam, the examiner organises a group discussion, unless there is clearly no need for this among the students.

### 8.9.2 Revision and discussion of individual work

After the group discussion or if there was no group discussion, you as an interested party are entitled to review and discuss your own work with your lecturer and the examiner, unless you could reasonably have already done this during the group discussion. You are allowed to review and discuss everything: the assessed exam or modular exam, the questions, assignments and grading system. Students must have the option to review and discuss their own work within 6 weeks after the result.

### 8.9.3 Other exam formats

If an exam has been administered in a format that cannot be reviewed or discussed as outlined in the procedure above, the unit of study description in Part 2, chapter 9, will specify how the review and discussion is organised. The

same principles will be guaranteed as in sections 8.9.1 and 8.9.2.

### **8.10 Exams taken independently of the standard programme**

An exam taken independently of the standard programme is an exam you can participate in without following any of the educational components for the unit of study. If you would like to participate in an exam or modular exam taken independently of the standard programme, you can submit a substantiated request to the board of examiners. The request must include at least a description of the reason and importance.

The board of examiners will make a reasoned decision based on the evidence submitted within 20 working days.

If this decision is positive, you can participate in the exam or modular exam. If the regular exam is not suitable for that, the board of examiners will appoint the examiners and decide on the exam format, in accordance with the relevant exit qualifications and assessment criteria given in Part 2, chapter 9.

### **8.11 When and how can you request exemption for an exam or modular exam?**

Part 2, chapter 9 describes for each exam and modular exam which knowledge, understanding and skills you need to demonstrate and how they will be assessed. You can request an exemption from the board of examiners for one or more exams or modular exams if you demonstrate that you master the knowledge, understanding, skills associated with the exam concerned. You can demonstrate this with:

- evidence showing you previously passed an exam in higher education;
- an official report showing recognition of prior learning;
- evidence you gained the required knowledge, the required understanding and/or the required skills elsewhere.

The assessment dimensions and assessment criteria of the exams and modular exams as specified in Part 2, chapter 9, form the guidelines for the board of examiners granting the exemption.

Instead of a grade or the 'pass' qualification, you receive the qualification of 'exemption' for an exam or modular exam.

The procedure for granting exemptions can be found in the Regulations of the Board of Examiners (Part 3).

The board of examiners may designate certain previously completed exams and modular exams, credits and degree certificates as entitling students to exemption from one or more modular exams.

The designated exams, credits and certificates are outlined in an appendix to the Regulations of the Board of Examiners.

The board of examiners may also consider these as grounds for exemptions for one or more exams or modular exams for units of study that are part of the abridged track as referred to in Part 2, chapter 3.

### **8.12 The final assessments**

Bachelor degrees at universities of applied sciences have two official final assessments. The final assessment of the propaedeutic phase, and the final assessment of the bachelor at the end of the degree course. You pass these if you have passed all of the exams related to that final assessment. This will differ if the board of examiners decides that an extra assessment is needed of your knowledge, understanding and skills. In that case, you will also need to pass that extra evaluation (exam). Only then will you pass the final assessment.

### 8.12.1 Cum laude

If you pass all the exams that count towards the final assessment with a grade of 8 or higher on your first attempt, you will pass that assessment 'cum laude'. Exams from the propaedeutic phase count towards the final propaedeutic assessment and exams from the post-propaedeutic phase count towards the final bachelor assessment. These are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 8 for the exam. One exception can be made to this rule for each final assessment. This exception is that for each exam a student may retake one modular exam and the highest grade will then count towards whether or not they receive the cum laude distinction. If an exam does not consist of several modular exams, that exam may be retaken.

Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the cum laude distinction.

You may earn no more than 30 credits worth of exemptions or 'pass' qualifications in the propaedeutic phase, and earn no more than 75 credits for exemptions in the post-propaedeutic phase.

### 8.12.2 With merit

If you pass all the exams that count towards the bachelor assessment with a grade of 7 or higher on your first attempt, you will pass the final bachelor assessment 'with merit'. These are the overall exam grades for each unit of study; separate grades for the modular exams are not taken into account. If an exam comprises several modular exams, only the grades for the modular exams that were passed on the first attempt will count towards the required grade of 7 for the exam. One exception can be made to this rule. This exception is that a student may retake one modular exam and the highest result then counts towards determining whether they receive the with merit distinction. If an exam does not consist of several modular exams, that exam may be retaken.

Exams that are part of an increase of your study load, as described in Part 2, chapter 5, are not taken into consideration when determining the with merit distinction.

You may earn no more than 75 credits worth of exemptions or 'pass' qualifications in the post-propaedeutic phase.

## 8.13 Overview of results, supporting documents, and declarations

### 8.13.1 How to request a – certified – overview of your study results

You can make a printout of your exam results as recorded SIS. If you want to use this overview as an official document outside HAN, you can submit a request to the Student Affairs Enquiry Desk for a certified grades list. This certification does not guarantee that the relevant authorities will also consider the document official.

### 8.13.2 Exam documentation

You will receive signed evidence from the examiner for each exam or modular exam you take. This may be a digitally signed document. This document gives the name and code of the exam, the unit of study and your result. The examiner is required to provide you with this evidence. Keep this evidence in a safe place.

### 8.13.3 Statement

Are you dropping out of the degree course and not entitled to a propaedeutic or bachelor degree certificate? If you have passed more than one exam, you can ask the board of examiners for a statement listing the exams you passed, for which degree course, how many credits you earned for those exams and, if applicable, the course for which the statement is being issued.

### 8.13.4 Module certificate

Not applicable

## **8.14 Degree certificate, degree and diploma supplement**

### 8.14.1 Propaedeutic certificate

Once the board of examiners has determined that you have passed all the exams for the propaedeutic phase, and confirmed that you are enrolled at HAN for the degree concerned and that you have met all your financial requirements towards HAN, the board of examiners will award you the propaedeutic certificate for the degree course.

### 8.14.2 Bachelor certificate

Once the institutional board has awarded the degree, and the institutional board has confirmed that you are enrolled for the degree at HAN and have met all your financial requirements towards HAN, the board of examiners will award you the certificate for the bachelor degree and the corresponding diploma supplement.

### 8.14.3 Degree and degree title

Once the board of examiners has confirmed you have passed the final bachelor assessment, the HAN Executive Board will award you a Bachelor of Science degree.

This degree title is also stated on your certificate.

The related official abbreviation you can place after your name in the Netherlands and abroad is: BSc.

### 8.14.4 Extra endorsements

Not applicable

### 8.14.5 Different issuing date for bachelor degree certificate

Contrary to section 8.14.2, your degree certificate will be awarded on the graduation ceremony in Februari, in Juli or in September..

You can request the board of examiners to issue your degree certificate at an earlier date. The board of examiners will agree to this.

You can request the board of examiners to postpone issuing your degree certificate. This postponement can be granted for up to two years.

## **8.15 Appeal**

You can lodge an appeal with the Examination Appeals Board against a decision concerning the education, exams and final assessments within 6 weeks based on the education and examination regulations.

You can find more information about which decisions you can appeal and how on HAN Insite under Complaints and Disputes Office:

[https://www1.han.nl/insite/rondomdestudie/Bureau\\_Klachten\\_en\\_Geschillen.xml?sitedir=/insite/rondomdestudie](https://www1.han.nl/insite/rondomdestudie/Bureau_Klachten_en_Geschillen.xml?sitedir=/insite/rondomdestudie)

## 9 Description of the education (the units of study)

This chapter details the education provided in your degree course in the form of a curriculum overview and description of the units of study, starting with the units of study in the propaedeutic phase, then those in the minors.

And tracks with a special feature.

Name of degree course: B Chemistry	
CROHO number: 34396	
Degree format	Full-time
Language	Dutch, English
Variants and tracks	Abridged Dutch standard track: Chemie

Below is a schematic overview that gives you an overall impression of the degree course. It also gives the units of study in the degree course.

### 9.1 Units of study and the propaedeutic phase

A: Overview of Chemie (Dutch) Foundation Year

Term 1	Term 2	Term 3	Term 4
BMC1a, 4 credits	BMC1a, 4 credits	C3K, C3P, C3T or C4K, C4P, C4T 3 x 5 credits	C3K, C3P, C3T or C4K, C4P, C4T 3 x 5 credits
BMC1b, 5 credits	BMC1b, 5 credits		
BMC1c, 6 credits	BMC1c, 6 credits		

B: Overview of Chemistry Foundation Year

Term 1	Term 2	Term 3	Term 4
CHLS1a, 4 credits	CHLS1a, 4 credits	CH3K, CH3P, CH3T or CH4K, CH4P, CH4T 3x5 credits	CH3K, CH3P, CH3T or CH4K, CH4P, CH4T 3x5 credits
CHLS1b, 5 credits	CHLS1b, 5 credits		
CHLS1c, 6 credits	CHLS1c, 6 credits		

See appendix education units: EEU descriptions b-Chemistry-2020-2021.

### 9.2 Units of study and the post-propaedeutic phase

A: Overview of Main Phase full-time Chemie (Dutch)

		Term 1	Term 2	Term 3	Term 4

2nd year		C7K, C7T 2x5 credits	C5K, C5T 2x5 credits	C6K, C6T 2x5 credits	C8K, C8T 2x5 credits
		C5-7Pa, C5-7Po 2x5 credits		C6-8Pa, C6-8Po 2x5 credits	
3rd year	Graduation Specialisation Organic chemistry	C9 15 credits	C10 15 credits	Minor or placement (C13) 30 credits	
	Graduation Specialisation Analytical chemistry	Minor or placement (C13) 30 credits		C11 15 credits	C12 15 credits
4th year		Minor, placement (C13) or graduation project (C14) 30 credits		Minor or graduation project (C14) 30 credits	

#### B: Overzicht of Main phase full-time English variant Chemistry

		periode 1	periode 2	periode 3	periode 4
2nd year		CH7K, CH7T 2x5 credits	CH5K, CH5T 2x5 credits	CH6K, CH6T 2x5 credits	CH8K, CH8T 2x5 credits
		CH5-7Pa, CH5-7Po 2x5 credits		CH6-8Pa, CH6-8Po 2x5 credits	

The third year of the post-propaedeutical phase of the Chemistry degree course (English variant) starts in the academic year 2021-2022.

See appendix education units: EEU descriptions b-Chemistry-2020-2021.

### 9.3 Minors of the degree course

In this academic year, the degree course offers the following minors:

1. M\_ATBC-M-BN Bio-Nano introductie in de Bio-Nanotechnologie (30 credits) (Dutch)
2. M\_ATBC-M-BR BioRefinery (30 studiepunten)
3. M\_ATBC-M-P Scientific Research (30 studiepunten)

Units of study LS-R15 en LS-R30 – Researchminor – can be chosen as part of the minor ‘Scientific Research’.

You can also choose a minor from another HAN degree course. You can find the overview of HAN minors and their entry requirements here: [www.minoren-han.nl](http://www.minoren-han.nl).

See appendix education units: EEU descriptions b-Chemistry-2020-2021.

### 9.4 Graduation specialisations

Not applicable

## **9.5 Honours, talent and bridging programmes**

### 9.5.1.1 Honours programmes

Not applicable

### 9.5.1.2 Talent programmes

Not applicable

### 9.5.2 Bridging programmes

Not applicable

## **9.6 Part-time and/or work-study degree format**

### 9.6.1 Part-time degree format

Not applicable

## **9.7 Tracks with special feature**

### 9.7.1 Fast track

Not applicable

### 9.7.2 Abridged track

See appendix education units

### 9.7.3 Abridged track from associate to bachelor degree

Not applicable

### 9.7.4 Track for elite athletes

Not applicable

### 9.7.5 D-stream

Not applicable

### 9.7.6 Combined track

Not applicable

### 9.7.7 Other track with special feature

Not applicable

## **10 Evaluation of the degree course**

### **10.1 Evaluation structure**

A quality framework has been adopted for all HAN degree courses. This is in line with the accreditation framework of the Accreditation Organisation of the Netherlands and Flanders (NVAO) and the education policy formulated by HAN. This framework stipulates that regular evaluations must be held among students, graduates, professional field and staff.

Assessments are also held by HAN to support the evaluations at degree level.

Each year all HAN degree courses participate in the National Student Survey (NSE) in which students indicate how satisfied they are with different aspects of their degree course.

Every year an alumni survey is held via the HBO-monitor. This evaluates for each degree course how alumni look back on their degree course and how well it was geared to the labour market in their experience.

HAN students who leave a degree course without a degree certificate are contacted to enquire about their reason for leaving. Also, study progress and drop-outs are monitored for each degree course.

Every six years an accreditation is held by the NVAO, with external reviews beforehand by a committee of experts. Halfway through the accreditation cycle, an audit is conducted by an internal committee complemented by an external expert in the relevant field. The aim is to monitor and test the progress of improvement measures relating to the last external assessment of the degree course. This internal audit results in a report with improvement recommendations for those responsible for the content of the degree course, the degree committee and the dean.

The audit is conducted according to HAN guidelines and it includes quality assurance with regards to administrative and educational law and good implementation of the education and examination regulations.

### **10.2 Evaluation by the degree course**

The dean is responsible for the structure and the quality of the degree course.

Each year the dean adopts an annual quality assurance report on the degree course. This document, along with the internal audit report or review report, forms the basis for dialogue about the quality of the degree course. This report concerns the improvement activities that were agreed on for the reported year, how they were executed and what results they delivered.

Based on the analysis of evaluation data for the reported year, a description follows of the improvement activities to be implemented in the current year. The evaluation data come about through evaluations of units of study, annual evaluations and curriculum evaluations by lecturers, students, alumni and the professional field. Also through evaluation studies conducted centrally by HAN.

The dean and/or the degree committee, curriculum committee and the board of examiners are involved in this cycle at degree level by means of a brief response to this. Their responses are included in the appendixes to the annual report.

### **10.3 Role of the degree committee**

The tasks, role and responsibilities of the degree committee in the evaluation are set out in the Regulations of the Degree Committees. The degree committee can also take the initiative to conduct specific evaluations or have them

conducted.

#### **10.4 Degree-specific quality assurance**

The education is evaluated according to the PDCA (Plan-Do-Check-Act) principle.

The Quality Assurance Committee evaluates the quality management education by written and/or oral evaluations of students, teachers and working field (graduation escorts, external supervisors). The Board of Examiners oversees that there are random evaluations of exams to assess the reliability, validity and transparency. The results of the evaluations are discussed with the course coordinator(s), examiner(s) and, where appropriate, the Program Committee. Any actions, which are a logical result of the evaluation, are proposed and carried out by the course (s) and/or examiners.

## **11 Transition regulations**

### **11.1 Effective date for changes**

A change to the education and examination regulations can only become effective as of 1 September in the following academic year. Exceptions to this rule are clerical error, force majeure, fulfilment of legal regulations or when the change is in your favour.

This chapter sets out the rules for respecting acquired rights and legitimate expectations.

### **11.2 Validity propaedeutic certificate**

A successful propaedeutic assessment and certificate are inviolable, except in the case of proven fraud in the process of earning this.

### **11.3 Credits/study results obtained**

The result of an exam and its corresponding credits remain valid until the board of examiners has made a substantiated decision that the examined material is so outdated that it can no longer be used in the profession and the term of validity has passed as of a date stipulated by the board of examiners.

Results obtained for modular exams remain valid, and may – if they still fit in the new programme – lead to exemptions.

### **11.4 Participation in education, but not in exam or exam not passed**

A student who has participated in the education for a unit of study in the academic year prior to the programme change, but who has not completed an exam or modular exam or has not passed an exam or modular exam, has a right to repeat the education at least during the academic year in which the change becomes effective, and has a right to at least two opportunities to take the relevant exams.

The board of examiners can deviate from this in exceptional cases, in the favour of the student.

If you like, you can directly choose the new programme structure and register for a renewed or changed unit of study. By doing so, you waive your rights concerning the transition rules.

### **11.5 Degree-specific transition regulations**

(Modular) exams that are not included in these regulations, but exist in the EER of 2018-2019 may be taken if they are not passed with success in the previous academic year.

Students may contact the course coordinator or lecturer to discuss how the teaching will take place and when the exams will take place.

The old style modular exams of CHLS1 (BMC1-Kwis2 and BMC1-Klab2) are offered at the end of period 2 and during the resit period 3. Students who will take classes for lab math and mathematics are advised to participate in the examination for these subjects according to the new curriculum. The average of the modular exams CHLS1A-Lab and CHLS2A-Lab is then the final grade of CHLS1-Klab2. Compensation is possible, as long as the average is at least 5.5. The average of the modular exams CHLS1A-Wis and CHLS2A-Wis is then the final grade of CHLS1-Kwis2. Compensation is possible, as long as the average is at least 5.5.

The old style modular exams of CHLS2b (CHLS2b-Ket and CHLS2b-T) and CHLS2c (CHLS2c-Ket and CHLS2c-T) are offered at the end of period 1 and at the end of period 2. The teaching material of comparable modular exams in

the new curriculum has been changed in such a way that participation in these new modular exams is not possible and only old style modular exams can be taken.

The old style modular exams: Kschei, Ksp2 and Ksp3 of C11 and C12 will be offered at the end of period 3 and at the end of period 4. No old style exams for C11-T will be offered. The written exam C11-T has been replaced by an assignment C11-Chem3.

## **PART 3 Other regulations**

## **HAN University of Applied Sciences Exam Regulations**

# 2020 - 2021 EXAM REGULATIONS

## *of HAN University of Applied Sciences*

Subject	2020 – 2021 Exam Regulations
Executive Board decision no.	2020/1722
Participation Council agreement	10-07-2020
Adopted on	10-07-2020

These regulations stipulate the following:

1. The rules of conduct for students in written and digital exams and modular exams, insofar as these are not laid down in the Student Charter and the education and examination regulations or related regulations.
2. The rules of conduct for students in exam review and discussion sessions, insofar as these are not laid down in the Student Charter and the education and examination regulations or related regulations.

### **1. CODE OF CONDUCT FOR STUDENTS DURING EXAM SESSIONS**

The facilities provided by HAN for students with respect to exams and modular exams are laid down in the Student Charter and education and examination regulations or related regulations. There is a code of conduct for students. In addition to general provisions, this code of conduct also contains provisions governing the conduct of students at exam venues. These exam regulations contain additional provisions regarding student behaviour during written and digital exams in particular.

#### **Behaviour**

The student:

1. must follow the instructions given by the supervisor and treat him/her with respect;
2. must behave in such a way that he/she does not disturb other students at any time during the exam or when entering or leaving the exam venue. The student must be silent before, during and after the exam when in and near the room where the exam is being held;
3. must contact the supervisor a.s.a.p. if anything is unclear before and/or during the exam.

#### **Identification and admission**

The student:

1. must report to the supervisor 15 minutes before the start of the exam in the exam room;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or valid identity document. This includes:
  - a passport
  - a European identity document
  - a Dutch driving license
  - a valid driving license from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area,
  - a Dutch residence permit
3. if a student is sitting for a national exam they may only use a valid identity document.
4. must place his/her valid student card or other form of identification at the top right-hand corner of the desk during the exam so the supervisor can check his/her identity;
5. will have their name checked off the attendance list by the supervisor to confirm his/her participation in the exam;
6. must immediately inform the supervisor if they are not listed on the attendance list. That student

will only be given the opportunity to participate in the exam if the degree course or school has given prior approval for additions to the attendance list.

### **Theft/loss of identification**

If the student is unable to show proof of identity due to theft or loss, they can apply for a certificate of enrolment at the exams office, which gives them admittance to the exam venue. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity documents; The student needs to apply for this certificate well in advance of the exam.

### **Before the start of the exam**

The student:

1. may place on/next to the table only those items needed to complete an exam;
2. may not – unless expressly stated otherwise – have any of the following in their possession during the exam: digital data carriers or equipment with an integrated digital data carrier, such as USB flash drives, calculators, special watches, special glasses, special earphones, etc.;
3. may not wear a watch. A clock is provided in all exam rooms;
4. may not – unless expressly stated otherwise – use the following resources during the exam: hard-copy versions of dictionaries, law books, textbooks, etc.; if these resources are permitted, they may be checked by the supervisors;
5. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any device with integrated digital data carrier(s) in the place specified by the supervisor;
6. must turn off mobile phones, smartphones, etc. before putting them away;
7. must write their name, student number, class/group and other details requested by the supervisor on all exam documents at the start of the exam. The student must also write their name on any note paper they use;
8. will not have direct access to the exam venue after the actual start of the exam. Students who do not make it to the exam venue on time are still allowed to enter the exam venue 30 minutes after the actual start of the exam and are allowed to sit the exam for the remainder of the exam time. The supervisor writes down which students are late. Students strictly observe instructions given by the supervisors regarding where they are allowed to sit and they do not disturb students who have already started the exam.

### **During the exam**

The student:

1. may not take toilet breaks during exam sessions of 120 minutes or less. During an exam that lasts more than 120 minutes, students may take a toilet break after 120 minutes if accompanied by a supervisor. Exceptions are possible for all exams in cases of physical discomfort, provided the supervisor is notified no later than 15 minutes before the start of the exam or immediately upon entry when arriving 30 minutes after the start of the exam;
2. may not leave or submit their work during the first 30 minutes of the actual start of an exam (to prevent disruption to other students and/or irregularities). If there are any students who enter the exam venue 30 minutes after the start, any students who want to leave may only do so after the late students have started their exam;
3. will be given access to additional exam facilities if they are entitled to those facilities in accordance with a study contract or a decision to that effect by the board of examiners. These facilities apply if the student has registered for the exam well in advance;
4. may not consume any food during exams that last less than 150 minutes; students may consume food during exam sessions of 150 minutes or longer if this does not cause a nuisance to fellow students;

5. may only consume drinks from a resealable bottle/container;
6. must use the writing materials specified on the cover sheet (black or blue pen or lead pencil) to complete the exam;
7. must ensure that multiple-choice forms are filled in correctly and according to the instructions given by the supervisor;
8. may not copy an exam or parts thereof in any way or take the exam or its contents outside the exam venues by any other means.

### **Resources**

The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the degree course and will be listed on the exam cover sheet.
2. must ensure that resources do not have notes, etc. on them unless the exam cover sheet states that this is permitted;

### **(Suspected) irregularity**

The student:

1. will be referred to Part 2 of the degree statute (the education and examination regulations), and Part 3, chapter 2, of the degree statute (the regulations of the board of examiners) for provisions concerning irregularities or fraud, penalties for irregularities or fraud and confiscation of evidence;
2. will be permitted by the supervisor to complete the exam in the event of a reasonable suspicion of an irregularity or fraud and will sign the "Form for suspected irregularity or fraud". The student signs this form, which is filled in by the supervisor, to confirm they have seen it.

### **Handing in exam documents**

The student:

1. should check before handing in the exam script and assignment(s) whether their name, student number, class/group number and any other details requested by the supervisor are written correctly on all of the exam documents to be submitted;
2. must submit all the exam documents including used and unused note paper to the supervisor and sign the attendance list for confirmation;
3. ensures that everything is left neat and tidy before leaving the exam venue.

## **2. CODE OF CONDUCT FOR STUDENTS DURING REVIEW/DISCUSSION SESSIONS OF GRADED EXAM WORK.**

There is a code of conduct for students. In addition to general provisions, this code of conduct also contains provisions governing the conduct of students at exam venues.

These exam regulations contain additional regulations regarding the review of graded exam work, hereafter referred to as "review".

Before the review: Only students who have taken part in the exam for which review is organised may be present in the classroom.

A lecturer and a supervisor will be present during the review.

### **Behaviour**

The student:

1. follows the instructions given by the supervisor and treats him/her with respect;
2. behaves in such a way that he/she does not disturb other students at any time during the review or when entering or leaving the room in which the review takes place (hereafter referred to as the "room");
3. contacts the supervisor a.s.a.p. if anything is unclear before and/or during the review.

### **Identification and admission**

The student:

1. must show the supervisor a valid student card or other valid form of identification:
  - a passport;
  - a European identity document;
  - a Dutch driving license;
  - a valid driving license from one of the member states of the European Union or from another state that is a party to the Agreement on the European Economic Area, provided that the driving license is still valid;
  - a Dutch residence permit.

If the student cannot show a student card or a valid identification document, they will not be allowed to take part in the review/discussion.

In the case of theft or loss of ID, the student can apply for a certificate of enrolment at the Exams Office, which will give them admittance to the room. This certificate will only be issued if the student can show the original police report and/or official request to the municipal authorities for new identity documents.

2. writes his/her name on the attendance list provided by the supervisor to confirm they have participated in the review/discussion;
3. must place their valid student card or other form of identification at the top right-hand corner of the desk during the review/discussion so the supervisor can check their identity.

### **Start and resources**

The student:

1. must ensure they have a copy of their answer sheet (yellow carbon copy) for a review of a multiple-choice exam with an OMR (optical mark recognition) answer sheet;
2. may only place on the table the admitted resources listed on the review cover sheet or announced by the supervisor at the start of the review;
3. may not – unless expressly stated otherwise – have any of the following in his/her possession during the review: digital data carriers or devices with integrated digital data carrier(s), such as mobile phone, smartphone, USB flash drive, calculator, special watch, special glasses, special earphones, etc.;

4. must put their coat, scarf, hat, bags, cases, mobile phone(s), smartphone(s), digital data carrier(s) and any device with integrated digital data carrier(s) in the place specified by the supervisor;
5. must ensure their mobile phone(s), smartphone(s) or other digital data carrier(s) and any equipment with integrated digital data carrier(s) are switched off before putting them away;
6. must carefully complete all requested details on the protest form.

### **During the review/discussion**

The student:

1. may not take a toilet break during the review;
2. may not eat anything during the review;
3. may only consume drinks from a resealable bottle/container;
4. may only place one or more of the following admitted documents on the table:
  - a. assessment form
  - b. yellow carbon copy (of the multiple-choice exam with OMR answer sheet)
  - c. exam script
5. may not make any annotations or amendments to the exam script. If the student does this – even if by mistake – then this is reported to the board of examiners as an irregularity.
6. may not copy or take with them any model answers or assignments. Neither may students copy their own exam scripts and/or those of other students.
7. may not copy an exam or parts of an exam in any way or take the exam or its contents outside the exam venues by any other means.

### **(Suspected) Irregularity**

will be referred to the current regulations in Part 2 of the degree statute (the education and examination regulations) and Part 3, chapter 2, of the degree statute (the regulations of the board of examiners) for the current provisions concerning irregularities or fraud, penalties for irregularities or fraud and confiscation of evidence;

### **Submitting reviewed (graded) exam work**

The student:

1. submits all the exam documents received for review to the supervisor and sign the attendance list for confirmation of this
2. ensures everything is left neat and tidy before leaving the room

## **3. FINAL PROVISIONS**

### **Unforeseen circumstances**

In exceptional situations and cases not provided for by these regulations and in which an immediate decision is necessary, this decision will be taken by:

- a. the head of the exams office (in so far as this is within the powers of the exams office);
- b. the examiner (in so far this is within their powers);
- c. the chair of the board of examiners (in so far as this is within their powers);
- d. the supervisor, in consultation with the coordinating supervisor if it is not possible to wait until one of the above authorised people is present.

The interested parties will be informed of the decision as soon as possible.

### **Complaints and appeals concerning decisions and procedures of the exams office**

For more on this, see these HAN regulations:

- "Complaints Regulations";
- "Regulations for Legal Protection of Decisions Concerning Education".

**4. APPENDIX**

**Form for suspected irregularity or fraud**  
**Form for suspected irregularity/fraud**

**Naam surveillant** *Name of supervisor*.....

**Naam student** *Name of student*.....

**Studentnummer** *Student number*.....

**Code/naam tentamen** *Code of exam*.....

**Datum**  
*Date*.....

**Tijdstip van de vermoedelijke onregelmatigheid of fraude** *Time of suspected irregularity/fraud*.....

**Tentamenlokaal** *Exam room*  
.....

**Plaats** *Place*  
.....

**Beknopt verslag door de surveillant van het gebeurde:**  
*Brief written report of the events by the supervisor:*

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**Korte reactie van de student (je bent niet verplicht dit in te vullen, je krijgt nog de kans je verhaal te doen bij de examencommissie):**

*Brief response by the student (you are not required to fill out this form, you will still have the opportunity to tell your story to the Board of Examiners)*

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**Handtekening surveillant**  
*Supervisor's signature*.....

**Handtekening 'voor gezien' van student**  
.....  
*Student's signature to confirm they have read the form*

*De surveillant grijpt in geval van een redelijk vermoeden van een onregelmatigheid of fraude direct in. Hij laat de student onder voorbehoud het tentamen afmaken en neemt alle bescheiden in waarmee de vermoedelijke onregelmatigheid/fraude heeft plaatsgevonden. De surveillant vult dit formulier in en levert dit met alle bescheiden na afloop van het tentamen direct in bij de coördinator-surveillant. De student ontvangt een kopie van het ingevulde formulier en de flyer "Informatie voor student bij vermoedelijke onregelmatigheid of fraude tijdens het tentamen". Via het Tentamenbureau gaat het formulier vervolgens naar de examencommissie. De examencommissie neemt contact op met de student.*

*The supervisor intervenes immediately in case of a suspected irregularity or fraud. He or she provisionally allows the student to finish the exam, and seizes all documents that he or she suspects are involved in the suspected irregularity/fraud. The supervisor fills in this form and submits it to the coordinating supervisor along with all accompanying items immediately after the exam. The student in question receives a copy of the completed form and the flyer "student information in case of suspected irregularity/fraud during the exam". The form is then sent to the Board of Examiners via the exams office. The Board of Examiners will contact the student.*

## **Regulations of the Board of Examiners**

## REGULATIONS OF THE BOARD OF EXAMINERS 2020/2021

### Section 1: General Provisions

#### Article 1.1 Terms and definitions

The terms and definitions applied in these regulations are those set out in Section 1.1 of the Education and Examination Regulations.

#### Article 1.2 Status and scope of these regulations

1. These regulations contain rules about the duties and powers of the School of Applied Biosciences and Chemistry board of examiners and measures they may take in this context, as well as rules about the implementation of those measures.
2. These model regulations are adopted annually as part of the model degree statute by the Executive Board with approval from the participation council.  
The board of examiners may change paragraphs, articles and sections, provided the changes do not conflict with the degree-specific Education and Examination Regulations (EER), the HAN Student Charter or the Higher Education and Research Act (*Wet op het Hoger onderwijs en Wetenschappelijk onderzoek*, WHW).
3. These regulations were adopted by the board of examiners and apply to (the units of learning outcomes/study, exams, integrated exams and final assessments for) the Bachelor degrees: Bioinformatics, Biology & Medical Laboratory Research, Life Science and Chemistry.  
Master degree: Master of Molecular Life Sciences

### Section 2: Decision-making and Mandates, Tasks and Meetings

#### Article 2.1 Decision-making and Mandates

1. The chair of the board of examiners signs decisions by the board of examiners, unless this duty has been delegated to someone else.
2. The board of examiners can appoint a managing committee for matters concerning day-to-day affairs, a daily committee (DC). This committee is composed of the chair of the board of examiners and another member and – insofar as this position is occupied – is supported by the official secretary. The managing committee is authorised to make provisions for current matters based on a general mandate. When the DC is unable to agree on a decision, the situation will be promptly brought to the attention of the board of examiners.
3. The board of examiners can be supported in its activities by an official secretary.
4. The duties delegated by the board of examiners are listed in appendix 1 to this set of regulations. The board of examiners remains fully responsible for any duties and/or powers it delegates to others.
5. The duties delegated by or on behalf of the Institutional Board to the board of examiners are listed in an overview in Appendix 2.
6. The board of examiners ensures that it regularly receives written reports on the duties and powers that it has delegated to other persons or bodies.

## Article 2.2 Duties and Powers of the board of examiners

The board of examiners has the following duties and powers:

1. Ensuring the quality of exams and final assessments.
2. Adopting guidelines and instructions in addition to the EER about making objective, reliable, valid and transparent assessments of modular exams, integrated exams and final assessments and grading those exams.
3. Deciding to invalidate results for exams and modular exams and the corresponding ECTS credits. Also deciding on what date the validity of these exam results expires. This is only done in cases where reasoned arguments can be given showing the knowledge, understanding and/or skills are so outdated that they are no longer useful for the profession.
4. Deciding on student requests for exemptions. If a decision is later shown to be based on incorrect evidence submitted by the student, the board of examiners is authorised to withdraw the decision.
5. Deciding that certain previously passed exams and modular exams, certificates and other declarations, diplomas and certificates entitle a student to exemptions for one or more exams and/or modular exams. An overview of designation orders for groups of students can be found in Appendix 3 of these regulations.
6. Determining further rules and regulations regarding possible fraud and/or irregularities on the part of students, prospective students or external students, including any measures to be taken.
7. Adopting policies and rules about how the duties and powers should be performed as described in paragraphs 1, 2, 3, 4 and 5.
8. Ensuring the quality of the organisation of exams and final assessments.
9. When establishing guidelines and instructions as specified in paragraph 2, protocols are used for assessing (final) projects that meet national requirements as far as possible.
10. Appointing examiners and head examiners to administer exams and integrated exams and to determine the results of those exams. The board of examiners sets guidelines about appointing and assigning tasks to examiners for each exam format.
11. Terminating the appointment of examiners.
12. Making proposals to the Administrative Board to end the enrolment of a student at serious fraud.
13. Advising the Executive Board on the discontinuation of a student's enrollment in a degree course as a consequence of the student's behavior in relation to future professional practice.
14. Deciding in the event of a suspicion that a student has committed irregularities and/or fraud and, if necessary, taking measures in that regard, in accordance with the regulations of the board of examiners as laid down by the board of examiners.
15. Deciding on a student's request to take a minor in accordance with the EER.
16. Deciding which HAN minors are approved as minors for the degree certificate. The overview of these HAN minors approved by the board of examiners can be consulted via the online environment of the board of examiners under overviews:  
<https://work.han.nl/sites/InstituutABC/examen/SitePages/Introductiepagina.aspx> and on #OnderwijsOnline under the tile 'ITBC minors'.

17. Deciding on a student's request for an extra opportunity to take an exam or modular exam.
18. Deciding on student requests to take an exam for a unit of study independently of the standard programme.
19. Deciding on a student's request to take exams and modular exams for the final bachelor assessment before they have passed the final propaedeutic assessment.
20. Deciding on a student's request to take units and complete exams and modular exams contrary to the applicable entry requirements.
21. Deciding on a student's request to take exams and modular exams in a different format from what is stipulated in the education and examination regulations.
22. Deciding on a student request, based on a functional disability or chronic illness or other condition such as pregnancy, to take exams and modular exams in an adapted format.
23. Deciding on a student's requests for an oral exam to be closed to the public. The board of examiners may also decide (in principle) to close certain exams to the public without the student's request in cases where there are special reasons such as company confidentiality during a graduation meeting.
24. Issuing documentation, module certificates and declarations.
25. Contributing to the formulation of the exam policy for the degree programme or group of degree programmes.
26. Advising the dean on the education and examination regulations.
27. Awarding a certificate as proof of passing a final assessment once the Executive Board has declared that the procedural requirements for issue have been met.  
The requirements for receiving a degree are that:
  - a) the student is enrolled at HAN University of Applied Sciences;
  - b) the tuition fees have been paid;
28. Deciding whether or not to grant student requests for postponement of certification.
29. Issuing a statement of successfully completed exams, at the request of a student, in cases where the student has successfully completed more than one exam and to whom a certificate as referred to in article 7.11 paragraph 2 of the Act cannot be issued.

### Article 2.3 Board of examiners meetings

1. The board of examiners shall meet at least 10 times a year.
2. The meetings of the board of examiners are scheduled in such a way that they concur with the scheduling cycles of the degree course(s) and the school.
3. The board of examiners decides by a simple majority of votes.
4. If the votes are equally divided, the chair has the deciding vote.
5. At each meeting, the board of examiners ratifies decisions taken in the intervening period by the daily committee based on its general mandate regarding day-to-day affairs, as well as any other decisions taken based on delegated duties/powers.
6. The official secretary to the board of examiners ensures that a report is drawn up of every meeting. The report is adopted at the next meeting. The report includes a list of decisions made during the meeting.
7. The official secretary to the board of examiners ensures that the dean and any other members of the board of examiners receive a copy of the final report as soon as possible.

8. The official secretary to the board of examiners ensures that the final, anonymized reports of the meetings can be viewed digitally by lecturers/students/professors and others from the degree course concerned.

#### Article 2.4 Joint meeting of the dean and board of examiners

1. The board of examiners meets with the dean two times per academic year.

### Section 3: Quality assurance of exams, final assessments and organisation

#### Article 3.1 Ensuring the quality of exams

1. The board of examiners is responsible for ensuring the quality of exams.
2. The board of examiners will check if the guidelines and instructions as referred to in Article 3.2 are observed in practice and result in high-quality exams.
3. The board of examiners offers suggestions for improvements where needed.
4. Each year, the board of examiners prepares a monitoring plan / quality control plan to ensure the validity, reliability, feasibility and transparency of exams. This plan can be consulted via the annual report of the board of examiners.

#### Article 3.2 Guidelines and instruction for exams

1. Exams and modular exams are administered and graded by examiners and head examiners appointed by the board of examiners.
2. The examiners and head examiners examine and assess the exams and modular exams based on the criteria listed in the EERs and the guidelines and instructions adopted by the board of examiners.
3. The board of examiners adopts guidelines and instructions regarding:
  - the construction of exams; These can be consulted via the online environment of the board of examiners under the rules for decisions and points of attention: <https://work.han.nl/sites/InstituutABC/examen/SitePages/Introductiepagina.aspx>
  - the administering of exams; These can be consulted via the online environment of the board of examiners under the rules of decisions and points of attention, via the testing policy plan and via the educational descriptions in the EER of this study programme charter.
    - Extension of the examination time is not permitted for practical tests. The speed of action is part of the assessment.
  - the assessment and adoption of the result of exams. These can be consulted via Article 3.3 of these regulations, the online environment of the board of examiners under the rules of decisions and points of attention, via the testing policy plan and via the educational descriptions in the EER of this study programme charter.

### Article 3.3 Ensuring the quality of final assessments

1. The board of examiners is responsible for ensuring the quality of the final assessments. They adopt and follow a policy for this.
2. The board of examiners regularly inspects whether the entirety of exams test all of the intended exit qualifications.
3. The board of examiners determines whether a student has the knowledge, understanding, skills and (if relevant) attitude, as described in the EER, required for obtaining a degree. The board of examiners will also determine whether a judgement is awarded. To this end, the board of examiners uses a (graduation) protocol that can be consulted via the online environment of the board of examiners, subject to rules on decisions and points of attention.
4. The board of examiners is authorised to administer their own further investigation/exam to reach a careful decision about the matters outlined in the previous paragraph.
5. The board of examiners periodically reviews the quality of final graduation projects. The board of examiners may have these reviewed by other persons, who then submit a report to the board of examiners.
6. The board of examiners will prevent the undue awarding or withholding of study credits by examiners by:
  - The partial examination and the answer model are made and evaluated by 2 examiners or an assessment form belonging to the course unit description is used (Chapter 9 EER).
  - The test is assessed on the basis of the response model.
  - The Assessment Committee randomly tests modular exams with the corresponding answer model. When in doubt, the modular exam is assessed by the board of examiners.
  - The assessment of a modular exam and the establishment of the grade takes place according to the assessment criteria described in the course unit descriptions (Chapter 9 EER) by the indicated examiners.
  - The exam grade is calculated automatically by the formula according to the weighting as described in the assessment programme.

### Article 3.4 H Ensuring the quality of the organisation and procedures around exams and exams

1. The board of examiners is responsible for ensuring the quality of the organization and procedures regarding exams and final assessments.
2. The board of examiners shall ensure compliance with the directives and guidance on the decrease in examinations as set out in article 3.2 paragraph 3. The board of examiners meets periodically with the exams office about this and if needed also with the school board.

### Article 3.5 External validation of the quality of final assessments

The board of examiners ensures that the quality of the final assessment is validated by external parties by the following measures:

- degree programme and school-wide examination;
- implementing a joint protocol for assessing final graduation projects;
- hire of external experts to assist in preparing exams and assessment procedures;
- hires external experts to assess exam results;
- hire of external supervisors to monitor the quality of the assessment of final graduation projects;

## Section 4: Appointment and expertise of examiners

### Article 4.1 Appointing examiners and expertise of examiners

1. The board of examiners appoints (external) examiners to construct, administer, assess and grade exams. If there is more than one examiner for an exam or modular exam, the board of examiners also appoints a head examiner.
2. Depending on their role in the exam process, examiners and head examiners are experts in their subject field and possess the necessary knowledge and skills to prepare exams, set out methods and standards for assessing exams, organise examinations and analyse the results of exams based on guidelines and criteria for reliable, valid and transparent examinations and assessments. For examiners of written tests in the English Life Sciences variant of the Biology and Medical Laboratory Research programme, in the English Chemistry variant of the Chemistry programme or other written tests taken in English, they must at least have the Cambridge certificate C1 (CAE) or be proficient in English at an equivalent level. For the assessment of professional products and practical work is a minimal command of the English language required, equivalent to the Cambridge certificate B2.
3. The board of examiners promotes the adequate expertise of the examiners. If necessary, the board of examiners can ask the dean to take the necessary measures to facilitate the professional development of examiners.

As a way of ensuring the expertise of examiners and head examiners, the board of examiners has a profile they use when appointing examiners. The profiles can be consulted via the online environment about Roosterzaken: <https://work.han.nl/sites/InstituutABC/SitePages/Roosterzaken.aspx>

- Teachers can be appointed examiner of written tests and 1st examiner of graduation assignments if they have been employed for at least one year and have at least obtained the Basic Examination Qualification (BKE), the course Pedagogical/Basic-Didactical Competence (PDB/BDB) or Basic Qualification Education (BKO) or an equivalent programme. The 1st examiner of the graduation project must also have completed a relevant Master's programme.
- Teachers who have been employed for less for one year and / or (external) teachers who do not meet the profile for examiners may only under the supervision of an examiner who has pedagogical knowledge and skills drafting and reviewing written tests. In the joint assessment of written examinations, at least 50% of the lecturers who assess must have obtained their BKE.
- Teachers can be appointed as 1<sup>st</sup> examiner of the internship if they have been employed for at least 1 year and have completed a relevant Bachelor program. In the first year of employment, teachers can only be appointed as 2nd examiner of the internship.

- Teachers can be appointed as 2nd examiner of the graduation project if they have been employed for at least 1 year and have completed a relevant Master's programme.
- 4. Examiners are appointed for one or more specific programme components (unit of learning outcomes, unit of study, exam or modular exam, phase, specialisation) and for a specific period.
- 5. The board of examiners informs examiners about their appointment and the profile description used.
- 6. If necessary, examiners and other parties involved may be heard by the board of examiners and asked to provide the board with specific information and/or advice.
- 7. If requested, examiners must be able to provide the board of examiners with materials for evaluating the quality of exams, assessment methods and assessment results (such as learning outcomes, test plans, test matrices, answer keys, assessment schemes, assessment criteria for assignments, the actual exams and/or assignments, the exam results and the analysis of the results).
- 8. If an examiner does not meet – or no longer meets – the required level of expertise, the board of examiners is authorised to revoke that examiner's appointment.

## Section 5: Further rules for decisions regarding individual students

### Article 5.1 EER as model document

The EER contains model stipulations regarding exams, modular exams, minors, integrated exams, assessment criteria, exemptions, exams and modular exams taken independently of the standard programme, language proficiency, extended study load, study recommendations and studying with a functional disability, chronic illness or other special condition such as a pregnancy.

### Article 5.2 Article 5.2 Further rules regarding exemptions from exams and modular exams

1. The procedure for requesting and granting exemptions for the bachelor degree programme is as follows:
  - The student must submit a written request for exemption from taking a (modular) exam/assessment or making a pathway independent (modular) exam/assessment-including the associated evidence - directly to the board of examiners.
  - The board of examiners may consult examiners or an external expert in order to come to a decision.
  - The board of examiners decides within 20 working days over the submitted request and informs and justifies this decision in writing to the student.
  - If the exemption is granted or a learning pathway-independent exam is assessed as satisfactory or higher, the board of examiners ensures registration of the exemption or the assessment rating in the automated student information system.
2. The procedure for requesting and granting exemptions for the master degree programme is as follows:
  - Please send your completed form Request for Exemption (found at the Onderwijsonline site of the degree programme) to

[Examencommissie.ATBC@han.nl](mailto:Examencommissie.ATBC@han.nl). You will receive an e-mail confirmation that the request will be processed within 15 working days. The written decision will follow as soon as possible after this meeting. The procedure describe above for requesting an exemption from the board of examiners is the regular procedure.

- There is another, shorter procedure. You submit your request for exemption to the programme of study, the programme of study will then contact the board of examiners. Contact your degree programme for more information; see also the information in this degree statute/EER about whether the student can be granted an exemption and based on which knowledge, skills and background.
  - If the exemption is granted or a learning pathway-independent exam is assessed as satisfactory or higher, the board of examiners ensures registration of the exemption or the assessment rating in the automated student information system.
3. Designation decisions which offer the prospect of exemptions for special target groups (e.g. as part of an abridged programme), can be found in Appendix 3.

Article 5.3 Further rules on studying with a functional disability, chronic illness or with some other special condition such as pregnancy.

1. If the student requires non-standard facilities relating to examination, the senior study advisor submits the request on behalf of the student to the board of examiners.
2. The study career coach or senior study career coach advises the board of examiners about the request and is responsible for the communication about the required measures. He/she also ensures that the measures are implemented in an effective manner and that the special facilities approved by the board of examiners are recorded in an agreement.

Article 5.4 Further rules regarding flexible minors

1. The board of examiners will request documentation from students for passed exams that were approved by the board of examiners for a flexible minor. This documentation may comprise a certificate, a statement or other documents showing the student passed the approved exam.
2. The documentation will be archived by the board of examiners.
3. After the board of examiners has received the documentation, the board will record the results of the exam or the exams for the flexible minor in the HAN student information system.
4. For a free minor of 30 credits consisting of non-foundation year subjects at university (WO) level, a fail mark (4.0 or higher) may be obtained for a maximum of 6 credits. The weighted average result of the examination results should be 5.5 or higher to complete the free minor successfully.

Article 5.5 Further rules for the Bachelor's examination

1. Students who want to pass the Bachelor exam register online via Insite. In addition, after the deadline, the board of examiners checks whether there are any other students who are eligible for

the Bachelor's exam, but who have not registered. These students will also be discussed in the next exam meeting.

## Section 6: Irregularity and fraud in (modular) examinations

### Article 6.1 Definition of irregularities and fraud

1. An irregularity is defined as "any action or omission by an interested party in which they either intentionally or unintentionally give the wrong impression of their own or one or more other interested parties' knowledge, understanding, skills and attitude."
2. Fraud is defined as "any action or omission of which the interested party knew or should have known that this action or omission made it partly or wholly impossible to form a correct judgement of their or someone else's knowledge, understanding and (if relevant) attitude. And/or intentionally influencing (components of) the exam or exemption awarding process with the purpose of influencing the results of the exam or modular exam or decision about exemption or with the purpose of obtaining a different result for the exam or modular exam or request for exemption."
3. The following situations are in any case considered to be an irregularity or fraud:
  - a) intentionally or unintentionally submitting work in a portfolio and/or presenting or submitting work as a group's or an individual's own work (such as a thesis, project, assignment or other written piece for submission), while it was wholly or partly copied or created by the student in unauthorised collaboration with one or more other students; This also includes the following rules:
    - i paraphrasing the content of someone else's texts with insufficient references;
    - ii using or copying someone else's texts, data or ideas without providing the complete and correct references;
    - iii unclearly indicating in your text, for example without quotation marks or some other formatting, that the text has literally been copied from another author, even if you have provided the right references;
    - iv submitting text you have previously already submitted or that is comparable to what you have previously submitted for assignments or other exam components;
    - v submitting other types of written pieces acquired from a commercial institute or that have been written by someone else (whether or not for a fee);
    - vi not or barely contributing to a (group) assignment, but placing or having someone else place your name under the (group) work.
  - b) allowing exam questions and/or answers to be disclosed or obtaining knowledge of these during and/or before the exam sitting;
  - c) aiding or assisting another student in a way that gives in an incorrect impression of that other student's knowledge, understanding and/or skills;
  - d) seeking and/or receiving aid or assistance from a fellow student or other person in a way that gives an incorrect impression of the student's knowledge, understanding and/or skills;

- e) obtaining access to resources that are not permitted during an exam;
- f) using permitted resources during an exam that contain unauthorised notes and/or additions (e.g. margin notes or notes or additions on separate pieces of paper);
- g) leaving the exam room and returning to the room during an exam without explicit permission;
- h) leaving the exam room with the completed exam or part of it, also in cases when that answer sheet is subsequently handed in to the supervisor or their substitute;
- i) making changes to a completed exam already submitted to an examiner or a written exam or integrated exam already assessed by the examiner;
- j) sitting an exam under someone else's name, or having another person sit an exam for you;
- k) violating the rules that apply to reviewing and discussing marked exams;
- l) any other matters or incidents which the board of examiners sees as constituting an irregularity.

#### Article 6.2 Confiscation of evidence

In the event of a reasonable suspicion of an irregularity or fraud, the examination committee, (principal) examiner and those involved in the examination on behalf of the school board are authorised to confiscate any material that may serve as evidence of the irregularity or fraud. After the decision of the board of examiners as referred to in article 6.5 has become final and conclusive, the board will return the confiscated materials to the student.

#### Article 6.3 Measures taken in the event of fraud and irregularities

1. The board of examiners may impose one or more of the following measures if a student commits an irregularity or fraud during any part of an exam or modular exam:
  - a) giving a written warning;
  - b) giving a written reprimand;
  - c) invalidating an administered exam and the exam result if the board of examiners is unable to guarantee the quality of that exam due to the irregularity or fraud. If an exam is invalidated, this will lead to an exam result of 0;
  - d) withholding a student's degree certificate (if the irregularity or fraud is not discovered until after an exam has taken place);
  - e) deciding the degree certificate can only be awarded after the student has retaken an exam in a manner, on a date and at a time to be decided by the board of examiners (if the irregularity or fraud is not discovered until after the exam has taken place);
  - f) revoking the degree certificate after it has been issued (if the serious fraud was not discovered until after the certificate was issued to the student).
2. In the event of an irregularity or fraud, the board of examiners may deny a student access to one or more exams for a period not exceeding one year;
3. In the event of serious fraud, the board of examiners may recommend that the Executive Board terminate the student's enrollment for the degree course concerned.

4. If, in the opinion of the examination board, an examination taken does not meet the quality criteria for testing as a result of an irregularity or fraud committed by a person other than the student, the examination board may decide to declare (part of) the examination and/or the examination result invalid. Invalidating a past exam leads to the exam results being annulled or not being awarded. Students affected by this are offered the opportunity to redo the exam (or part of the exam) concerned.

#### Article 6.4. Hearing the student, the reporter of the irregularity and any third parties

1. The board of examiners will notify a student immediately, if possible orally but always in writing, of any reported irregularity or fraud involving that student at an exam.
2. The student will be given the opportunity to be heard by the board of examiners before a final decision is made.
3. If the student wishes to be heard, they need to make this known in writing within eight working days of the date on which he or she was notified of the opportunity to be heard.
4. The student must be heard no later than 10 working days after receipt of their request.
5. The board of examiners can hear the person who reported the irregularity and any third parties before making a final decision on the irregularity or fraud.
6. Before the hearing takes place, the student is informed of their right not to answer the questions posed by the board of examiners.
7. Any third parties brought along by the student may not be refused. They are permitted to be present as an observer.

#### Article 6.5 Announcement of decision

1. If the student does not respond in writing within 8 working days of being informed about the possibility to be heard, the board of examiners will presume that the student does not wish to be heard. After expiry of this period, the board of examiners will inform the student in writing of the decision or proposal/recommendation to the Executive Board within 10 working days.
2. If the student, reporter or any third parties are heard, the board of examiners will inform the student in writing within 10 working days after the hearing of the decision or of a proposal/recommendation to the Executive Board.

### Section 7: Degree certificate and diploma supplement

#### Article 7.1 EER as model document

1. The EER stipulates model provisions with regard to units of learning outcomes / units of study<sup>1</sup>, exams and degree certificates.

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<sup>1</sup> This should be read as 'units of learning outcomes' for modules that are part of the experiment and 'units of study' for modules that are not yet included in the experiment or for the full-time degree format.

2. The board of examiners uses the formats for degree certificates, diploma supplements and other certificates adopted by the Executive Board and when awarding certificates <sup>2</sup>follows the principles and procedures set out in the notes of that decision.
3. After the examination committee has determined that the bachelor or master examination has been passed, a student may submit a request to have his certificate handed over earlier than at the established moments. The board of examiners will grant this request, and the student needs to take into account a processing period of at least 10 working days.

#### Article 7.2 Translation of degree certificate

For translations, graduates can contact a certified translator at their own expense (see: [www.ngtv.nl](http://www.ngtv.nl)). All costs for the translation are to be paid for by the student.

### Section 8: Annual report of the board of examiners

#### Article 8.1 Annual report of the board of examiners and dean

1. Each year in November, the board of examiners writes a report on its activities during the previous academic year and sends this to the Executive Board and dean.
2. The board of examiners makes use of the guidelines for the annual report.
3. The relevant school manager receives a copy of the annual report.

### Section 9: Final provisions

#### Article 9.1 Unforeseen circumstances

Matters not provided for by these regulations in which an immediate decision is needed will be decided on by the chair of the board of examiners, provided that doing so falls within the powers of the chair. The chair will communicate their decision to all interested parties as soon as possible.

#### Article 9.2 Complaints and appeals concerning decisions and procedures of a board of examiners

1. A student can submit an appeal to the Examination Appeals Board against a decision made by the board of examiners or an examiner within 6 weeks after this decision was announced. The procedure is outlined in the 'Regulations for Legal Protection of Decisions Concerning Education' in the HAN Student Charter.
2. Every decision taken by the board of examiners or individual examiner contains a remedy clause. This clause stipulates at least the following:
  - a. an appeal must be made within six weeks of the date of the decision;

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<sup>2</sup> Last adopted version: Executive Board decision 2019/1533. Always check if a more recent version has been adopted.

- b. an appeal can be lodged with the Examination Appeals Board;
  - c. The correct and current address details of the Examination Appeals Board;
  - d. a reference – for more information – to the ‘Regulations for Legal Protection of Decisions Concerning Education’ of the HAN Student Charter.
3. If a student wants to file a complaint against an examiner or member of the board of examiners, they can consult the procedure set out in the complaints regulations of the HAN Student Charter.
  4. If a complaint or appeal concerns a member of the board of examiners, this member of the board of examiners does not take part in processing the complaint or appeal on behalf of the board of examiners.

#### Article 9.3 Adoption, effective date and amendments

1. These regulations were adopted by the ATBC board of examiners on 28 May 2020 and will take effect from 1 September 2020.
2. These regulations replace the Regulations of the ITBC board of examiners that were adopted on 26 April 2019.
3. These regulations will be made available to the students and staff of the degree programme(s) as referred to in article 1.2 paragraph 3 of these regulations by inclusion in the Degree Statute.
4. Amendments to these regulations can be made by the board of examiners in the form of separate decisions. Amendments during the current academic year will be made only if this is necessary for the protection of students’ interests.
5. Amendments to these regulations may not have any adverse impact on decisions that were made earlier by the board of examiners and were made based on these regulations.

Nijmegen, 28 May 2020



On behalf of the examination board C. H. Smit, chairman

### Appendix 1: Duties delegated by the board of examiners

Overview of duties delegated by the board of examiners (by board of examiners – mandate giver – mandate decision(s) taken)

	Duties delegated by the board of examiners	Mandated body, or job title or specific duties of the mandated staff member,	
1	approve or disapprove of a student to follow a Free Minor, i.e. a minor from another HBO institution or university	daily committee consisting of chairman and (vice-) secretary	
2	contrary to the main rule, grant a student access to take examinations of the final examination before the propaedeutic examination has been passed successfully		
3	decides on handling of irregularities of modular exams/assessments.		
4	draw up an amicable settlement/rejection in the event of objections by students submitted to the Examination Appeals Board.		
5	decide on individual exemption requests of students;		
6	deciding on requests for special learning pathways and examinations that are independent of the learning pathway		
7	provide examiners with further guidelines and instructions on the assessment of the person taking the examination and on the determination of the results of the examinations		
8	decides to offer a student an extra (third) opportunity to take a modular exam/test;		
9	decide whether the student has access to an examination		
10	decides on the request of (senior) study coach (on behalf of student) regarding extra exam facilities (relating to taking part exams)		
11	decides on other special requests of students;		
12	establishing of overview of successfully completed exams		
13	to continuously monitor and promote the quality of examinations.		ATBC Assessment committee
14	continuously monitor and promote the competence of examiners.		
15	hear the student before a binding negative study advice is issued by the board of examiners. The hearing will be communicated to the board of examiners during the examination meeting of the foundation year phase when the study advice is adopted.	Study Coach.	
16	giving permission for a student to follow a certified HAN minor. The list of approved HAN-minors can be found at #OnderwijsOnline under content - ATBC-minors.		

Note:

- The mandate will remain valid unless revoked by the board of examiners and as long as the mandated person remains employed by HAN and performs the duties specified above.

- Unless otherwise explicitly stated, those mandated are not authorised to further delegate these duties.

Nijmegen, 28-5-2020

A handwritten signature in blue ink, appearing to be 'C.H. Smit', written over a light blue grid background.

board of examiners C.H. Smit, chairman

## Appendix 2: Duties delegated to the board of examiners by or on behalf of the Institutional Board

### Overview of duties delegated to the board of examiners

	Duties delegated to the board of examiners
1	Granting the degree of Bachelor of Science
2	issuing the foundation year study advice. The exception to this is the binding negative study advice.
3	the declaration at the written request of a student and/or the management of a university masters course that the student is registered at the relevant Higher Vocational Education bachelor course and the expectation when this student will have taken the final examination of this course successfully.

#### Note:

- The mandate will remain valid unless revoked and as long as the mandated party remains employed by HAN and performs the duties specified above.
- Unless otherwise explicitly stated, those mandated are not authorised to further delegate these duties.

## Appendix 3: For the right to specific exemption(s) for previously obtained (partial) examinations, certificates and other statements, diplomas and certificates

### Abridged learning route decision MLO 2020-2021

For the academic year 2020-2021, the exam committee of the School of Applied Biosciences and Chemistry has decided that students with an MLO diploma may participate in an abridged route. Students are not required to take the abridged route, and are free to choose for the regular 4-year degree programme.

The board of examiners shall grant students who participate in the shortened registration route access to one or more parts of the final examination, before they have successfully completed the foundation year examination of the selected programme of study.

As soon as students with an MLO degree enter the abridged programme, they are granted exemption for the examinations belonging to OWE LS1b and OWE LS2b (Practical and Tutor) and OWE LS1c and LS2c (Basic Theory BML and C) and the mini internship (LS4T).

Students participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that OWE LS1a and LS2a (General skills) have been completed and master the professional tasks of OWE3 and OWE4 (LS3KPT/CH3KPT and LS4KPT/CH3KPT), including the general higher professional education competencies, at level 1 by passing the examinations associated with them:

- a. course unit 3 and course unit 4.

or

- b. course unit LS5A2 or LS6A2 (professional competencies semester 2)  
and  
Course unit LS5B (Molecular and biochemical research practical) or Course unit LS6B (interaction between human plant and micro-organism practical)  
and  
Course unit LS5C (Molecular and biochemical research theory) or Course unit LS6C (interaction between human plant and micro-organism theory) from the second year of the study Life Science programme (level 2).

After earning LS5A2/LS6A2 and LS5C/LS6C, exemption shall be given for LS3K, LS4K, LS3T and LS4T. After earning LS5B/LS6B, exemption shall be given for LS3P and LS4P.

or

- c. course unit CH6K, CH6-8Po (or CH5-7Po), CH6T (or CH8T) and course unit CH5K, CH5-7Pa (or CH6-8Pa), CH5T from the second year of the full-time course in chemistry (level 2) and the general higher professional education competences level 1. Course unit CH6K gives exemption for CH3K, CH6-8Po (or CH5-7Po) gives exemption for CH3P and CH6T (or CH8T) gives exemption for CH3T. Course unit CH5K gives exemption for CH4K, CH5-7Pa (or CH6-8Pa) gives exemption for CH4P and CH5T and the higher professional education competence card gives exemption for CH4T.

or

- d. Module A (level 2), the general higher professional education competences level 1, and LS1 of the part-time chemistry programme.

LSC1b, LS1c and LS2b, LS2c are introductory courses in which basic theory and basic skills are discussed. This basic theory and skills have already been discussed at the MLO.

A comparison of the competencies of the foundation year phase (level 1) in the competency profile of the Chemistry programme or the Life Science/Biology and Medical Laboratory Research programme shows that the competency development in Course unit 1b/1c and 2c/2c is a continuation of the competency development in Course unit 2, both in terms of knowledge and skills. In the document 'Relationship between competencies and modular examinations level I' that was made for both the Chemistry programme and the Life Science/ Biology and Medical Laboratory Research programme, it has been made clear that the competencies and corresponding indicators of level 1 that are tested in course unit 1b/c and 2b/2c are also tested in course unit 3 and/or 4 of the Chemistry programme or the Life Science/Biology and Medical Laboratory Research programme.

A comparison of the competencies at level 1 and level 2 in the competency profile of the Chemistry programme and the Life Science/Biology and Medical Laboratory Research programme shows that the competency development in the second year (level 2) covers that of the first year (level 1). The documents 'Relationship between competencies and part examinations level I' and 'Relationship between competencies and part examinations level II', which were made for both the Chemistry programme and the Life Science/Biology and Medical Laboratory Research programme, show that all competencies with their corresponding indicators at level 1 and level 2 are tested in the part examinations of year 1 and year 2 respectively.

Based on this, the board of examiners has decided that for a student with an MLO diploma, if he can demonstrate that he has passed an examination for an course unit at a higher level (level 2), he has also demonstrated that he has mastered this examination for an course unit at a lower level (level 1).

This regulation for students with an MLO diploma has been drawn up because years of experience have shown that if these students meet the conditions (see above) it is quite possible to obtain the course units from the second year without first having done the course units from the first year, due to the extra knowledge and skills gained during their MLO training. If participation in the abridged route proves to be too difficult, it will be possible to return to the first year of study and to participate in course unit 3 and course unit 4 in the semester 2.

Nijmegen, 28-5-2020



C.H. Smit, Chair, board of examiners ATBC

### Decree on the abridged learning route for VWO, HBO or WO 2020-2021

For the academic year 2020-2021, the board of examiners of the School of Applied Biosciences and Chemistry has decided that students with a VWO diploma may participate in a abridged route. Students with obtained credits from a related HBO or WO study programme may also participate in this abridged route. Students are not required to take the abridged route, and are free to choose for the regular 4-year degree programme.

The board of examiners shall grant students who participate in the shortened registration route access to one or more parts of the final examination, before they have successfully completed the foundation year examination of the selected programme of study.

As soon as students with a VWO diploma enter the abridged programme, they will receive an exemption for the partial exams in lab calculation (LS1a-Klab and LS2a-Klab) for a qualification 7 or more for chemistry on the VWO diploma and an exemption for the modular exams in mathematics (LS1a-Kwis and LS2a-Kwis) for a qualification 7 or more for mathematics B on the VWO diploma. In the case of students with a HBO or WO study programme, the board of examiners will assess whether the examinations obtained with the related study programme lead to an exemption from the partial examinations for lab calculations and/or mathematics.

Students participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that LS1a and LS2a have been completed and master the professional tasks of OWE3 and OWE4 (LS3KPT/CH3KPT and LS4KPT/CH3KPT), including the general higher professional education competencies, at level 1 by passing the examinations associated with them:

- a. course unit 3 and course unit 4. After completion of OWE3 and OWE4, exemption is granted for OWE LS1b/LS1c and LS2b/LS2c.

or

- b. course unit LS5A2 or LS6A2 (professional competencies semester 2)  
and  
Course unit LS5B (Molecular and biochemical research practical) or Course unit LS6B (interaction between human plant and micro-organism practical)  
and  
Course unit LS5C (Molecular and biochemical research theory) or Course unit LS6C (interaction between human plant and micro-organism theory) from the second year of the study Life Science programme (level 2).

After earning LS5A2/LS6A2 and LS5C/LS6C, exemption shall be given for LS3K, LS4K, LS3T and LS4T. After earning LS5B/LS6B, exemption shall be given for LS3P and LS4P. After completion of course 3 and course 4, exemption shall be granted for LS1b/LS1c and LS2b/LS2c.

or

- c. course unit CH6K, CH6-8Po (or CH5-7Po), CH6T (or CH8T) and course unit CH5K, CH5-7Pa (or CH6-8Pa), CH5T from the second year of the full-time course in chemistry (level 2) and the general higher professional education competences level 1. Course unit CH6K gives exemption for CH3K, CH6-8Po (or CH5-7Po) gives exemption for CH3P and CH6T (or CH8T) gives exemption for CH3T. Course unit CH5K gives exemption for CH4K, CH5-7Pa (or CH6-8Pa) gives exemption for CH4P and CH5T and the higher professional education competence card gives exemption for CH4T. After passing Course 3 and Course 4, exemption is granted for LS1b/LS1c en LS2b/LS2c..

or

- d. Module A (level 2), the general higher professional education competences level 1, and BKCH (or LS1) of the part-time chemistry programme. After passing Course 3 and Course 4, exemption is granted for LS1b/LS1c and LS2b/LS2c.

A comparison of the subject matter of mathematics and lab calculations (course unit 1a/1b) with the contents of the Mathematics B and Chemistry VWO 2015 exam programme shows that the exemption of the mathematics and labeling part examinations is justified.

A comparison of the competencies of the propaedeutic phase (level 1) in the competency profile of the Chemistry programme or the Life Science/Biology and Medical Laboratory Research programme shows that the competency development in Course unit 3 and 4 is a continuation of the competency development in LS1b/LS1c and LS2b/LS2c, both in terms of knowledge and skills. In the document 'Relationship between competencies and modular examinations level I' that was made for both the Chemistry programme and the Life Science/ Biology and Medical Laboratory Research programme, it has been made clear that the competencies and corresponding indicators of level 1 that are tested in LS1b/LS1c and LS2b/LS2c are also tested in course unit 3 and/or 4 of the Chemistry programme or the Life Science/Biology and Medical Laboratory Research programme.

A comparison of the competencies at level 1 and level 2 in the competency profile of the Chemistry programme and the Life Science/Biology and Medical Laboratory Research programme shows that the competency development in the second year (level 2) covers that of the first year (level 1). The documents 'Relationship between competencies and part examinations level I' and 'Relationship between competencies and part examinations level II', which were made for both the Chemistry programme and the Life Science/Biology and Medical Laboratory Research programme, show that all competencies with their corresponding indicators at level 1 and level 2 are tested in the part examinations of year 1 and year 2 respectively.

On this basis, the board of examiners has decided that for a student with a VWO diploma, or examinations obtained at a related HBO or WO study programme, if he can prove that he has passed an examination belonging to an course unit at a higher level (level 2), he has also demonstrated that he has mastered this examination belonging to an course unit at a lower level (level 1).

This regulation for students with a VWO diploma has been drawn up because years of experience have shown that if these students meet the conditions (see above) it is quite possible to obtain the course units from the second year without first having done the course units from the first year, due to the extra knowledge and skills gained during their VWO study. If participation in the abridged route proves to be too difficult, it will be possible to return to the first year of study and to participate in course unit 3 and course unit 4 in the semester 2.

Nijmegen, 28-5-2020



C.H. Smit, Chair, board of examiners ATBC

### Abridged learning route Bonn-Rhein-Sieg 2020-2021

For the academic year 2020-2021, the board of examiners of the Institute of Applied Biosciences and Chemistry has decided that students who have completed the first two years of the three-year Bachelor's programme at the Hochschule Bonn-Rhein-Sieg may enter the third year of the Life Science variant of the Biology and Medical Laboratory Research programme, graduating in Biomedical Research with a compensation programme for HBO competencies (level 2). They are also given the opportunity to complete the internship (course unit LS11) by means of an independent examination.

The compensation program consists of following the workshops Professional skills where Conversation and feedback skills and Conflict management are discussed and the workshop Applying for internships / jobs. During the study coaching programme the students are guided in writing a POP and reflection reports. If a student has already arranged an internship during his study at BRS, an exemption can be requested from the board of examiners for the Applying for internships/jobs workshop.

The compensation programme is sufficiently completed if the student

- 2 has sufficient assessments on the HBO competency card (LS5A2-HBO or LS6A2-HBO) for chairman including agenda.
- 2 has satisfactory assessments on the HBO competency card (LS5A2-HBO or LS6A2-HBO) for minutes.
- 2 POPs, one at the beginning and one at the end of the first semester.
- 2 performance reviews (LS5A1-FG1, LS6A2-FG2 or LS6A1-FG1, LS5A2-FG2) and concluded with a reflection report.
- The workshops, Professional skills 1, 2 and 3 (LPO-PS1, LPO-PS2, LPO-PS3) and Applying for internships/jobs (LS5A1-LPO-JA) have been sufficiently completed.

The document 'Argumentation Double Degree LS - Applied Biology H BRS\_revised January 2019' compares the competence development and knowledge development of the regular Life Science students and the double degree students of Hochschule Bonn-Rhein-Sieg.

Only the 2nd year of the Life Science/Biology and Medical Laboratory Research programme programme was compared because a comparison of the competences at levels 1 and 2 in the competence profile of the programme shows that the competence development in the second year (level 2) covers that of the first year (level 1). In the documents 'Relationship between competencies and part examinations level I' and 'Relationship between competencies and part examinations level II', which were made for the Life Science/Biology and Medical Laboratory Research programme, it has been made clear that all competencies with their corresponding indicators at levels 1 and 2 are tested in the part examinations of year 1 and year 2 respectively.

On the basis of the above, the examination committee has decided to grant these students exemption from the propaedeutic exam and the minor upon registration. After sufficient completion of the compensation programme, exemptions will be granted for the course units LS5A1, LS5B, LS5C, LS6A2, LS6B and LS6C or in case of mirroring of education for the course units LS5A2, LS5B, LS5C, LS6A1, LS6B and LS6C.

The aim of the internship and graduation project is to train students to work individually on a project in professional practice. Students learn to deal with a complex project and develop self-responsibility for

their work. In addition, the theoretical understanding of the experiments in the context of the project will be developed.

Students of Bonn-Rhein-Sieg have a deeper and broader theoretical knowledge than regular Life Science students. They are also well trained to think in a broader context in processes with a high biological complexity. This additional knowledge makes it easier for Bonn-Rhein-Sieg students than regular Life Science students to understand the theoretical background of experiments and place it in a broader context. They do not need the traineeship in order to be able to graduate after the completion of course unit LS10 and the graduation project (competence level 3).

On this basis, the board of examiners has decided that these students will be given the opportunity to complete the internship by means of a learning path independent examination. The examination takes place 6 weeks after the start of the internship, in which the student demonstrates that he meets the requirements of the internship according to the course unit LS11 test program. If the examination is assessed with an insufficient grade, the student will continue his internship and at the end of the internship will be assessed according to the regular assessment of the course unit LS11. For the graduation project (course unit LS12) a new workplace has to be found.

Nijmegen, 28-5-2020

A handwritten signature in blue ink, appearing to be 'C.H. Smit', is written over a light blue circular stamp.

C.H. Smit, Chair, board of examiners ATBC

## **Regulations of the Degree Committee**

## Degree Committee Regulations

### Chapter 1            Introductory provisions

#### Article 1 Status and definitions

1. These regulations are regulations as defined in the administrative and management regulations of HAN University of Applied Sciences (hereafter: HAN).
2. These regulations apply to the programme committee(s) for the Bioinformatics, Biology & Medical Laboratory Research and Chemistry programme(s).
3. The definitions and provisions from the Glossary in Appendix 1 to the Degree Statute apply to these regulations.

### Chapter 2            Degree committee

#### Article 2 Establishing degree committee(s)

1. A degree committee will be established for each degree course or group of degree courses.
2. If a school has only one degree course, the duties and powers of the degree committee will be exercised by the school council.
3. If a degree committee is established for two or more degree courses, that degree committee will be referred to as a joint degree committee. The decision to establish or dissolve a joint degree committee will be taken by the dean, and it will require the consent of the school council of the relevant school. The school council consults the relevant degree committees regarding the decision whether or not to give its consent.
4. The provisions in these regulations also apply to joint degree committees, unless the nature of the provision precludes application.
5. One or more divisions may be set up within a degree committee if required. A division can be set up as needed according to the degree format, according to a special feature of the degree course (e.g. English-taught), according to the location of the degree course or according to any other special aspect of the degree course.
4. The Degree Programme Committee for the Life Science, Biology and Medical Laboratory Research, Chemistry and Bioinformatics Degree Programmes has been set up for a group of degree programmes. The study programme committee consists of one division: a division for the part-time Chemistry study programme.

#### Article 3 Joint Assembly

If the degree programmes of one Institute do not have a common Degree Programme Committee, these Degree Programme Committees belonging to the Institute will meet at least 2 times a year in a joint meeting on common points, including at least the points referred to in article 27 paragraph 4 of this regulation.

#### Article 4 Composition of the degree committee

1. The degree committee consists of 8 members. The division of the degree committee has 2 members. [The number of members for each degree committee and for each division are determined upon confirmation of the regulations by the dean. A degree committee for one

degree committee will have at least 4 members. A degree committee for a group of degree courses- the joint degree committee- will have at least 2 members from each degree course in the group].

2. Half of the members of the degree committee (division) are students from the relevant degree course and the other half are staff from the relevant degree course.
3. No individual belonging to the school or course management or employed as an *education manager* can simultaneously be a member of the degree committee.

#### Article 5 Appointment term

[The choice in this article and the following articles between the terms elected/appointed, re-elected/re-appointed depends on the choice in article 7 of these regulations for elections under chapter 3 or for nomination under chapter 4.]

1. Members of the Degree Programme Committee, and members of the joint meeting that are appointed from and by the students, have 2-year terms. Members of the Degree Programme Committee, and members of the joint meeting that from and by the staff are appointed, have 4-year terms.
2. The term begins on 1 September.
3. All members step down simultaneously at the end of their terms.
4. At the end of their terms, members of a degree committee, division(s) and members of the joint assembly may be *re-appointed*, on the understanding that members *appointed* from among and by the staff may serve for two consecutive terms and may not be re-appointed again after those two terms until they have had a one-term break from serving on the committee. The members who are elected from and by the students can be reappointed with a maximum of four consecutive academic years.

#### Article 6 Termination of membership

1. Membership in a degree committee, *division* and the joint assembly will end:
  - a. when the term expires, unless the member is *re-elected/re-appointed*;
  - b. before the end of the term:
    - in the event of death;
    - in the event the composition of the degree committee no longer meets the requirements specified in these regulations;
    - in the event the lecturer is no longer employed at the relevant school or no longer affiliated with the relevant degree course;
    - in the event the student member has quit the degree course.
2. A member of the degree committee may terminate the membership at any time by withdrawing the membership in writing, *stating the reason*, to the relevant dean.

#### Article 7 Composition

1. The composition of the degree committee is determined through nomination and appointment.
2. The method for determining the composition is considered each year.

If the degree committee has opted for elections in the preceding article, the provisions of chapter 3 will apply. If the degree committee has opted for nomination in the preceding article, the provisions of chapter 4 will apply. A choice for appointment must be reviewed each year to determine whether this method of composition is still appropriate.

## Chapter 3 Elections

Not applicable

## Chapter 4 Appointment

### Article 16 Appointment

The members of the degree committee are appointed by the dean.

### Article 17 Procedure

1. Before the end of term, the student representatives of the degree committee will submit four students from each degree course (belonging to the group of degree courses) to the dean for nomination, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree course(s), or on behalf of the dean.
2. Before the end of term, the members of the degree committee's staff division will submit four staff members from each degree course (belonging to the group of degree courses) to the institute management for nomination for the coming term, with due consideration of article 4. The submission will be compiled by the degree committee of the relevant degree course(s), or on behalf of the dean.
3. If no joint degree committee has been established for a school's degree courses, each separate degree committee belonging to that school will choose one staff member and one student from among its members to be delegated to the joint assembly, together with the chair.

### Article 18 Interim appointment

1. In the event of an interim vacancy on a degree committee or division, the dean will appoint a replacement member. The appointment procedure specified in article 17 will be followed.
2. The replacement member must be appointed within 4 weeks of the opening of the interim vacancy.
3. The interim replacement member steps down at the same time that the person being replaced would have stepped down.

## Chapter 5 Positions and performance

### Article 19 Positions

1. The degree committee and division elect one of their members as chair and one as secretary, in addition to electing two members as deputies.
2. A degree committee (or division thereof) will be represented by either the chair or the deputy.

### Article 20 Decision-making

1. The degree committee will take decisions by a simple majority of votes. Abstentions will not be counted. Votes may be held only if a majority of the members are present at the meeting.
2. Voting takes place without the presence of management or the discussion partner.

3. The members of the degree committee advise and vote independently and unbound by any instructions.
4. In the event of absence, the absent member may vote by proxy. Proxies are submitted in writing at the beginning of the meeting. A member may be appointed by only one other member. The appointed votes without charge or consultation. Proxies are counted when determining the quorum for the meeting.
5. Anyone who is involved in performing the duties of the committee and who therefore has access to information that is known to be or could be reasonably expected to be of a confidential nature will be bound to confidentiality.
6. Where applicable, the degree committee will ensure that the viewpoints represented by the minority of the votes cast are also communicated to the dean and/or the dean.
7. The degree committee will ensure that its resolutions, recommendations and proposals are available for inspection in a place accessible to the lecturers and students of the relevant degree committee or school.

#### Article 21 Meetings

1. The degree committee [or division thereof] will meet at least eight times a year and also at any time at least half of the members of the degree committee [or division thereof] request a meeting. Meetings are called by the chair of the degree committee. At the first meeting, a meeting schedule will be compiled in consultation with the dean, and will be posted on the website of the degree course.
2. The members of the degree committee [or division thereof] will receive a written invitation to the meeting no later than five working days before the meeting. The invitation will be accompanied by an agenda.
3. The meeting documents will be sent to the members of the degree committee no later than four working days before the meeting. If the documents are sent later, the members may decide by majority of votes not to address the meeting documents.
4. The degree committee may request information from experts during the meeting. The secretary will be informed about the expert at least seven days before the meeting.
5. The degree committee may compose a temporary committee from among its members in order to prepare a topic. This committee will report to the degree committee.

#### Article 22 Public nature of meetings

1. The meetings of the degree committee [or division thereof] will be public unless the degree committee [or division thereof] decides otherwise. The degree committee [or division thereof] will determine whether to hold a closed meeting in preparation for a public meeting. No resolutions may be passed in closed meetings.
2. The degree committee must hold at least two public meetings a year. The dates of the public meetings will be scheduled in consultation with the dean and in concurrence with the official HAN academic calendar.

#### Article 23 Reporting procedure

1. The secretary of the degree committee [or division thereof] will prepare a report of each meeting.
2. This report must contain at least:
  - the date, time and location of the meeting;
  - the names of the members who are present at and absent from the meeting;
  - the agenda items;
  - the main discussion points;

- any explanations of votes;
  - the recommendations;
  - the resolutions concerning recommendations, any votes taken on these recommendations and the results of the votes;
  -
3. A draft version of the report will be sent to the members of the degree committee no later than 15 working days after the meeting, after which the report will be confirmed in the subsequent meeting.
  4. The reports of the public meetings of the degree committee [or division thereof] will be made available in digital format to the lecturers and students of the school or relevant degree course.

#### Article 24 Contact with management

1. The dean for the relevant degree format/course with special feature will promptly and without request provide the degree committee or division thereof with all information they might reasonably or justly need to fulfil their duties. Upon request, they will promptly provide the degree committee or division thereof with all information the committee may reasonably or fairly deem necessary to fulfil its duties.
2. At least twice a year, the degree committee is authorized to invite the dean to discuss the intended policy based on the agenda that it has prepared.
3. At the opening of the academic year, the degree committee will prepare a policy plan with its key policy points for the coming academic year. The policy plan is then shared with the dean.
4. At the request of the dean, their designated deputy or at the request of the degree committee [or division thereof], the dean or their designated deputy will attend the meetings or parts of the meetings of the degree committee [or division thereof].
5. The dean will be responsible for ensuring the students and staff of the relevant school are sufficiently informed of the existence and performance of the degree committee [or division thereof].

#### Article 25 Annual reporting procedure

1. No later than November of each year, the chair of the degree committee will submit a written report to the dean concerning the duties and performance of the degree committee during the previous academic year. The chair will forward the report to the school council for inspection.
2. The report will contain information on at least the following points:
  - the composition of the degree committee;
  - the degree committee's vision on its duties and procedures;
  - the degree committee's policy plan and evaluation of its policy plan;
  - the recommendations and resolutions issued by the degree committee, including requests for consent;
  - the board's reaction to the recommendations and resolutions;
  - conclusions and recommendations.
3. The written report referred to in paragraphs 1 and 2 must at any rate be made available digitally and, if requested, in hard-copy format to the staff and students of the school or degree course(s) concerned.

#### Article 26 Contact with school council

The chair of the degree committee will ensure that consultation with the school council (or its chair) is held as needed.

## Chapter 6 Duties and powers of the degree committee

#### Article 27 Duties of the degree committee

1. The degree committee has the duty to advise on the promotion and safeguarding of the quality of the degree course.
2. The degree committee is also charged with the following duties:
  - annually assessing the operational methods of the education and examination regulations (EER) of the relevant degree course;
  - advising or issuing proposals to the school council and the dean on all other matters concerning education in the relevant degree course(s) when requested or on its own initiative.
3. A division of the degree committee will be charged with advising the degree committee on the following:
  - promoting and safeguarding the quality of the degree course;
  - annually assessing the implementation methods of the EER of the relevant degree course;
  - advising or issuing proposals to the degree committee on all other matters concerning education in the relevant degree course(s) when requested or upon its own initiative.
4. The joint assembly has the following duties:
  - discussing the separate recommendations about the EER made by the degree committees belonging to a school so they can reach a joint resolution in the event the EER is adopted at school level;
  - discussing the separate evaluations of the degree courses concerning the implementation of the EER to reach a resolution on the implementation of the EER at the school level;
  - advising or issuing proposals to the dean and/or school council on all other matters concerning education in the relevant degree course(s) when requested or on its own initiative.

#### Article 28 Right of consent

1. The degree committee has right of consent concerning the administrative and management regulations in so far as they:
  - specify a manner of composition other than election for the degree committee;
  - concern the annual assessment of the appropriateness of this other method of composition;
2. The degree committee has right of consent concerning the EER of the relevant degree course in so far as they concern:
  - the manner in which education is evaluated within the relevant degree course;
  - the content of the graduation specializations within a degree course;
  - the quality of the knowledge, understanding and skills that students should have acquired upon completion of the degree course;
  - where needed, the organization of practical exercises;
  - the study load of the degree course and each of its units of study and units of learning outcomes;

- if applicable, the selection procedure for students applying for a special track within a degree course that aims at helping students attain a higher level of knowledge;
- if applicable, the regulation that stipulates that the study load for a fast track aimed at students with a VWO diploma is 240 instead of 180 credits.

#### Article 29 Advisory rights

The degree committee has advisory rights concerning the EER of the relevant degree course in so far as it concerns:

- the content of the degree course and the exams associated with it;
- any further rules on issuing study advice for the propaedeutic phase for the bachelor degree or the first year of study of an associate degree and further rules on issuing referrals in the propaedeutic phase/first year of study if a degree includes more than a graduation specialization after the propaedeutic phase/first year of study;
- the number and order of exams, as well as the times at which they can be administered;
- the full-time, part-time or work-study structure of the degree course;
- where necessary, the order in which, time frame within which and number of times each academic year that students are to be offered the opportunity to take exams and final assessments;
- where necessary, the extension of the validity term of passed exams, subject to the authority of the board of examiners;
- the method used to administer exams, whether orally, in writing or otherwise, subject to the authority of the board of examiners to decide on a different method in special cases;
- the manner in which students with disabilities or chronic illnesses are to be given the opportunity to take the exams;
- the public character of exams that are to be administered orally, subject to the authority of the board of examiners to decide differently in special cases;
- the time frame within which the results of an exam are to be posted, along with circumstances under which exceptions may be made to this time frame;
- the manner and term in which individuals who have taken a written exam will be allowed to review their work after it has been assessed;
- the manner and term in which questions and assignments made or given as part of a written exam may be reviewed, as well as the standards according to which the assessment was performed;
- the grounds upon which the board of examiners may grant exemptions for one or more exams based on previously passed exams or final assessments in higher education or based on knowledge and skills acquired outside the context of higher education;
- where necessary, the requirement to pass certain exams before admission can be granted to take other exams;
- where necessary, the requirement to participate in practical exercises for the purposes of admission to taking the relevant exam, subject to the authority of the board of examiners to grant exemptions from this requirement, whether or not that is conditional upon alternative requirements;
- the monitoring of study progress and individual study coaching;
- the actual design of the education.

#### Article 30 Conditions for consent and advice

1. The dean will ensure that:
  - a. advice is requested at such a time that it can actually bear an influence on the decision-making,
  - b. the committee has the opportunity to consult with the dean before the advice is issued,
  - c. the committee is notified in writing as quickly as possible concerning the manner in which the advice will be acted upon.

#### Article 31 Procedure for consent and advice

1. The degree committee notifies the dean in writing about whether the degree committee has granted consent or what the degree committee's advice is as soon as possible, but no later than 6 weeks after consent or advice has been requested.
2. The degree committee and the dean may agree to extend the term specified in the preceding paragraph, or to shorten it due to the urgency of the decision to be taken or if the decision to be taken is required in order to comply with a legal prescription.
3. If the degree committee has not notified the dean of its advice or decision concerning the requested consent within the term referred to in paragraph 1 of this article, or within the extended or shortened term, the degree committee will be regarded as not having exercised its powers.
4. The degree committee may consult with students and/or staff members from the relevant degree course prior to deciding on a request for consent or before issuing advice.

#### Article 32 Deviating from advice

1. If the dean does not wish to follow all or part of the advice given by the degree committee, the dean will notify the degree committee of this, along with the reasons, within four weeks.
2. The dean will ensure that the degree committee has the opportunity to engage in further consultation with him or her before making a definite decision.
3. The dean will suspend the execution of his or her decision for 4 weeks after the day on which the degree committee announced its decision, unless the committee has no objection to the immediate execution of the decision.
4. The dean will notify the degree committee and school council in writing of the definite decision, noting that the decision deviates from the degree committee's recommendation.

#### Article 33 Right of initiative

1. If the degree committee makes a proposal to the school council or dean as referred to in article 27 paragraph 2 of these regulations, upon request or at its own initiative, the dean will respond to the proposal within two months of receipt. The degree committee will send these recommendations and proposals to the participation council or the relevant school council for inspection.

## Chapter 7 Quality assurance

#### Article 34

1. At the opening of the academic year, the degree committee and the *dean* make agreements concerning the manner in which quality assurance is performed.  
The Quality Care Committee is responsible for performing the evaluation process of

education. The Education Committee is involved in the large improvement plans that result from these evaluations.

## Chapter 8 Involvement in accreditation

### Article 35

In the context and for purposes of the accreditation of the degree course:

- the degree committee provides a recommendation for the self-evaluation of the degree course upon request by the dean;
- in certain cases the degree committee has advisory rights with regard to the recovery plan.

## Chapter 9 Disputes

### Article 36 Access to the Disputes Advisory Committee

The disputes committee for participation will inspect disputes between the degree committee or the dean with regard to:

- a. the application of the regulations of the degree committee;
- b. disputes arising from articles 27 to 30 of these regulations.

### Article 37 Amicable settlement

In the event of a dispute between the degree committee and dean, the Executive Board will investigate the possibility of amicable settlement. If this is not possible, the dean or the degree committee will submit the dispute to the Disputes Advisory Committee.

### Article 38 Binding judgment of the Disputes Advisory Committee

The disputes committee is authorized to effect an amicable settlement between parties. If they are unable to reach an amicable settlement, the disputes committee will resolve the dispute by issuing a binding judgement after assessing whether:

- a. the dean has adhered to the requirements of the law and the internal regulations for degree committees;
- b. the dean could have reasonably reached the proposal or decision when considering the interests involved;
- c. the dean has acted negligently with regard to the degree committee.

### Article 39 Suspended execution of a decision

If the dispute concerns the choice whether or not to follow the advice or part of the advice given by the degree committee, the execution of that decision will be suspended for four weeks, unless the degree committee has no objection to the immediate execution of the decision.

#### Article 40 Permission in the absence of consent

If the dean has not received consent from the degree committee for an intended decision, the dean may request permission from the disputes committee to make the decision, contrary to the provisions of article 31. The disputes committee will only grant permission if the decision of the degree committee not to provide consent is unreasonable or if compelling organizational, economic or social reasons call for the intended decision of the dean.

## Chapter 10 Facilities

#### Article 41 Facilities for degree committees (and their members)

1. The dean will grant the degree committee the use of facilities that are available and that the committee could reasonably need to fulfil its duties, including at least administrative, financial and legal support.
2. More specifically, the degree committee is entitled to:
  - meeting space;
  - facilities for the reproduction/distribution of meeting documents;
  - secretarial support;
  - catering facilities;
3. The dean will allocate a training budget to the members of the degree committee. The training budget is determined at the start of the academic year by mutual agreement between the Degree Programme Committee and the Institute Management and enables the members of the Degree Programme Committee to participate in the professional development courses offered by the HAN Academy. The training budget for the joint training committee of the Bioinformatics, Biology & Medical Laboratory Research and Chemistry programmes amounts to 2000 euros per academic year
4. The members of the degree committee who are employed as staff members will have the opportunity to participate in this training during working hours and with retention of salary.
5. The dean will give the degree committees the opportunity to meet during working hours whenever possible. Each student and staff member of the degree committee will be facilitated for all degree committee activities for 80 hours each academic year, which includes 16 training hours, with the position of chair receiving additional facilitation of 40 hours each academic year.

## Chapter 11 Final provisions

#### Article 42 Legal protection

The Executive Board, the dean and the *school manager of the relevant degree format/degree course with a special feature* will ensure that the members of the degree committee, *the division* and the members of the joint assembly are not disadvantaged in their position and/or interests in relation to the university of applied sciences on account of their membership in the degree committee.

#### Article 43 Unforeseen circumstances

Matters that are not provided for in these regulations and for which an immediate decision is needed by the degree committee, division or joint assembly will be decided upon by the chair of the degree committee or the chair of the joint assembly. The chair must communicate this decision as soon as

possible to the other members of the degree committee (*or division thereof*) or the other members of the joint assembly, and to the dean.

**Article 44 Effective date**

These regulations were adopted by the dean on 7 July and will come into effect on 1 September 2020.