

HAN UNIVERSITY
OF APPLIED SCIENCES

Degree Statute and Education and Examination Regulations of the Bachelors

degree course Life Sciences 22-23

School of Applied Biosciences & Chemistry

Academic year 2022-2023

Adopted on 8 July 2022

Consent School Council on 6 July 2022

Consent Degree Committee on 6 July 2022

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PART 1 General part

Adoption

This degree statute was adopted by the dean on 8 July 2022, after consent was received from the degree committee on 6 July 2022 and consent from the school council on 6 July 2022.

1 About the degree statute

The Higher Education and Research 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, exams and modular exams 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(s) does this degree statute apply to?

This is the Degree Statute for the following HAN degree course(s):

Degree course	Degree format	CROHO number	Degree after graduation
B Life Sciences	Full time	34397	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(s).

1.2 How do you 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?

A new degree statute is written for each HAN degree course every academic year. The degree statute for a certain academic year applies to everyone enrolled in the degree course 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, or when you started. You can find the digital version of your degree statute

here: <https://hanuniversity.com/en/programs/bachelor/life-sciences/fulltime/practical-info/>.

This degree statute applies to the 2022-2023 academic year: from 1 September 2022 to 31 August 2023. For students starting their degree course on 1 February 2023, 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 Consistency of degree statute, student charter and enrolment regulations

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

Student Charter: <https://hanuniversity.com/en/study-and-living/studying-at-han/rights-and-responsibilities/index.xml>

You can find the rules for application, admission, educational requirements, selection and enrolment in the Enrolment regulations. The degree statute contains only a number of specific additions to this. These additions may not contradict the rules in the enrolment regulations.

The enrolment regulations can be found at:

<https://www.han.nl/opleidingen/hbo/life-sciences/voltijd/praktische-info/>.

2 Education at HAN

Your degree course is part of the HAN . HAN has an overarching mission and vision on higher education. Your degree course embodies this vision in its own way. HAN's mission and vision are described in the HAN Institutional Plan. You can find this plan on www.han.nl.

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 professionals 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 requires 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 in all degree courses:

- 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 professional field make it necessary that the professional continuously adapts, extends, and/or relocates his expertise.
- The student is increasingly able to manage his own learning process. Students experience an increased ability to work independently and take more responsibility concerning their learning process (autonomous learning).
- Students are challenged to reflect on their own behaviour, put this up for discussion, and 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. Professionals from the field of work also contribute to the assessment of students.

Principles of education at HAN

During your course you not only acquire knowledge, but you also reflect on it given 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 to 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 are 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. 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 domains 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 the courses in a domain educate for. 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.

Biology and Medical laboratory research / Life Sciences

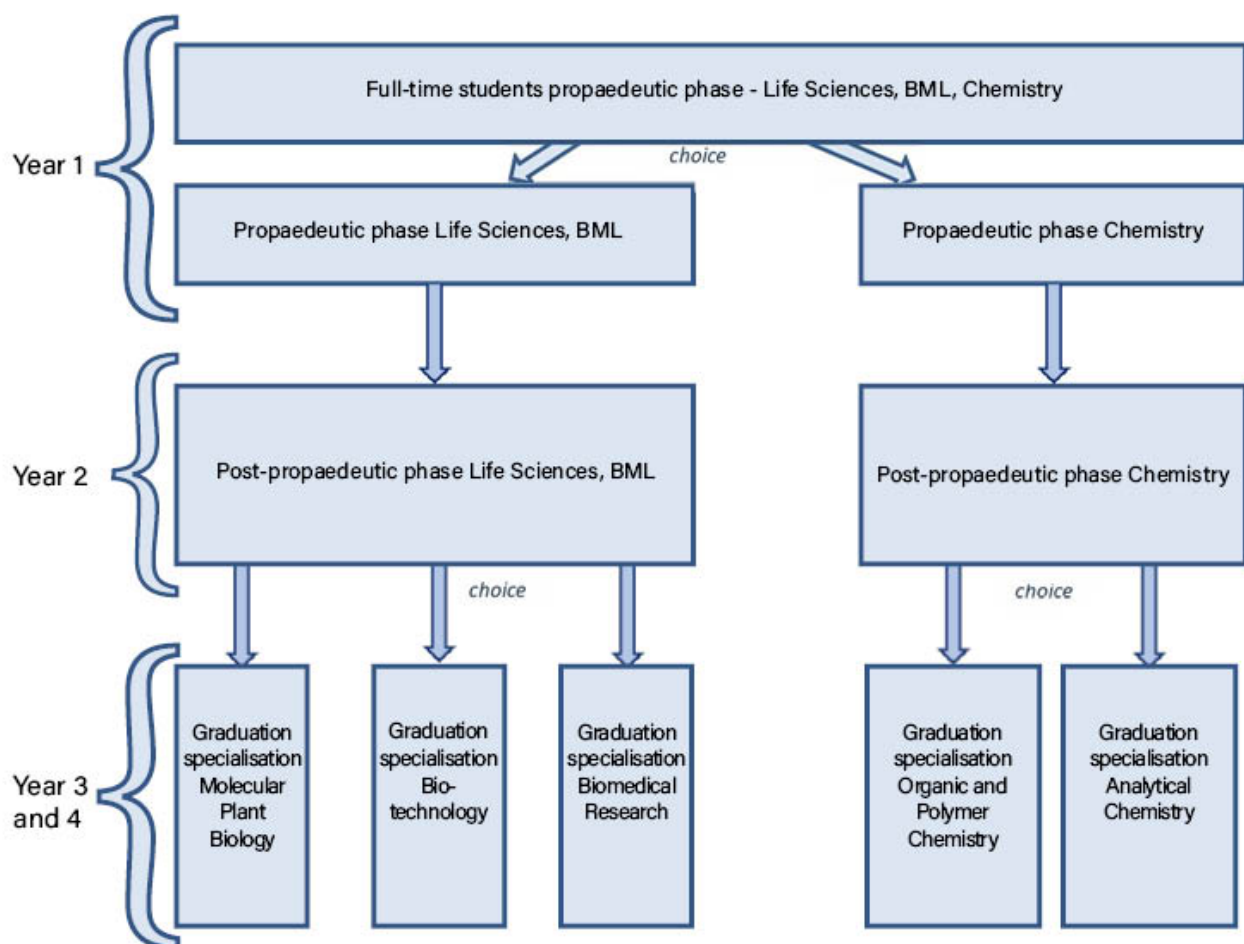
In the BML/LS degree programme you will learn about scientific research in different contexts of biology and medical lab research.

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 BML/LS and Chemistry 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.

The study coach functions as a link between the educational requests of the student and the content of the degree programme (exam program, course units). The study coach supports the student at decision moments and helps students discover who they are and what talents they have. And how can we help them develop those talents?

The study coach:

- familiarises the student with the profession(s) the study prepares for and the related professional tasks;
- guides and coaches the student in the study development of the professional competencies;
- plays an important role in the supervision and discussion of the study progress and delivering the evidence thereof; supervision of the participation in exams; stimulating independent learning and the philosophy of 'learning to learn';
- helps the student, or refers him, with questions/problems regarding their study progress;

Students who want advice about their study, the minor or internship consult their study coach as a first step. This 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.

The study coaching programme

The study coaching programme is based on the following principles:

- Focus on the student
- Students feel recognised, seen and heard
- Study coaches are involved and competent

Source: Samen maken we werk van studentbegeleiding. Uitgangspunten studentbegeleiding, 2020.

The exact way in which the study has organised study coaching is described in manuals, handbooks 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. 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 programme. 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 SIS. 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 Study Coaching for Life Sciences and Chemistry" (for SLB) on #OnderwijsOnline - "Internship" and "Graduation" (for internship and graduation).

Personal Development Plan (PDP) and reflection

In the Personal Development Plan (POP) a student describes his learning goals and the way 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 objectives are discussed in the performance interviews.

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. The student wellbeing wheel is an important tool for this. Study coaching is about reflecting on all aspects of the study programme and the profession. An important subject in every performance interview is the choice of the learning route the student is going to enrol in or has enrolled in and the functioning in the project group.

More information on the PDP and reflection can be found on #OnderwijsOnline - "ATBC Study Coaching 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 structure of the Life Sciences degree programme in the professional context is described in more detail below.

In Europe, there are four different fields of biotechnology, each identified by a different colour. These are:

- a. Red Biotechnology. Red biotechnology (or the medical biotechnology) means the application of biotechnology in medical processes or medicine. The control of diseases and the improvement of the health is a central theme. An example of red biotechnology is the production of insulin using genetically modified microorganisms. In the context of red biotechnology medical diagnostics is also covered in the degree course.
- b. Green Biotechnology. Green biotechnology implies the application of biotechnological principles in agriculture and the food industry. The aim is to develop crops that better cater to our needs, such as resistance to certain diseases or insects, a larger harvest or better resistance to adverse weather conditions.
- c. White Biotechnology. White biotechnology, also referred to as industrial biotechnology is characterised by the use of usually genetically modified microorganisms (bacteria, yeasts and fungi) and/or their enzymes in industrial processes.
- d. Blue biotechnology. Less well-known is blue biotechnology, also called marine biotechnology. Marine biotechnology is not part of the course provision of the School of Applied Biosciences and Chemistry.

The curriculum is influenced by the developments in the region Arnhem/Nijmegen, namely 'Food Valley' (green biotechnology) and 'Health Valley' (red biotechnology). The most important professional specialisations from both 'valleys' are explicitly visible in the curriculum: cell biology, immunology, genomics, proteomics, (molecular)

plantbiology and metabolomics. Furthermore, the central research questions in the course units come from issues that are of current interest in the two 'valleys', particularly those of businesses and research institutions with which The School of Applied Biosciences and Chemistry has had good long-term relationships with, our preferred partners. These relationships are shown in the form of internships, graduation assignments and guest lecturers. In three course units some of the research is commissioned directly from a business or academic hospital (LS5, BMLS9 Molecular plant biology and BMLS10 Molecular pathogenesis). In addition to red and green, the white Biotechnology is part of the curriculum as well: during the first two years students learn basic knowledge relevant in this field, such as molecular biology, cell biology and biochemistry. During the BMLS8 Biotechnology and a minor, students can further specialise in this direction. The specialisations and minor are carried out in close collaboration with the Research groups Biodiscovery and Drug Discovery.

Table 4: Relationship of the context areas of the field of work of the course BML/LS, graduation subjects Biochemistry and Molecular Plant biology, with the chosen specialisations in the course and the course units in which these are discussed. The course units with a code starting with B are part of the full-time main track BML; course units with a code starting with LS are part of the English variant Life Sciences.

Contextgebied	Vakgebied	OWE's
Groene biotechnologie (landbouw/voedingsmiddelen):	Celbiologie	BM6/LS6
	Genomics	BM5/LS5
	Integratie vakdisciplines	BMLS9 (afstudeerrichting Moleculaire Plantenbiologie)
Witte Biotechnologie (industriële)	Biochemie	BM5/LS5 Minor Biobased Innovations BMLS8 (afstudeerrichting Biotechnologie)
Rode Biotechnologie (gezondheid)	Genomics	BM5/LS5
	Proteomics	BM5/LS5
	Integratie vakdisciplines	BMLS7 BMLS10 (afstudeerrichting Biomedisch onderzoek) Minor Drug Discovery Minor Bio-Nano
	Immunologie	BM6/LS6 BMLS7 (afstudeerrichting Biomedisch onderzoek)
	Microbiologie en menselijke biologie	BM6/LS6 BMLS7 Minor Medische microbiologie
	Biochemie	BM5/LS5
	Celbiologie	BM6/LS6 Minor Cytohistopathologie

Students have to carry out the internship within one of these directions in the context areas. The graduation project

must fit within the specialisation/major.

Professionals are involved in the implementation of the course units. The table below shows how our partners in the professional field, such as Radboud MC, are involved in the specific course units.

Table: Involvement of the professional field in the course units of the Life Science/BML degree programme. The course units with a code starting with LS are part of the English variant Life Sciences.

Course unit	Involvement of the professional field	Lecturers
Propedeuse		
BMC1/ CHLS1	-	-
BMC2/ CHLS2	-	-
BM3 / CHLS3	-	-
BM4 / CHLS4	Undergraduate trainee placement students (1 day)	-
Main phase		
BM5/ LS5	Samples and assignment originate from the Radboud MC.	Guest lectures provided by various specialists from the profession.
BM6 / LS6	Research material for the practicals is obtained from hospitals and the research that is carried out on this, is according to the research carried out in the laboratory. Staff of medical laboratories are involved in setting up the practical.	Guest lectures provided by various professional specialists from the field; Several lecturers also work part-time at one of the health institutions in a medical microbiological or pathological laboratory.
BMLS 7	-	Specialisation starts in february 2023: we are talking about guest lectures and practical assignments with the Donders Institute and Radboud University, among others.
BMLS8	Collaboration with the Biocentre	Guest lecturers give presentations. In 2022-2023 an excursion to Wageningen is planned.
BMLS9	Materials come from Monsanto and PRI Wageningen. Excursions to 3 businesses (Monsanto, PRI Wageningen, Radboud University) Professional field has been involved as consultant for the course unit.	Guest lecturers give presentations

BMLS10	Materials for experiments come from the Biochemistry Department of RIMLS and the Biochemistry Department of Oxford University. Project assignment from the professional practice. Researchers from Oxford University have a function as the experts and participate in the assessment of the student research presentations.	Guest lectures and expert session by researchers from Oxford University.
BM11 / LS11 Internship	Providing an internship location, internship supervision, and co-assessor of the internship period.	Lecturers visit the internship location
M11Kc/M11Mm	Offering internship projects, supervision and co-assessor of internships..	Lecturers visit the internship location
BM12 / LS12 Graduation project	Providing an internship location, internship supervision, and co-assessor of the internship period.	Lecturers visit research location, assess research.
Minor Medische Microbiologie	Research material for the practicals is obtained from hospitals and the research that is carried out on this, is according to the research carried out in the laboratory. Guest lecturers are consulted about the course content.	Guest lecturers with applications of molecular diagnostics in professional practice; The theoretical component of the course is largely provided by guest lecturers who are practising professionals, such as medical microbiologist, microbiologist, virologist and employee quality care in the relevant specialisation. Practical teacher is employed at the medical microbiological laboratory.
Minor Cytohistopathologie	Research material for the practicals is obtained from PA laboratories and the research that is carried out on this, is in line with research in that laboratory. Guest lecturers are consulted about the course content.	Guest lecturers give lectures in the field of cytohistotechnology, with experience in applying molecular diagnostics. The practical teacher has years of experience with cytological screening from a PA laboratory. Practical teacher supervising practical histology is employed at PA laboratory.
Minor Biobased Innovations	Multidisciplinary groups are working on research projects in which an organization participates (mostly practical cases). The organization can be seen as an expert or advisor.	Guest lecturers from the participating organizations.
Minor Drug Discovery	Multidisciplinary groups are working on a hybrid learn-work-environment (Pivot Park). Students and organization are working together to solve real-life problems.	Guest lecturers from the participating organizations.

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. The table below gives an overview of activities in the curriculum relevant to the context of internationalization. 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).

Overview of the international and intercultural indicators described at level 1 (A), level 2 (B) and level 3 (C), which are divided among the four competencies 'Design of experimental setup', 'Reporting and presenting', 'Teamwork' and 'Professional development', and which activities develop on these in the curriculum.

A

Competence	Level and learning objectives	Year 1 Semester 1 activities	Year 1 Semester 2 activities
Designing an experimental plan	Level 1: Understands and applies simple English literature relevant to the given context.	Internationally recognised protocols and text books in English, internationally applicable protocols as study material for simple research plans; knowledge and theme tests.	
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.	Applied in lab journals, meeting products, written tutor assignments according to academic style.	Applied in lab journals, meeting products, written tutor assignments according to academic style. Spoken skills relating to lab rules and instructions.
Teamwork	Level 1: Is aware of the international character of the profession.	In tutor assignments; Mini-internship (including inventory of the international aspects of the job).	

Professional development	<p>Level 1: Is aware of internationally accepted codes of scientific conduct.</p> <p>Is aware of the global orientation of the profession</p>	<p>SCV activities about plagiarism and APA rules (including international rules and standards).</p> <p>Mini-internship (including inventory of the international aspects of the job).</p>	
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B

Competence	Level and learning objectives	Year 2 Semester 1 activities	Year 2 Semester 2 activities
Design of an experimental plan	Understands and applies moderately complex English literature relevant to the given context.	Uses internationally recognised protocols and text books in English, internationally applicable protocols as study material for simple research plans; knowledge and theme tests.	
Reporting and presenting	<p>Is familiar with and applies the international conventions of scientific and academic writing.</p> <p>Uses appropriate written tasks at the work field to clearly communicate in English as defined by Cambridge CEFR B1 Level Writing.</p> <p>In English: can communicate on work-related topics</p>	<p>Apply in lab journals, plan of action, literature report (practise and assessment)</p> <p>Practise in work meeting or tutor tasks.</p>	<p>Apply in lab journals, research plan, research report (practise and assessment)</p> <p>Practise in work meeting or tutor tasks.</p>
Teamwork	Is aware of intercultural differences in the profession	Applies in teamwork (tutor)	Applies in teamwork (tutor)
Professional development	Is aware of the internationally accepted scientific code of conduct.	Apply in lab journals, research plan, literature report	Apply in lab journals, research plan, research report, presentation

C

Competence	Level and learning objectives	Semester 1 activities	Semester 2 activities
Design of experimental setup	<p>Level 1: Understands and applies simple English literature relevant to the given context</p>	Internationally relevant text 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 1 + international research publications, short 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).
Rapporting 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 journals, meeting products; written assignments in academic style. Lab rules, fluency, assignments.	
	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	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	
	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.	Products written in English; B2 written exam in English. In English: Research presentations, meetings, workshop, B2 speaking exam.	Products written in English (internship). Work meetings in English (internship).

Teamwork	Level 1: Is aware of the international character of the profession.	Internationalization in tutor assignments; Mini-internship (inventory of the international aspects of the job).	
	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 Biobased Innovations (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 Biobased Innovations (formerly 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

A second-year student must make a choice for a graduation subject and/or 'minor' or 'internship' in semester 2 of the second year. A third-year student will have to make a choice to register for 'minor', 'internship' or 'graduation assignment'.

The exact dates for enrolment in Alluris and OSIRIS is sent by e-mail. A student who has not enrolled for education cannot participate in the educational activities. Before enrolling, students must check whether they meet the entry requirements. Often this means: the student meets the entry requirements of the course or he meets the entry requirements for the internship and/or graduation project?

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

3.8 Not applicable

4 The exit qualifications for your degree course and professional requirements

4.1 The professional field

The activities of the graduate Bachelor of Science in the Life Sciences consist of independent or team-based solution of problems or answering of questions in the biological and medical field usually through experimental research. Here the use of advanced and often automated equipment and information technology takes an ever more important place. Characteristic of the Higher Vocational Education student, is an analytical, abstracting and service-providing attitude. This entails a situation where in addition to the "what" - and "how" question, they also ask the "why" question. He can function well in a multidisciplinary context and he is aware of the risks for humans, animal and environment and of the ethical implications of research. He is aware of the legal regulations. Implementation of quality norms at the workplace and working in practice efficiently according to these standards are fixed components of the work

The field of work in which the BML/LS Bachelor of Sciences graduate can work is classified in the following sectors:

- Health care and Environment: academic and peripheral hospitals, regional laboratories for the public health, GP laboratories, health inspection, health services for people and animals, institutes for ecological and environmental assessment, etc.;
- Government agencies: universities, public health agencies, TNO, and the like;
- Companies: pharmaceutical industry, diagnostics companies, biotechnological businesses, food industry, consultancy firms in the field of quality care and hygiene, etc.

Within these sectors they can carry out activities on the following areas:

1. Research & Development, R&D

In biological/medical research and development, the applied science graduate is involved in the development of new or improvement of existing products, methods and processes. A diverse variety of applications of microorganisms, animal or vegetable cells or components thereof are found. Research laboratories at government agencies and in large businesses are usually well equipped. Academics give direction to the research or the development and give detail to the theoretical component of the work. The Life Science graduate is responsible for the practical execution of the research. He develops and implements the experimental test set-up, carries out and interprets experiments, usually using technology (e.g. internet and bioinformatics applications, specific ICT applications), draws conclusions and makes recommendations. In the small and medium-sized enterprises (SME) the approach is generally less fundamental and more applied. Giving direction to the tasks and managing those tasks also forms part of the task package of the Life Science graduate.

2. Medical Laboratory Diagnostics

Diagnostic laboratories within health care carry out research on material of human (or sometimes animal) origin. Generally this concerns laboratories for clinical chemistry, medical microbiology, cytohistopathology, haematology, immunology, endocrinology, clinical-genetic research etc. The graduate contributes here as researcher/research technician to answering clinical questions by means of the application of natural science analytical methods for diagnostics, treatment and prevention of diseases. He is active in the whole process of sample processing, from the moment of collection of samples to reporting the result and archiving. The Life Science graduate also plays an important role in innovative developments within the diagnostic lab. The graduate, in a function as medical analyst, is able to use clinical data in the execution and (preliminary) interpretation of the research and to be able to link the medical issues and the (preliminary) research results. The nature of working with patient material is a key aspect of this work. The large variety of analyses, varying from manual to completely automated and robotized analyses, call

for a wide range of skills for the applied science graduate and a good application of techniques, equipment, automation and quality monitoring. The nature of the work requires good communicative abilities, a strong sense of responsibility and service. The ability to work in a team is also an important aspect of the profession. He is also able to work reliably, critically and efficiently, in urgent situations and/or under pressure. A medical technician can progress after a number of years to a specialist and/or managerial function (head technician) in the laboratory.

3. Commerce, Service & Facilities management

In commerce (trade) the graduate is especially active as product specialist. He works as consultant or seller or he carries out purchasing activities on products, systems, services and equipment. He can also work in the field of marketing. In all these cases his activities have a relationship with biological/medical principles/systems. He can be (sub)head of a department/service or start a company himself. In the service-providing sphere he can work as hygienist, is involved in knowledge transfer, for example as (internship) work placement supervisor in the education (from vocational to academic education), in a laboratory or otherwise. He can be active within institutions or businesses in the field of quality control or management (biological safety official, health and safety coordinator), environment (environmental adviser) or hygiene (hygienist).

4.2 Professional requirements

Not applicable

4.3 Exit qualifications

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

When you graduate, you conform to 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.

Nr.	Exit qualification	Description
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 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 is 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 handlings 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 'Become a teacher in VO-MBO' (only in Dutch).

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 (also called the foundation year) and a post-propaedeutic phase (also called the main 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 Higher Education and Research Act.

Bachelor courses 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 3.2 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 courses 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.

	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 content of the degree course. 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 degree 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. 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, exams and modular 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/en/students/your-program/bachelor/life-sciences/fulltime/timetable-calendar-and-lecture-times/>

7 HAN organisation

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

7.1 Schools

At HAN, the degree courses are divided over 14 schools.
Your degree course belongs to Applied Biosciences and Chemistry.

Below is an overview of all the schools.

School	Academie (NL)	Abbreviation
School of Business and Communication	Academie Business en Communicatie	ABC
School of Built Environment	Academie Built Environment	ABE
School of Education	Academie Educatie	AE
School of Engineering and Automotive	Academie Engineering en Automotive	AEA
School of Finance	Academie Financieel Economisch Management	AFEM
School of Health Studies	Academie Gezondheid en Vitaliteit	AGV
School of IT and Media Design	Academie IT en Mediadesign	AIM
School of Social Studies	Academie Mens en Maatschappij	AMM
School of Organisation and Development	Academie Organisatie en Ontwikkeling	AOO
School of Allied Health	Academie Paramedische Studies	APS
School of Law	Academie Rechten	AR
School of Sport and Exercise	Academie Sport en Bewegen	ASB
School of Applied Biosciences and Chemistry	Academie Toegepaste Biowetenschappen en Chemie	ATBC
International School of Business	International School of Business	ISB

7.2 Management and organisation of the school

HAN Insite gives information about the set-up, organisation and staff of your degree course, and about the school they belong to.

7.2.1 Board of examiners and examiners

The members of the board of examiners can be found

on: <https://www1.han.nl/insite/international/programs/bachelor/life-sciences/fulltime/exams-and-board-of-examiners/i>

ndex.xml#board-of-examiners

You can contact the board of examiners for your degree course via the board of examiners secretarial office. Examencommissie.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 examinations and final assessments 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. The board of examiners appoints examiners for each exam and modular exam. One or more appointed examiners administer that exam or modular exam and determine the results.

Other duties and powers of the board of examiners include:

- Assuring exam quality.
- Granting exemptions.
- Handling requests for an extra opportunity to take an exam or modular exam.
- Handling requests for adapted formats of exams and modular exams.
- Handling requests for flexible minors.
- Handling complaints.

You can find all the further rules on exams, modular exams and final assessments that apply to you in the education and examination regulations (see Part 2). You can also find rules on the organisation of exams, modular exams and final assessments in 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.

Degree committee

There is a degree committee for each degree course or group of courses. A degree committee consists of an equal number of staff members and students. The degree committee advises the course department 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 the degree 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. The degree committee has its own regulations (see Part 3).

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.

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. 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

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 within 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.

At www.hanuniversity.com under the 'Study and Living' tab, you can find all the information about the on-campus and off-campus facilities HAN offers. Students' rights to the various facilities are regulated in section 3.1 of the Student Charter. Chapter 5 of the charter lists the various contact details. You can find the Student Charter on: Rights and responsibilities (www.hanuniversity.com)

The main facilities are briefly summarized below. For more information about these facilities, you can visit www.hanuniversity.com or www.han.nl.

SUPPORT

HAN Study Success

All HAN students 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 finance, support funds and support and questions about finances.
- Studying with special circumstances, chronic illness or pregnancy.
- Course selection and further studies.
- Various statutory and university of applied sciences regulations.
- Complaints, objections and appeals procedures.
- Studying as an elite athlete.
- Purpose and spirituality.

HAN Language Centre

HAN Language Centre 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 Centre 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.

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/en/students/help-support-training/unacceptable-behavior-domestic-violence/confidential-counsellors/>

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 study coach. If this does not help, you should submit your 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.klachtengeschied@han.nl

T: 026-3691504

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

I: [Klacht en bezwaar \(han.nl\)](#)

INFORMATION FACILITIES

Student Affairs Enquiry Desk via ASK@han.nl

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 via ASK@han.nl.

Study and Multimedia Centres

The Study and Multimedia Centres offer a physical library collection at diverse HAN locations. The locations also have places to study and quiet zones.

On the website [HAN Study Centres - HAN Study Centres](#) you can find the digital collection, which you can also consult at home. Here you can also find study materials for the Information Skills lessons.

More information about the services, opening hours and contact details can be found on the website of the Study and Multimedia Centres: [HAN Study Centres - HAN Study Centres](#).

HAN Information Centre via ASK@han.nl

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.

I: [Contact form \(hanuniversity.com\)](#)

International Office

HAN is also active internationally. The activities are extremely varied. For example, the International Office works on internationalisation of the curriculum, expanding the international network of partner universities, studying abroad for HAN students and lecturer exchanges. The International Office also coordinates HAN's efforts in three important internship projects for community work in South Africa, India and Curacao. Finally, the 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: [International office \(hanuniversity.com\)](https://international.office.hanuniversity.com)

OTHER FACILITIES AND SERVICES

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.

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).

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.

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? Visit the special health and safety pages for students on Insite.

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 adopted each academic year. The education and examination regulations cover the education, exams, modular 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.

The Dutch term is given between brackets.

School (<i>academie</i>)	An organisational unit with interconnected degree courses, research and knowledge services.
Graduation specialisation (<i>afstudeerrichting</i>)	A specialisation within a degree course as defined in the education and examination regulations.
Assessment criteria (<i>beoordelingscriteria</i>)	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 (<i>beoordelingsdimensies</i>)	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 (<i>beroepstaak</i>)	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 (<i>beroepsvereisten</i>)	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 (<i>College van Beroep voor de Examens</i>)	This is the board referred to in article 7.60 of the Higher Education and Research Act. The board deals with appeals submitted by students against decisions made by HAN.
CROHO	CROHO is the central register for degree courses in higher education.

D-stream (<i>D-stroom</i>)	This is a customised study programme that has the same exit qualifications, assessment dimensions and assessment criteria for units of study as the regular stream (A-stream). It allows a student to following their own study track in continuous consultation with examiners, lecturers and classmates.
Exit qualifications (<i>eindkwalificaties</i>)	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 (<i>Erkenning Verworven Competenties - EVC</i>)	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 for unit(s) of learning outcomes or unit(s) of study that focus on the competences already gained through the prior learning.
External student (<i>extraneus</i>)	A person enrolled at a university of applied sciences or university who can participate in exams, modular 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 (<i>honoursprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. An honours programme has an additional study load of 22.5 credits or more.
Head examiner (<i>hoofdexaminator</i>)	Appointed by the board of examiners as the head examiner responsible for the results of examination and assessment in cases where more than one examiner has been appointed for an exam or modular exam.
Degree format (<i>inrichtingsvorm</i>)	The manner in which a degree course is organised: full-time, part-time or work-study.
Register (<i>Intekenen</i>)	Registering for educational components, exams and modular exams. OSIRIS uses the term 'Enrol' for this.
Elective unit of study (<i>keuze-onderwijseenheid</i>)	A unit of study that can be chosen from two or more elective units of study. Once selected, the unit of study becomes part of the student's study programme and final assessment. The exams and modular exams for the non-mandatory units of study that the student did not select do not need to be taken for the degree certificate.
Learning outcome (<i>leeruitkomst</i>)	A measurable result of learning experiences.
Exams taken independently of the standard programme (<i>leerwegaafhankelijk tentamen</i>)	An exam or modular exam that the student can take without having participated in the educational activities linked to that exam or modular exam.
Major	The core 210 credits of a bachelor course. 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 course that is aimed at specialisation or differentiation. The minor has a study load of 30 credits.
Module	An internally coherent and to some extent independent part of the part-time and 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 (<i>modulecertificaat</i>)	Written statement by the board of examiners that a student has successfully completed a module in the part-time or work-study degree format.
Unit of study / study unit (<i>onderwijseenheid</i>)	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 (<i>opleidingscommissie</i>)	The statutory public participation body as referred to in article 10.3c of the Higher Education and Research Act, which is responsible for e.g. guaranteeing the quality of the degree courses listed in Part 2, chapter 1.
Premaster (<i>Premaster</i>)	Opportunity to resolve deficiencies when failing to meet the admission requirements of master courses.
SIS (Alluris/OSIRIS)	The HAN study information system. This academic year, HAN is switching from study information system Alluris to study information system OSIRIS.
Student	A person enrolled as a student in a degree course at HAN with the aim of participating in education, exams and modular exams.
Study coach (<i>studieloopbaanbegeleider</i>)	A staff member responsible for the study coaching of one or more students.
Study load in hours (<i>studiebelastinguur</i>)	A unit of 60 minutes that is spent on study and is used to measure the study load of each unit of study.
Academic year (<i>studiejaar</i>)	The period starting on 1 September and ending on 31 August of the following year.
Credit (<i>studiepunt</i>)	One credit is equal to 28 hours of study (this is an average indication).
Study progress requirement (<i>studievoortgangsnorm</i>)	The standard that the course department sets and that the student must meet in order to receive positive study advice.
Talent programme (<i>talentenprogramma</i>)	A specialisation or differentiation programme for students who are capable of and want to do more than what is offered in the regular study programme. A talent programme has an additional study load of less than 22.5 credits.
Exam (<i>tentamen</i>)	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 or unit of learning outcomes.
Exam opportunity (<i>tentamengelegenheid</i>)	An opportunity offered in the degree course to sit for an exam or modular exam.
Exam sitting (<i>tentamenmoment</i>)	The sitting/time at which an exam or modular exam is administered/held.

Track with special feature (<i>traject met bijzondere eigenschap</i>)	A degree track that distinguishes itself from the standard track because of a different duration, intensity, language or format. In all cases, the study load and the qualities in the area of knowledge, understanding and skills that a student has to acquire by the end of the track are the same as those of the degree course.
Deregister (<i>Uittekenen</i>)	When a student is registered for certain educational components, exams or modular exams, that student must deregister if they decide they no longer wish to participate. OSIRIS uses the term 'disenrol' for deregistering.
Exemption (<i>vrijstelling</i>)	A decision made by the board of examiners that a student does not have to take the exam(s) relating to one or more specific units of study. This decision is based on the board's opinion that the student already sufficiently masters the required knowledge, understanding, competences and/or skills and (if relevant) attitude.
Higher Education and Research Act (<i>WHW</i>)	Higher Education and Research Act (in Dutch: <i>Wet op het Hoger Onderwijs en Wetenschappelijk Onderzoek</i>).

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

1.2 Which degree course(s) do these education and examination regulations apply to?

These are the education and examination regulations, as defined in article 7.13 of the Higher Education and Research Act, for the following HAN bachelor course(s) composed of units of study:

Degree course	Degree format	CROHO number	Location of the degree course
B Life Sciences	full time	34397	Nijmegen

These education and examination regulations do not apply to the following bachelor course(s) composed of units of learning outcomes:

Degree course	Degree format	CROHO number	Where to find degree statute

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 the organisation.

These education and examination regulations apply to the 2022-2023 academic year, so from 1 September 2022 to 31 August 2023.

This means that during this same period it also applies to students who started their degree course on 1 February 2022, or who will start their degree course on 1 February 2023. It also means that students who start their degree course on 1 February have two different education and examination regulations in their first year.

Amendments 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 transition regulations: Part 2 chapter 11

In exceptional cases to the education and examination regulations must be amended during an academic year. Amendments can only be made during an academic year if this is reasonably necessary and does not disadvantage the students. Transition regulations may also apply in these cases: see Part 2, chapter 11. The overview of adopted amendments is included in Part 2, section 11.6.

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 rules concerning application, admission, education requirements, selection and enrolment for the degree course(s) to which this degree statute applies, can be found in the Enrolment Regulations:

<https://www.han.nl/opleidingen/hbo/life-sciences/voltijd/praktische-info/>.

This chapter contains rules that apply specifically to the deficiency exams, the 21+ entry assessment and the extra, personal contribution that may be requested in certain cases.

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

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

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

- 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/

The School manager (mandated by the dean) 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/

The school manager (mandated by the dean) 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 includes the following components and requirements:

sufficient English proficiency to start the degree course;

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 Employment requirements for part-time degree course(s)

Not applicable

2.4 Workplace-learning agreement 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 and structure from the degree course. 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 format of the degree course

3.1.1 Structure of the degree course

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 course 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 earn a bachelor degree at a university of applied sciences, so you have the entry-level qualification 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 scope of 60 credits.

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.

3.2.2 Tracks, units of study, modules and minors in an other language

Your degree course also offers units of study, and possibly also 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.

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

3.2.3 Tracks with special features

Tracks with special features deviate from the standard track of the university of applied sciences bachelor course described in 3.2.1.

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

Your degree course offers the following special degree tracks:

- An abridged track.

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

3.2.3.1 Fast track

Not applicable

3.2.3.2 Abridged track

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

You can do an abridged track if you meet one of the conditions below. These conditions make you eligible for the exemptions required for the abridged track:

- a related MBO-4 diploma,
- a related associate degree (see 3.2.3.3),
- a degree certificate from a university of applied sciences or university or a statement of related exams taken at a university of applied sciences or university.

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.

3.2.3.3 Abridged track from associate degree to bachelor degree

Not applicable

3.2.3.4 Track for elite athletes

Not applicable

3.2.3.5 D-stream

Not applicable

3.2.3.6 Combined track

Not applicable

3.2.3.7 Other special tracks

Not applicable

3.3 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)
- participation in a graduation specialisation

3.3.1 Elective units of study

Not applicable

3.3.2 Graduation specialisation

You can choose one of the following graduation specialisations:

- Biotechnology (BMLS8, LS11, LS12)
- Molecular Plant Biology (BMLS9, LS11, LS12)
- Biomedical Research (BMLS 7 or BMLS10, LS11, LS12)

The SABC annual timetable indicates when you can register in Alluris or OSIRIS for participation in BMLS7, BMLS8, BMLS9 or BMLS10. You must have registered before the closing date of the registration period.

Part 2, chapter 9 describes the specialisations, with the corresponding units of study, exams and modular exams. It also sets out the admission requirements for the specialisation.

3.4 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 or modular exam than you initially thought. A change may also mean an exam or modular exam is still offered, but you can no longer follow the educational activities for that particular component.

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

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

3.5 Registering for educational components offered from February 2023

For education offered after 31 January 2023, you need to register for the educational components you wish to follow. The 'OSIRIS Regulations for Education, Exams and Modular Exams' in Part 3 of this degree statute stipulates what is expected of you regarding registering and deregistering for educational components. The regulations also contain exceptions for situations where registering for an educational component is not necessary.

4 Minors

4.1 The 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

HAN offers a range of minors. A new HAN minor is evaluated by the HAN minor committee on a number of criteria. Based on the recommendations of this committee, the dean decides whether to include the new minor in the minor offerings. Not all minors are open to all students. Access depends on the target group, the entry requirements for the minor and the time at which these are offered.

The minors offered by your degree course are described in Part 2, chapter 9 from the education and examination regulations from the degree format of the degree course offering the minor.

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.

If you choose a HAN minor, you will need approval from the board of examiners for your degree course. 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 in the post-propaedeutic phase and whether the minor overlaps with the 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. You can enrol for these via the study information system (SIS).

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 in section 4.1.4.

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

4.1.2 The flexible minor

A flexible minor is a minor that you take or compose yourself at HAN or at another institution of higher education (inside or outside the Netherlands).

Minors from other universities of applied sciences and universities in the Netherlands can be found on 'Kies op maat', 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 the 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 right level (post-propaedeutic phase).

- whether the minor has sufficient specialisation and/or differentiation.
- whether the quality of the exam, modular exams and assessment 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/en/students/panelnav.xml/minors-theme-routes/>

You can also do your minor by studying abroad for a period. If you choose a minor abroad for your degree certificate, the board of examiners of 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 submit an application to the board of examiners for an exemption from the exams for a minor if you have successfully passed the 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.

4.1.4 Minor offerings

You can find an overview of minors approved by the board of examiners at #OnderwijsOnline under the tile " ATBC Minor".

5 Extra educational components

5.1 Possibilities for extra educational components

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:

- one or more extra units of study or units of learning outcomes;
- an extra module;
- an extra minor;
- an honours programme or talent programme and/or;
- a premaster (or part of a premaster) for a related master course.

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 educational components, 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.

Extra educational components are not part of the degree course. The results of extra educational components will be listed separately on the degree certificate.

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 Premaster

A premaster (also known as a bridging programme) is an extra study programme that allows you to continue your studies in a related master degree course at a university of applied sciences or university. Part 2, chapter 9 describes which units of study and which exams or modular exams comprise the premaster, as well as how your degree course 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 Biologie Radboud University: <https://www.ru.nl/opleidingen/master/biology/pre-master/>
- 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 premasters can be followed as a flexible minor.

You can continue straight on to the HAN Master Molecular Life Sciences. No bridging program is required.

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 study advice, your enrolment for the degree course ends and you have to stop your studies in that degree course. 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 study advice
Positive study advice means you are likely to complete your degree course successfully.
- Negative study advice
Negative study advice means you are not likely to successfully complete the degree course or only with a great deal of difficulty and effort.
- Binding negative study advice
Binding negative study 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. Your enrolment will automatically be terminated. 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, LS3P and LS4P.

Credits based on exemptions

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

Termination of enrolment before sixth month after start of degree course

If you request termination of enrolment before the sixth month of starting your degree, you will not receive 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.

Termination of enrolment in the last five months of your first year of enrolment

If you submit a request for termination of enrolment 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 your enrolment is actually terminated.

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 or negative study advice.

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

You can also always ask a lecturer or study coach for informal 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 propaedeutic assessment.

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

Did you start the degree course on 1 February? Then you will receive the study advice in the month March 2023 .

6.6 Requirements for issuing binding negative study advice

Binding negative study 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 may be:

- After term 2 if you have not yet earned 24 credits or more in the propaedeutic phase, and have passed at least two of the following exams: CHLS1B, CHLS2B, LS3P and LS4P.
- After term 3 if you have not yet earned 39 credits or more in the propaedeutic phase, and have passed at least three of the following exams: CHLS1B, CHLS2B, LS3P and LS4P.

2. When deciding about binding negative study advice, the dean does not only consider the number of credits you obtained and your study 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 study 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 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;
- membership in an organisation of some size, with complete legal capacity that promotes general social interests and actively develops activities for this purpose;
- 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 negative study advice unreasonable. The decision is based on your request or on the advice of your study coach. If the dean decides that binding negative study advice is unreasonable, they will postpone the study advice, but for no longer than one academic year.

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

Have you received binding negative study 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 your enrolment has been terminated, the following rules apply:

- During the following three years or until you submit a request to the dean for re-enrolment and that request is approved, 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.
- If you are re-enrolled for the same degree course within or after three years, you can no longer receive study advice.

6.9 Appeal

You can submit an appeal against binding negative study advice with the HAN 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/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/>

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, 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 disability;
2. facilities for pregnant students and students with informal care tasks;
3. special support for international students;
4. special support for students from minority groups.

HAN Study Success also 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 binding negative study advice 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 2 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 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 set out in Part 2, chapter 9.

8.2.1 Entry requirements

Some units of study have qualitative 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.

The following entry requirements apply to your degree course:

- 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)

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.

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. In that case, an equivalent requirement is imposed instead.

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.

In the case of fraud, an F is recorded for the exam result in SIS.

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 the qualification '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 earn a grade of 5.5 or higher or a 'pass' qualification.

You fail a modular exam if you earn a grade of 5.4 or lower or a 'fail' qualification.

In the case of fraud, an F is recorded for the modular exam result in SIS.

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 Applicable result

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 whether compensation regulations for exams and modular exams apply.

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:

- you have an exemption for one or more modular exams, so the result of that exam cannot be expressed in a grade,
- the HAN conversion tables do not apply,
- 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 Participation in 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 final 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.

If you have not yet earned your propaedeutic certificate, you can ask the board of examiners for permission to participate in the education and exams of the post-propaedeutic phase. You do not need to request permission if you meet the study progress requirement. This automatically gives you permission to progress to the post-propaedeutic phase. For the study progress requirement, see Part 2, chapter 6. Any entry requirements as referred to in section 8.2.1 still fully apply.

8.5 Number of exam opportunities each academic year

You have two opportunities each academic 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.

Please note that if the degree course has more than 2 exam opportunities a year, you may still only use two of those opportunities.

In the following exceptional situations, the unit of study description in Part 2, chapter 9, may stipulate that only one opportunity will be offered each academic year for students to take the 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 Registering for exams and modular exams

Part 2, chapter 9, describes whether, how and by which date you have to register for an exam or modular exam. Please note: For all exams and modular exams held after 31 January 2023, you need to register for the exam and modular exam opportunities you wish to participate in. The 'OSIRIS Regulations for Education, Exams and Modular Exams' in Part 3 of this degree statute stipulate what is expected of you regarding registering and deregistering for exams and modular exams held after 31 January 2023. These regulations also stipulate the exceptions for a number

of situations where registration is not necessary for certain exams and modular exams.

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 opportunity for an exam or modular exam.

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

Do you have a 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 give 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 oral 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 study information system (SIS).
- The result of an oral exam or oral modular exam will be decided directly after the exam and announced within no more than five 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 five 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 SIS.

A result entered into SIS may only be changed 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.

Has a result changed after being entered into SIS? Then you will be notified.

8.9 Exams: review and discussion rights

You are entitled to receive further explanation about the assessment of your exam or modular exam. This is set out in the HAN rules on discussion and review rights below. Both the discussion and individual review are closely

monitored to ensure no fraud takes place.

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 Review 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 or modular exam taken independently of the standard programme is an exam you can participate in without following any of the educational offerings of 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 or modular 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 to grant 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 passed exams and modular exams and/or any previously earned credits and degree certificates as entitling students to exemption from one or more exams or 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 courses at universities of applied sciences have two official final assessments. The final assessment of the propaedeutic phase, and the final bachelor assessment at the end of the degree course. You pass the final assessments if you have passed all of the exams related to those final assessments. 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 assessment (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. The grades that count here 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 final assessment a student may resit one modular exam and the highest result then counts towards determining whether they receive the 'cum laude' distinction. If an exam does not consist of several modular exams, students may resit that exam.

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 in exemptions or 'pass' qualifications in the propaedeutic phase, and earn no more than 75 credits in exemptions in the post-propaedeutic phase.

8.12.2 With merit

If you pass all the exams that count towards the final bachelor assessment with a grade of 7 or higher on your first attempt, you will pass that assessment 'with merit'. The grades that count here 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 resit 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, students may resit that exam.

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 in exemptions or 'pass' qualifications in the post-propaedeutic phase.

8.13 Overview of results, supporting documents, and declarations

8.13.1 How can you request a – certified – overview of your study results?

You can make a printout of your exam results as recorded in study information system. If you want to use this overview as an official document outside HAN, you can submit a request to the Student Affairs Enquiry Desk, via ASK@han.nl for a certified overview of study results. This certification does not guarantee that the relevant authorities will also consider the document official.

8.13.2 Exam documentation

You will receive signed documentation from the examiner for each exam or modular exam you take. This may be a digitally signed document. It gives the name and code of the exam or modular exam, the unit of study and your result. The examiner is required to provide you with this documentation. Keep these documents 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 programme 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 confirmed you have passed all the exams for the propaedeutic phase, and confirmed you are enrolled at HAN for the degree course 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.

Please note that from the moment OSIRIS is put into use as the study information system, the following applies: Once you have passed all the exams for the propaedeutic phase, you can apply for your certificate through OSIRIS. Only after you apply, the board of examiners checks whether you have indeed passed all exams for the propaedeutic phase, whether you are enrolled in the degree course, and whether you have met all your financial obligations towards HAN. Following this, the board of examiners will award the propaedeutic certificate.

8.14.2 Bachelor degree certificate and diploma supplement

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

Please note that from the moment OSIRIS is put into use as the study information system, the following applies: Once you have passed all the exams for the degree course, you can apply for your certificate through OSIRIS. Only after you apply, the board of examiners checks whether you have indeed passed all exams for the degree course, whether you are enrolled in the degree course, and whether you have met all your financial obligations towards HAN. Following this, the board of examiners will award the degree certificate and the accompanying diploma supplement in English. The official date of graduation is the day the board of examiners determines that you have earned all the required credits.

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 the degree for your degree course. This degree comes with an official abbreviation you can place after your surname in the Netherlands and abroad.

You will receive the following degree: Bachelor of Science. The abbreviation related to this degree is: Bsc.

This degree title is also stated on the certificate.

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 February, July or 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 no more than two years.

Please note that from the moment OSIRIS is put into use as the study information system, the following applies: if you do not want to graduate after you have passed all the exams in your degree course, you need to submit a request to the board of examiners to postpone issuing your degree certificate.

You can postpone graduation for up to two years. If you do not reapply for the degree certificate within two years, your degree certificate will automatically be issued in OSIRIS after no later than two years.

If you do not apply for your certificate after you have passed all exams, and you do not request a postponement within the set time frame, the board of examiners will:

will include you in the exam procedure 2 years after you have passed all exams.

8.15 Appeal

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

For more information about which decisions you can appeal and how, go to HAN Insite Complaints and Disputes Office:

<https://www1.han.nl/insite/en/students/contact/complaints-disputes-unacceptable-behavior/examination-appeals-board/>

9 Description of the education (the units of study)

This chapter describes your degree course in the form of a curriculum overview and description of the units of study. It starts with the units of study in the propaedeutic phase, then those of the post-propaedeutic phase and finally those of the minors.

And tracks with a special feature.

Name of degree course: B Life Sciences		
CROHO number: 34397		
Degree format	Full-time	
Language	Dutch, English	
Variants and tracks	Abridged Dutch standard track: Biology and Medical Laboratory Research	

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

9.1 Units of study in the propaedeutic phase

A: Overview of Biologie en Medisch Laboratoriumonderzoek (Dutch) Foundation Year

Term 1	Term 2	Term 3	Term 4
BMC1A, 4 credits	BMC2A, 4 credits	BM3A, BM3B, BM3C or BM4A, BM4B, BM4C 3 x 5 credits	BM3A, BM3B, BM3C or BM4A, BM4B BM4C 3 x 5 credits
BMC1B, 5 credits	BMC2B, 5 credits		
BMC1C, 6 credits	BMC2C, 6 credits		

B: Overview of Life Sciences Foundation Year

Term 1	Term 2	Term 3	Term 4
CHLS1A, 4 credits	CHLS2A, 4 credits	LS3A, LS3B, LS3C or LS4A, LS4B, LS4C 3x5 credits	LS3A, LS3B, LS3C or LS4A, LS4B, LS4C 3x5 credits
CHLS1B, 5 credits	CHLS2B, 5 credits		
CHLS1C, 6 credits	CHLS2C, 6 credits		

See Appendix OER H9 OWEs LS 2022-2023.

9.2 Units of study of the post-propaedeutic phase

A: Overview of Main Phase full-time Biologie en Medisch Laboratoriumonderzoek (Dutch)

	Graduation subject:	Term 1 & 2	Term 3 & 4
2nd year		BMA1, 10 credits	BMA2, 10 credits
		BM5B, BM5C or BM6B, BM6C 2 x 10 credits	BM5B, BM5C or BM6B, BM6C 2 x 10 credits
3rd year	Neuroimmunology	BMLS7, 30 credits	Minor or internship (B11) 30 credits
	Biotechnology	BMLS8, 30 credits	
	Molecular Plant biology	BMLS9, 30 credits	
	Biomedical research	BMLS10 30 credits	
4th year		Minor, internship (BM11, M11Mm, M11Kc) or graduation project (BM12) 30 credits	Minor or graduation- Assignment (BM12) 30 credits

B: Overview of Life Sciences Main Phase

	Graduation subject:	Term 1 & 2	Term 3 & 4
2nd year		LSA1, 10 credits	LSA2, 10 credits
		LS5B, LS5C or LS6B, LS6C 2 x 10 credits	LS5B, LS5C or LS6B, LS6C 2 x 10 credits
3rd year	Neuroimmunology	BMLS7, 30 credits	Minor or internship (LS11) 30 credits
	Biotechnology	BMLS8, 30 credits	
	Molecular Plant biology	BMLS9, 30 credits	
	Biomedical research	BMLS10 30 credits	
4th year		Minor, internship (LS11) or graduation project (LS12) 30 credits	Minor or graduation- Assignment (LS12) 30 credits

See appendix OER H9 OWEs LS 2022-2023.

9.3 Minors of the degree course

See appendix OER H9 OWEs LS 2022-2023.

9.4 Graduation specialisations

See appendix OER H9 OWEs LS 2022-2023.

9.5 Honours, talent and premasters

9.5.1.1 Honours programmes

Not applicable

9.5.1.2 Talent programmes

Not applicable

9.5.1.3 Premasters

Not applicable

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

9.6.1 Part-time degree format

Not applicable

9.6.2 Work-study degree format

Not applicable

9.7 Tracks with special feature

9.7.1 Fast track

Not applicable

9.7.2 Abridged track

See appendix OER H9 OWEs LS 2022-2023.

9.7.3 Abridged track from associate degree 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, among other things, that regular evaluations must be held among students, graduates, the professional field and staff.

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

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 course 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 (see Part 3). The degree committee can also take the initiative to conduct specific evaluations.

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 amendments

An amendment 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 amendment is in your favour.

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

11.2 Validity propaedeutic certificate

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

11.3 Obtained credits and study results

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 expired 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 for modular exams.

11.4 Participation in education, but not in exam or has not passed exam

A student who has participated in the educational activities 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, is entitled to repeat the educational activities at least during the academic year in which the change takes effect, and is entitled to at least two opportunities to take the exam / modular 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 modified unit of study. By doing so, you waive your rights concerning the transition rules.

11.5 Degree-specific transition regulations

General SABC

(Modular) exams that are not included in these regulations, but exist in the EER of 2021-2022 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.

Specific courses

The old style modular exams of BM3K (BM3K-K and BM3K-Bi) and BM3T (BM3T-T) are offered in term 3 and 4. The testing of BM3K-K and BM3T-T have been merged into BM3C-T. Students, who have not passed BM3K-K and BM3T-T yet, can participate in BM3C-T. The grade will be entered for both modular exams BM3K-K and BM3T-T. BM3K-Bi in the new curriculum is part of the practice BM3B, which means that only the old style modular exam

BM3K-Bi can be made. However, these students can participate in the lessons because the material largely overlaps. For more information about the material that will be tested, the students can contact their subject teachers.

The old style modular exams of BM4K (BM4K-K) and BM4T (BM4T-T) are offered in term 3 and 4. The testing of BM4K-K and BM4T-T have been merged into BM4C-T. Students who have not yet passed BM4K-K and BM4T-T can participate in BM4C-T. The grade will be entered for both modular exams BM4K-K and BM4T-T. The students can participate in the lessons because the material largely overlaps. For more information about the material that is tested, the students can contact their subject teachers.

In appendix 6 can be found which new units of study of course 3 and 4 are equivalent to the old ones.

11.6 Adopted amendments to this degree statute

Not applicable

PART 3 Other regulations

1 Exam Regulations

1 Exam Regulations

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 review sessions and discussions of exams and modular exams, 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 exams

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. 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 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. contacts the supervisor a.s.a.p. if anything is unclear before and/or during the exam.

Identification and admission

The student:

1. reports to the supervisor 15 minutes before the start of the exam at the exam room;
2. will only be admitted to the HAN exam if they can identify themselves with a valid student card or a valid proof of identity. This means:
 - a passport;
 - a European identity card;
 - a Dutch driving licence;
 - a European driving licence;
 - a Dutch residence permit.
3. if a student is sitting for a national exam they may only identify themselves with proof of identity;
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 course department or school has given prior approval for additions to the attendance list.

Theft/loss of identification

If the student is unable to show identification due to theft or loss, they can apply for a certificate of registration at the Exams Office, which will give them admission 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 papers. The student needs to apply for the certificate well in advance of the exam.

Before the start of the exam

The student:

1. may only place items needed to complete an exam on/next to the table;
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 venues;
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 equipment with an 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 his/her name on any note paper he/she uses;
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 makes a note of 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 exams that last longer 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 in any manner.

Resources

The student:

1. may not use resources other than those permitted. The permitted resources will be announced in advance by the course department 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 3, 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' (filled in by the supervisor) to confirm they have seen it.

Handing in exam documents

The student:

1. checks 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 have been written correctly on all of the exam documents to be submitted;
2. submits all the exam documents including used and unused note paper to the supervisor and signs the attendance list for confirmation;
3. makes sure everything is left neat and tidy before leaving the exam venue.

2 Code of conduct for students during review/discussion sessions of assessed 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.

Below are additional regulations regarding the review of assessed exam work, hereafter referred to as 'review'.

Before the review: Only students who have taken part in the exam for which the 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. should behave 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. must contact the supervisor a.s.a.p. if anything is unclear during the review.

Identification and admission

The student:

1. must show the supervisor a valid student card or another valid form of identification:
 - a passport;
 - a European identity card;
 - a Dutch driving licence;
 - a European driving licence;
 - a Dutch residence permit.

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

In the case of theft or loss of the identity document, 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 papers.

2. should have their name checked off the attendance list by the supervisor to confirm their participation 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) when reviewing a multiple-choice exam with OMR answer sheet;
2. may only place on the table the permitted resources that are listed on the review cover sheet or that are 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 equipment with an integrated digital data carrier, 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 equipment with an 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 permitted 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 completed exam script. If the student does this anyway, it 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

You can refer to the applicable provisions in Part 2 of the degree statute (the education and examination regulations) and Part 3, chapter 3, of the degree statute (the regulations of the board of examiners) for the applicable provisions concerning irregularities or fraud, sanctions for irregularities or fraud and confiscation of evidence.

Submitting reviewed (assessed) exam work

The student:

1. submits all the exam documents received for review to the supervisor and signs the attendance list to confirm this;
2. must make sure 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, the 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

Formulier geconstateerde vermoedelijke onregelmatigheid of fraude **Form for suspected irregularity/fraud**

Naam surveillant *Name of supervisor*

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

.....
Studentnummer *Student number*

.....
Code/naam tentamen *Code/name 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:

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):

Handtekening surveillant *Supervisor's signature*

.....
Handtekening 'voor gezien' van student

Student's signature to confirm he/she has 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. 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. The form is then sent to the Board of Examiners via the exams office. The Board of Examiners will contact the student.

2 OSIRIS Regulations for Education, Exams and Modular Exams

2 OSIRIS Regulations for Education, Exams and Modular Exams

1. Regulations for Registration and Deregistration in Educational Components, Exams and Modular Exams in OSIRIS

1. Registering for educational components¹

- a. You need to register for the educational components in which you plan to participate. If you have not registered, you cannot participate in the educational component.
- b. The degree course may specify that a maximum number of students can participate in a certain educational component. If applicable, this is stated in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education'.
- c. The degree course may decide that registration is not required for a certain educational component². If applicable, this is specified in the description of the educational component in Part 2 of this degree statute (the Education and Examination Regulations), in the chapter 'Description of the education'.
- d. You do not need to register for educational components in the first term of the first academic year of a full-time degree course starting in September or February³. If registration is required in the first term for certain electives, this will be specified in Part 2 of this degree statute (the Education and Examination Regulations), in the chapter 'Description of the education'.

2. Periods in which you can register for educational components

- a. Registration is open from 20 working days before the start of the educational component until 10 working days before the start of the educational component date (see annual timetable SABC). If a different period has been set for certain education components, this period can be found in the description of that specific component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education'.
- b. A different registration period may be set for the education related to minors. This period can be found in the description of that specific educational component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education', for the degree course offering the minor.

3. Registering for educational components after the deadline

- a. You can no longer register after the deadline has passed. You can submit a request for post-registration⁴ to the relevant (propaedeutic/ post-propaedeutic phase) coordinators and by sending an e-mail to ask@han.nl, no later than the day before the start of the educational component.
- b. You will be granted permission if there is no maximum number of students as referred to in article 1 under b and if the format of the degree course allows for post-registration.
- c. If a maximum number of students is specified, you will still be given permission if this maximum has not yet been reached and if the format of the educational component allows for post-registration.
- d. The degree course may decide post-registration is not possible for certain educational components. If applicable, this is specified in the description of the specific educational

¹ This includes the 'educational arsenal' of degree courses in units of learning outcomes.

² This is only possible if the degree course arranges the registration.

³ The degree course will register first-year students in the educational components for the first term.

⁴ Explanation: this means requesting to still be allowed to participate in the educational component, with the consequence that (if permission is granted) you will be registered by Study Progress.

component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education'.

4. Deregistering for educational components

- a. If you do not want to participate in an educational component for which you have registered, you must deregister no later than the day before the start of the educational component.
- b. When you deregister, the automatic registration for the first exam sitting is cancelled as stipulated below in article 5 under b.

5. Registering for exams and modular exams

- a. You need to register for exams and modular exams in which you want to participate. If you are not registered for an exam or modular exam, you cannot take that exam.
- b. There is one exception to this rule: when you register to participate in an educational component, you are automatically registered for the first exam or modular exam opportunity for that component. If you want to participate in a different exam or modular exam sitting, you need to deregister (see article 8 below). If you do this, don't forget to register for the exam sitting you want to participate in.

6. Registration periods for exams and modular exams

- a. Registration for exams and modular exams is open from 20 working days before the start of the exam period until no later than 10 working days before the exam date (see annual timetable SABC).
- b. If a different period has been set for certain exams and modular exams, this period can be found in the description of that specific educational component in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Description of the education'.

7. Registering for exams and modular exams after the deadline

- a. You can no longer register after the deadline has passed. You can submit a request for post-registration⁵ to the education office of SABC (academiebureau.atbc@han.nl) and ask@han.nl up until 09:00 AM one working day before the exam or modular exam sitting.
- b. You will be granted permission if the organisation (required capacity and support) of the exam or modular exam allows for post-registration. If, in view of the facilities or support already arranged by HAN, it is not possible for you to participate in the exam or modular exam, you will not be allowed to register after the deadline. If no additional facilities, capacity or support is needed for the post-registration or if these have not already been arranged, you will receive permission for post-registration⁶.

8. Deregistering for exams and modular exams

- a. If you decide not to participate in the exam or modular exam, you must deregister prior to the exam or modular exam sitting.
- b. Deregistering for an exam or modular exam can be done up to one working day before the exam or modular exam sitting.
- c. If you are registered for an exam or modular exam, but do not participate and do not deregister, this will count as an exam opportunity used and an 'ND' will be recorded for the exam or modular exam result in SIS. If there were special circumstances that prevented you from deregistering and/or from participating, you may apply to the board of examiners for an additional exam opportunity. See the section 'Request for extra exam opportunity or another

⁵ Explanation: this means submitting a request to still be allowed to participate in the exam or modular exam, with the consequence that (if permission is granted) you will be registered by Study Progress.

⁶ After the deadline has passed, HAN will arrange exam rooms (and supervisors) for those who have registered. If, for example, there is still one seat left in a room, a student who requests post-registration just after the registration deadline may be permitted to participate. If a second student makes a request, their request will be rejected, because the room will then be 'booked up'. This means that as long as facilities have not yet been arranged, a student's request cannot be rejected and post-registration is still possible.

exam format' in Part 2 of the degree statute (the education and examination regulations), in the chapter 'Exams and final assessments'.

9. Technical problems

If you encounter problems while registering or deregistering for educational components, exams or modular exams and you are unable to register or deregister, report this by email or in person to the education office of SABC (academiebureau.atbc@han.nl) or by email to ask@han.nl before the end of the registration period.

10. Effective date of these regulations

These regulations will come into effect as soon as HAN starts using the OSIRIS student registration system and will apply to educational components, exams and modular exams held after 31 January 2023. The course department will ensure proper communication with students about when they need to start registering for educational components, exams and modular exams through OSIRIS.

3 Regulations of the Board of Examiners

REGULATIONS OF THE BOARD OF EXAMINERS 2022-2023

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 Executive 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 and examination 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 schoolmanagement at least 4 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 exams 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 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 organisation and procedures regarding exams and final assessments.
2. The board of examiners shall ensure compliance with the directives and guidance on the 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 (appendix 4);

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 MMLS programme, 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 deployment list based on these profiles can be consulted via the Teams environment Jaartaak en Rooster ([Inzetlijst 2022-2023.xlsx](#) ([sharepoint.com](#)))

- Bachelor:
 - i 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) or an equivalent programme. The 1st examiner of the graduation project must also have completed a relevant Master's programme.
 - ii Lecturers 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.
 - iii Lecturers can be appointed as 1st 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.
 - iv Lecturers 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.
- Master
 - i Lecturers can be appointed examiner when they have been employed for at least one year and have at least passed the Basic Qualification Exams (BKE) or an equivalent training. They must have at least a Master.
 - ii Lecturers can be appointed as 1st examiner of graduation assignments if they have been employed for at least one year and have obtained at least the Basic Qualification Exams (BKE) or equivalent training. The 1st examiner of the

- graduation project must also have completed a relevant Master's degree and have a PhD or equivalent experience in research and project management.
- iii Lecturers 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 degree.
 - iv Lecturers who have not yet been employed for one year and / or (external) lecturers who do not meet the profile for examiners may only prepare and assess tests under the supervision of an examiner who has educational knowledge and skills. When jointly assessing examinations, at least 50% of the lecturers who assess them must have passed their BKE.
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. 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

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.

Article 5.6 Further rules regarding requests for an extra exam opportunity

Students can use the application form on #OnderwijsOnline - general information to request for an extra exam opportunity and / or another exam moment.

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 study¹, exams and degree certificates.
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 ²follows the principles and procedures set out in the notes of that decision.

¹ 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 Last adopted version: Executive Board decision 2019/1533. Always check if a more recent version has been adopted.

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: <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;
 - 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 30 June 2022 and will take effect from 1 September 2022.
2. These regulations replace the Regulations of the SABC board of examiners that were adopted on 29 April 2021.
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, 30 June 2022

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

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, 30-6-2022

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

Decree on the abridged learning route MLO 2022-2023

For the academic year 2022-2023 is 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 Basic practical skills Biology & Medical and Chemistry 1 (CHLS1B) and Basic practical skills Biology & Medical and Chemistry 2 (CHLS2B) and Basic theory Biology & Medical and Chemistry 1 (CHLS1C) and Basic theory Biology & Medical and Chemistry 2 (CHLS2C).

Students Life Sciences participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that CHLS1A and CHLS2A (Basic skills 1 and 2) have been completed and the professional tasks of Molecular Biological and Biochemical Research of DNA and Protein (professional competences, practice and theory, resp. LS3A, LS3B and LS3C) and Medical Diagnostics (professional competences, practice and theory, resp. LS4A, LS4B and LS4C), including the general higher professional education competences, have been mastered at level 1 by passing the exams belonging to:

- a. Molecular Biological and Biochemical Research of DNA and Protein (professional competences, practice and theory, respectively LS3A, LS3B and LS3C) and Medical Diagnostics (professional competences, practice and theory, respectively LS4A, LS4B and LS4C).
- or
- b. Professional Skills Level 2 Part 1 (LSA1) OR Part 2 (LSA2)
and
Practical Molecular and Biochemical Research (LS5B) OR Practical Interactions between Human, Plant and Micro-organism (LS6B)
and
Theory Molecular and Biochemical Research (LS5C) OR Theory Interactions between Human, Plant and Micro-organism (LS6C) from the second year of the Life Sciences programme (level 2).

After completing Professional Skills level 2 part 1 (LSA1) OR part 2 (LSA2) AND Theory Molecular and Biochemical Research (LS5C) OR Theory Interactions between human, plant and micro-organism (LS6C), exemption is given for Molecular Biological and Biochemical Research of DNA and Protein (professional competences and theory, resp. LS3A and LS3C) AND Medical Diagnostics (professional competences and theory, resp. LS4A and LS4C). After obtaining Practical Molecular and Biochemical Research (LS5B) OR Practical Interactions between humans, plants and micro-organisms (LS6B), exemption is given for Molecular Biological and Biochemical Research of DNA and Protein (practical, LS3B) AND Medical Diagnostics (practical, LS4B).

Students Chemistry participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that CHLS1A and CHLS2A (Basic skills 1 and 2) have been completed

and the professional tasks of Separation and Purification: Organic Chemistry and Polymer Chemistry (knowledge, practical and theme, resp. CH3K, CH3P and CH3T) and General Chemistry: Chemical Equilibria and Analytical Chemistry (knowledge, practical and theme, respectively CH4K, CH4P and CH4T), including the general higher professional education competences, have been mastered at level 1 by passing the exams belonging to:

- a. Separation and Purification: Organic Chemistry and Polymer Chemistry (knowledge, practical and theme, resp. CH3K, CH3P and CH3T) and General Chemistry: Chemical Equilibria and Analytical Chemistry (knowledge, practical and theme, respectively CH4K, CH4P and CH4T).

or

- b. Natural Product Synthesis: pheromones. Knowledge organic chemistry, reaction kinetics and spectrum interpretation (CH6K), Analytical chemistry: quality assurance and spectroscopy (CH5K), Chemistry Practical 2nd year 1 (CH5-7P; OR Chemistry Practical 2nd year 2 CH6-8P), Natural Product Synthesis project: Pheromones (CH6T; OR Biobased Polymers Project CH8T), Analytical Chemistry: quality assurance and spectroscopy (CH5T) and modular exam Professionalization 2 (CH8T-Prof) from the second year of the full-time course chemistry (level 2).
 - Natural Product Synthesis: pheromones. Knowledge organic chemistry, reaction kinetics and spectrum interpretation (CH6K) gives exemption for Separation and Purification: Organic Chemistry and Polymer Chemistry Knowledge (CH3K).
 - Analytical chemistry: quality assurance and spectroscopy (CH5K) exempts General Chemistry: Knowledge Chemical Equilibria and Analytical Chemistry Knowledge (CH4K).
 - Practical Chemistry 2nd year 1 (CH5-7P; OR Practical Chemistry 2nd year 2 CH6-8P) gives exemption for Separation and Purification: Organic Chemistry and Polymer Chemistry Practical (CH3P) AND General Chemistry: Chemical Equilibria and Analytical Chemistry (CH4P).
 - Natural Product Synthesis project: Pheromones (CH6T; OR Biobased Polymers Project CH8T) gives exemption for Separation and Purification: Project Organic Chemistry and Polymer Chemistry (CH3T).
 - Analytical Chemistry: quality assurance and spectroscopy (CH5T) and the higher professional education competence card gives exemption for General Chemistry: Project Chemical Equilibria and Analytical Chemistry (CH4T).

or

- c. Module A Instrumental Analysis (CDA, level 2), the general higher professional education competences level 1, and EVL BKCH of the part-time degree course Chemistry.

Basic practical skills Biology & Medical and Chemistry 1 and 2 (CHLS1B and CHLS2B) and Basic theory Biology & Medical and Chemistry 1 and 2 (CHLS1C and CHLS2C) 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 semester 2 (course unit 3 and 4) is a continuation of the competency development in course unit 1 and 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 Basic practical skills Biology & Medical and Chemistry 1 and 2 (CHLS1B and CHLS2B) and Basic theory Biology & Medical and Chemistry 1 and 2 (CHLS1C and

CHLS2C) are also tested in semester 2 (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 semester 2 (course unit 3 and 4).

Nijmegen, 30-6-2022



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

Decree on the abridged learning route for VWO, HBO or WO 2021-2022

For the academic year 2022-2023, it is decided that students with a VWO diploma may participate in an abridged route. Students who have 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 modular exams Basic skills 1 and 2: lab calculation (CHLS1A-Lab and CHLS2A-Lab) for a qualification 7 or more for chemistry on the VWO diploma and an exemption for the modular exams Basic Skills 1 and 2: mathematics (CHLS1A-Wis and CHLS2A-Wis) 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 Life Sciences participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that CHLS1A and CHLS2A (Basic skills 1 and 2) have been completed and the professional tasks of Molecular Biological and Biochemical Research of DNA and Protein (professional competences, practice and theory, resp. LS3A, LS3B and LS3C) and Medical Diagnostics (professional competences, practice and theory, resp. LS4A, LS4B and LS4C), including the general higher professional education competences, have been mastered at level 1 by passing the exams belonging to:

a. Molecular Biological and Biochemical Research of DNA and Protein (professional competences, practice and theory, respectively LS3A, LS3B and LS3C) and Medical Diagnostics (professional competences, practice and theory, respectively LS4A, LS4B and LS4C).

or

b. Professional Skills Level 2 Part 1 (LSA1) OR Part 2 (LSA2)
and
Practical Molecular and Biochemical Research (LS5B) OR Practical Interactions between Human, Plant and Micro-organism (LS6B)
and
Theory Molecular and Biochemical Research (LS5C) OR Theory Interactions between Human, Plant and Micro-organism (LS6C) from the second year of the Life Sciences programme (level 2).

After completing Professional Skills level 2 part 1 (LSA1) OR part 2 (LSA2) AND Theory Molecular and Biochemical Research (LS5C) OR Theory Interactions between human, plant and micro-organism (LS6C), exemption is given for Molecular Biological and Biochemical Research of DNA and Protein (professional competences and theory, resp. LS3A and LS3C) AND Medical Diagnostics (professional competences and theory, resp. LS4A and LS4C). After obtaining Practical Molecular and Biochemical Research (LS5B) OR Practical Interactions between humans, plants and micro-organisms (LS6B), exemption is given for Molecular Biological and Biochemical Research of DNA and Protein (practical, LS3B) AND Medical Diagnostics (practical, LS4B).

Students Chemistry participating in the abridged route meet the requirements for the propaedeutic exam if they can demonstrate that CHLS1A and CHLS2A (Basic skills 1 and 2) have been completed and the professional tasks of Separation and Purification: Organic Chemistry and Polymer Chemistry

(knowledge, practical and theme, resp. CH3K, CH3P and CH3T) and General Chemistry: Chemical Equilibria and Analytical Chemistry (knowledge, practical and theme, respectively CH4K, CH4P and CH4T), including the general higher professional education competences, have been mastered at level 1 by passing the exams belonging to:

- a. Separation and Purification: Organic Chemistry and Polymer Chemistry (knowledge, practical and theme, resp. CH3K, CH3P and CH3T) and General Chemistry: Chemical Equilibria and Analytical Chemistry (knowledge, practical and theme, respectively CH4K, CH4P and CH4T).

or

- b. Natural Product Synthesis: pheromones. Knowledge organic chemistry, reaction kinetics and spectrum interpretation (CH6K), Analytical chemistry: quality assurance and spectroscopy (CH5K), Chemistry Practical 2nd year 1 (CH5-7P; OR Chemistry Practical 2nd year 2 CH6-8P), Natural Product Synthesis project: Pheromones (CH6T; OR Biobased Polymers Project CH8T), Analytical Chemistry: quality assurance and spectroscopy (CH5T) and modular exam Professionalization 2 (CH8T-Prof) from the second year of the full-time course chemistry (level 2).
 - Natural Product Synthesis: pheromones. Knowledge organic chemistry, reaction kinetics and spectrum interpretation (CH6K) gives exemption for Separation and Purification: Organic Chemistry and Polymer Chemistry Knowledge (CH3K).
 - Analytical chemistry: quality assurance and spectroscopy (CH5K) exempts General Chemistry: Knowledge Chemical Equilibria and Analytical Chemistry Knowledge (CH4K).
 - Practical Chemistry 2nd year 1 (CH5-7P; OR Practical Chemistry 2nd year 2 CH6-8P) gives exemption for Separation and Purification: Organic Chemistry and Polymer Chemistry Practical (CH3P) AND General Chemistry: Chemical Equilibria and Analytical Chemistry (CH4P).
 - Natural Product Synthesis project: Pheromones (CH6T; OR Biobased Polymers Project CH8T) gives exemption for Separation and Purification: Project Organic Chemistry and Polymer Chemistry (CH3T).
 - Analytical Chemistry: quality assurance and spectroscopy (CH5T) and the higher professional education competence card gives exemption for General Chemistry: Project Chemical Equilibria and Analytical Chemistry (CH4T).

or

- c. Module A Instrumental Analysis (CDA, level 2), the general higher professional education competences level 1, and EVL BKCH of the part-time degree course Chemistry.

A comparison of the subject matter of mathematics and lab calculations (Basic Skills, 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 semester 2 (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 Basic practical skills Biology & Medical and Chemistry 1 and 2 (CHLS1B and CHLS2B) and Basic theory Biology & Medical and Chemistry 1 and 2 (CHLS1C and CHLS2C) are also tested in semester 2 (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 semester 2 (course unit 3 and 4).

Nijmegen, 30-6-2022



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

Decree on the abridged learning route Bonn-Rhein-Sieg 2022-2023

For the academic year 2022-2023, it is 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

- has 2 sufficient assessments during tutor for chairman including agenda (Professional skills level 2 part 1 and 2, LSA1-IPV and LSA2-IPV).
- has 2 sufficient assessments for minutes (Professional skills level 2 part 1 and 2, LSA1-IPV and LSA2-IPV).
- has written 2 PDPs, one at the beginning and one at the end of the first semester.
- has 2 performance interviews (Professional skills level 2 part 1 and 2, LSA1-FG1, LSA2-FG2 or LSA1-FG1, LSA2-FG2) and completed them with a reflection report.
- Has sufficiently completed the workshops Professional skills 1, 2 and 3 (LPO-PS1, LPO-PS2, LPO-PS3) and Applying for internships/jobs and discussed these during the performance appraisals (LSA1-FG1 and LSA2-FG2).

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 board of examiners has decided to grant these students exemption from the propaedeutic exam, Molecular and biochemical research practical and theory (LS5B and LS5C), Interaction between human plant and micro-organism practical and theory (LS6B and LS6C) and the minor upon registration. After sufficient completion of the compensation programme, exemptions will be granted for the course units Professional Skills Level 2 Part 1 and (LSA1 and LSA2).

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 BMLS10 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, 30-6-2022

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

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

Appendix 4: Regulations for External Supervisors or Exams

POSITION AND APPOINTMENT OF EXTERNAL SUPERVISORS

- 1.1 The examination board appoints one or more external experts (hereafter called 'external supervisors') for each of the degree courses within the school, as defined in article 3.5 of the examination board regulations. These experts are responsible for monitoring the quality of the final assessment for the Bachelor or Master degree course (hereafter called 'the final assessment').
- 1.2 An external supervisor is not a member of the Examination Board for the relevant degree course and does not work as a lecturer or examiner for the course department where he/she acts as an external supervisor.

2. DUTY OF EXTERNAL SUPERVISOR AND RELATED DUTIES OF THE SCHOOL MANAGEMENT

- 2.1 An external supervisor is responsible for judging the quality of the graduation project and reporting on this in writing to the examination board via the Quality Assurance Committee. The evaluation by the external supervisor concerns the following in particular³:

A.	<i>The quality of exams and assessment</i>	Important aspects ²⁴ : - validity (a), - reliability (b), - quality assurance and monitoring (c), - professional expertise of examiners (d).
	The external supervisor selects from the six core questions listed in Appendix 1 with regard to aspects a to c.	
B.	the quality of students (realization of the intended exit qualifications)	Important aspects: - competency level, - integration of theory and practice, - vision of professional practice, - suitability as an entry-level professional.
C.	<i>The organisational quality of the final assessment</i>	Important aspects: - applying relevant rules and provisions, - organisation of the final assessment, - providing information to students.

The external supervisor has no task as examiner of the products of the graduation project.

³See also annex 2 ("quality objectives of the BA – exam) 24 for more details on the first three aspects (a -c) see annex 1.

- 2.2 Relevant documents are made available to the external supervisor in a timely fashion – and if necessary explained further – by or on behalf of the examination board.
- 2.3 The external supervisor, in consultation with the dean, prepares a screening programme to evaluate the quality of the final assessment.
- 2.4 The dean ensures that the secretary of the relevant Examination Board is informed in a timely fashion and in writing of the name(s) of the external supervisor(s) and the screening programme.
- 2.5 The examination board and the Internship Bureau from the relevant Degree assists the external supervisor in carrying out his/her duties. This involves providing the opportunity for the external supervisor to:
 - inspect, in a timely fashion, a representative sample of the final assessment/exam assignments and products, as well as their assessment;
 - provide opportunity to attend one or more exams/final assessments;
 - attend one or more meetings of the Examination Board.
- 2.6 Before November, the quality control committee sends a concise, written report based on the findings of the external supervisor on the final assessments of the *preceding academic* year to the examination board. If necessary, this report also gives suggestions for improving the quality of the assessments.
- 2.7 If needed, the external supervisor may also use appendix 2 with 11 with statements to prepare his or her report.
- 2.8 The examination board discusses the report referred to in 2.6 with the internship bureau and if applicable with the external supervisors. The examination board sends a report of this meeting to the external supervisors. The reporting of the quality control committee is attached to this report.

3. COMPETENCE PROFILE OF THE EXTERNAL SUPERVISOR

- 3.1 Knowledge:
 - Is familiar with the current theory and practice of the professional fields relevant to the degree course.
 - Is familiar with the exit qualifications for the relevant degree programme.
 - Is familiar with the examination and assessment systems and the teaching methods used at Universities of Applied Sciences.
- 3.2 Skills:
 - Capable of working/interacting in such a way that both students and examiners feel they are communicating with an expert in their field.
 - Capable of assessing assignments and products for exams and final assessments in terms of relevance and consistency.
 - Capable of evaluating research from a perspective – and relevant to – the professional field in question.
 - Capable of giving a well-founded judgement on the content of the final assessment, as well as the knowledge, understanding, skills and attitudes (competences) of the student and can clearly justify his judgment.
 - Examiners may be assessed in terms of their method(s) of examining and assessing.

3.3 Attitude:

- Capable of empathising with students participating in a final assessment/exam interview.
- Confident and capable of giving examiners and/or students constructive feedback.

3.4 Other conditions:

- Bachelor: Works at minimally HBO/Bachelor level or higher and holds a Master's degree. Master: Works at master level and hold a PhD.
- Several years of work experience in a profession relevant to the degree programme.
- Independent from the student and his graduation project.
- Willing and able to attend (a representative number of) exams/final assessments and meetings of the Examination Board.

4. FEES

The external examiner receives the standard financial compensation customary at the HAN. The dean ensures that the external supervisor is provided with expense claim forms for attendance fees and travel and accommodation costs. Payment of compensation is made by or on behalf of HAN.

5. ADOPTION AND EFFECTIVE DATE

These regulations were adopted on 30 June 2022 by the examination board School of Applied Biosciences and Chemistry and shall enter into force on 1 September 2022.

Appendix 1: Additional details on the quality of examinations and assessments (aspects a-c)

The Accreditation Organisation of the Netherlands and Flanders (NVAO) applies the following criterion, amongst others, for evaluating a degree course. This criterion is a 'knockout' factor.

'The degree course has an effective system of examination and clearly shows that the intended exit qualifications are achieved'.

The key elements of an appropriate key and assessment system are summarized in the overview below.

Keyword: Validity	
Core questions	1. Does the degree course measure what it intends to measure? 2. What benchmark/cut-off points does the degree course use?
Intended results	<ul style="list-style-type: none"> - Learning outcomes (e.g. competences), operationalized at the exit and intermediate levels, are set out clearly⁴ (e.g. by indicators) in such a way (e.g. in a schematic overview) that they are clear to all internal and external parties. - Assessment criteria and the standard (cut-off) per modular and final exam/assessment have been set out in a clear and transparent manner (i.e. with a recognizable link to the exit qualifications at the relevant level of proficiency).
Keyword: Reliability	
Core questions	3. Are all the assessors in agreement with one another? 4. How was this consensus reached (systematically or by chance)? 5. Are the considerations made to reach an agreement set out in a clear and transparent manner?
Intended results	<ul style="list-style-type: none"> - Systematic consultation should take place between assessors to reach agreement about procedures for administering and assessing examinations, the (interpretation of) assessment criteria and standards (i.e. cut-off points), and the assessment/feedback that will be given to students. - The organisational structure allows for systematic synchronization between internal and external assessors about procedures for exams, the (interpretation of) assessment criteria and standard (cut-off), and the feedback that must be given. - The considerations/arguments on the basis of which the judgement was reached are to be set out clearly after assessment (e.g. specified on assessment or feedback forms).
Keyword: quality and assurance	
Core questions	6. How is the quality of examination and assessment assured and monitored?
Intended results	<ul style="list-style-type: none"> - The procedures for examining and assessing the exit qualifications (per level of proficiency) have been set out clearly (i.e. without cause for discussion between assessors). - Procedures for the development of examination and assessment are set out in a clear and transparent manner. - A structure that aims systematically (i.e. now and in the future) to increase consensus between assessors is outlined (plan), carried out in this way (do), and works (check, act). - The role and responsibilities of the Examination Board (and any other parties involved) in safeguarding and monitoring the quality of examinations and assessment are set out in a clear and transparent manner. - Competency requirements of internal and external examiners, supervisors and exam developers, and how to monitor and manage this (e.g. professional development, peer review), are set out in a clear and transparent manner.

⁴Set out clearly = reached in agreement, recorded (described in course documentation) and communicated

The external supervisor may complete this form and attach it to his/her report. The form lists 11 statements with a 5-point answer scale for each statement. Please tick the applicable circle.

Bachelor degree or Associate degree title:

A. QUALITY OF EXAMINATIONS AND ASSESSMENTS ¹⁵							
1. The examinations and assessment are valid.	strongly disagree	0	0	0	0	0	strongly agree
2. The examinations and assessment are reliable.	strongly disagree	0	0	0	0	0	strongly agree
3. The quality of examinations and assessment are adequately assured and monitored.	strongly disagree	0	0	0	0	0	strongly agree
4. The examiners are clearly knowledgeable about exams and assessment.	strongly disagree	0	0	0	0	0	strongly agree
B. QUALITY OF STUDENTS							
5. The graduate's level of competency regarding							
- knowledge is satisfactory	strongly disagree	0	0	0	0	0	strongly agree
- understanding is satisfactory	strongly disagree	0	0	0	0	0	strongly agree
- skills/application of skills is satisfactory	strongly disagree	0	0	0	0	0	strongly agree
- attitude is at least satisfactory	strongly disagree	0	0	0	0	0	strongly agree
6. The graduates are sufficiently capable of integrating theory and practice.	strongly disagree	0	0	0	0	0	strongly agree
7. The graduates can formulate and substantiate their visions on professional practice.	strongly disagree	0	0	0	0	0	strongly agree
8. Based on the exam results, I consider the graduates to have a suitable entry level for the profession.	strongly disagree	0	0	0	0	0	strongly agree

C. ORGANISATIONAL QUALITY OF THE FINAL ASSESSMENT								
9. The final assessment took place in accordance with the relevant regulations.	Strongly disagree	O	O	O	O	O	Strongly agree	
10. The final assessment was organised efficiently.	Strongly disagree	O	O	O	O	O	Strongly agree	
11. The course department provided students with adequate information.	Strongly disagree	O	O	O	O	O	Strongly agree	

4 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 joint degree committee for the Bioinformatics, Biology & Medical Laboratory Research and Chemistry programmes.
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.
6. The degree committee for the degree courses Bioinformatics, Biology & Medical Laboratory Research and Chemistry has been established for a group of degree courses.

Article 3 Joint Assembly

If the degree courses of a school do not have a joint degree committee, all of the degree committees within that school will convene in a joint session at least 2 times a year to discuss shared matters. This will include at least those matters specified in article 27 paragraph 4 of these regulations

Article 4 Composition of the degree committee

1. The degree committee consists of 8 members.
2. Half of the members of the degree committee 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

1. Members of the Degree Committee that are appointed from and by the students, have 2-year terms. Members of the Degree Committee 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 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 appointed from among 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 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.

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 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 a deputy.
2. A degree committee 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.

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 will meet at least eight times a year and also at any time at least half of the members of the degree committee 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 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 will be public unless the degree committee 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 Degree Committee is supported by an official secretary who is responsible for taking and publishing the minutes.
2. The minutes 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 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 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, the dean or their designated deputy will attend the meetings or parts of the meetings of the degree committee.
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.

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 meeting 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 degree 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 committee and the dean and enables the members of the degree committee to participate in the professional development courses offered by the HAN Academy. The training budget for the joint degree committee 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 1 July 2022 and will come into effect on 1 September 2022.

Appendix to chapter 9 description of the education

Appendix to chapter 9: Description of the education

To be added

Current units of study	Equivalent to old units of study
LS3A-Professional skills - Molecular biological and biochemical research of DNA and protein	LS3T- Molecular biological and biochemical research of DNA and protein
LS3B-Practical Molecular biological and biochemical research of DNA and protein	LS3P- Practical Molecular biological and biochemical research of DNA and protein AND modular exam LS3K-Bi
LS3C-Knowledge of Molecular biological and biochemical research of DNA and protein	Modular exam of LS3K- Knowledge of Molecular biological and biochemical research of DNA and protein: LS3K-K Modular exam of LS3T- Molecular biological and biochemical research of DNA and protein: LS3T-T

Current units of study	Equivalent to old units of study
LS4A-Professional skills –Medical diagnostics	LS4T- Medical diagnostics
LS4B-Practical Medical diagnostics	LS4P- Practical Medical diagnostics
LS4C- Knowledge of Medical diagnostics	Modular exam of LS4K- Knowledge of Medical diagnostics: LS4K-K Modular exam of LS4T-Medical diagnostics: LS4T-T