

Degree Statute (Part 1) of the Bachelor degree course

Chemistry

Institute of Applied Biosciences & Chemistry
Academic year 2019-2020

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1 About the Degree Statute

The WHW (Higher Education and Research Act, hereafter referred to as “the Act”) stipulates in article 7.59 that an institute such as HAN University of Applied Sciences is obliged to adopt and publish a Student Charter.

At HAN, the part of the charter which applies to all students, i.e. the institution-specific part, is called the Student Charter. You can find the Student Charter and all its accompanying regulations on the HAN website: <http://studentenstatuut.han.nl>.

At HAN, the degree-specific part is called the Degree Statute.

The Degree Statute consists of five parts:

- Part 1: General part (Degree Statute)
- Part 2: The Education and Examination Regulations (EER), which defines the education, final assessments and examinations of your degree course
- Part 3: Regulations of the Board of Examiners
- Part 4: Regulations of the Exams Office
- Part 5: Regulations of the Degree Committees

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

1.1 Which degree course does this Degree Statute apply to?

This is the Degree Statute for the following degree programme at HAN University of Applied Sciences (BRIN number: 25KB: 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 so-called BRIN number.)

Name	Academy	CROHO	Title after the programme
B Chemistry	Institute of Applied Biosciences & Chemistry	34396	Bachelor of Science

This Degree Statute contains information on the structure, organisation and execution of the degree course, the student facilities, counselling and personal tutoring, the EER and the course-specific regulations that describe student rights and responsibilities.

1.2 How do you read this Degree Statute?

1. We use regular UK spelling rules.
2. When we refer to ‘you’, we mainly mean you as an internal or external student enrolled in these degree courses at HAN University of Applied Sciences. We also refer to others, such as prospective students.

1.3 How long is the Degree Statute valid for?

Each academic year the course departments at HAN University of Applied Sciences make a new Degree Statute (DS) and a new Education and Examination Regulations (EER). The DS-EER for a certain academic year applies to everyone who is enrolled in that 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 your DS-EER here:

<https://www.han.nl/opleidingen/bachelor/en/chemistry/vt/course-overview/> and on #OnderwijsOnline - general information.

This DS applies to the 2019-2020 academic year: from 1 September 2019 to 31 August 2020.

For students starting their degree course on 1 February 2020, two different DS-EERs apply consecutively during their first “year”: the current one and that of the next academic year (but the differences are mostly small).

Did you enrol in a previous academic year for the propaedeutic or post-propaedeutic phase of the degree course? And is the degree course working with a renewed curriculum or modified EER regulations? Then some DS-EER regulations will often also apply from an earlier DS-EER.

1.4 How are the DS and EER compiled?

The Degree Statute for the degree course is adopted by the faculty board each year. They base this on the Model DS/EER: a model that applies for the entire HAN. The model is always based on the Model DS and the Model EER of the current academic year.

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

The advice of the degree course’s board of examiners is requested in advance.

The relevant HAN organisational bodies strive to publish the new DS and the new EER before 1 June.

2 Education at HAN

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

2.1 Mission

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

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

2.2 Vision

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

- **You learn in context.** You get experience in practice. That helps you to understand the complexity of your future work. Learning is not something you do on your own. Your lecturers stimulate learning with and from each other.
- **You learn in the triangle of education-research-professional practice.** You conduct research, for example on the quality of work in a professional field you choose yourself, or on the possibilities for innovation. This allows you to contribute to the development of your profession. Also, in the case of new developments, you can quickly adapt to what is needed to perform your work optimally.
- HAN University of Applied Sciences has a large number of **research groups**. These groups account for the research at universities of applied sciences. They also do a great deal for the degree courses. Students, for example, can get research experience within a research group in collaboration with the professional field. You can find all the research groups on our website: www.han.nl/onderzoek/kennismaken/lectoraten.
- **Personal tutoring and the student as partner.** You are assigned a study coach for the full duration of your studies. At HAN we want you as a student to feel acknowledged, seen and heard. We also involve you in the degree course organisation. This is what we call 'student as partner'. Each department has the freedom to organise its education in such a way that it suits you as a student and the degree course. You can read more about this in part 1 chapter 3 and part 2 chapter 7.
- **Education with options.** Besides the regular study programme of your degree course, we also give you various options to choose from. We offer minors such as BioRefinery, Bio-Nanotechnology and a Palette of scientific research. In addition to these, you can select one of the graduation specialisations: Analytical Chemistry and Organic and Polymer Chemistry to give a particular focus to your degree certificate. The options depend on your degree course. You can read more about these options in the EER. In addition, we stimulate you to get research experience at the research groups of HAN University of Applied Sciences, for example in an innovation lab or at a workplace learning location. For advice on your choices, go to your lecturers and other HAN advisors.
- **Internationalisation @home or abroad.** During their studies, all HAN students get to experience the international context of their field. Read more about this in Chapter 3, Section 5 of Part 1.

2.3 Quality culture

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

2.3.1 Highly qualified staff

Our lecturers are highly educated. Many of them have worked in the professional field for which they are educating students. Others have research experience relevant to this field. Over 99% of the lecturers you encounter during your studies have a Masters degree and some of these have their PhD. Two of our practical teachers (HAN Instructor/practical teacher) have a master degree (8%).

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

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

2.3.2 Stimulating growth and an attitude of learning

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

2.3.3 Responsible for quality

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

We invite you, as a student, to play an active role in this. This attitude will also be important when you start working. So we also regularly ask you for your opinion on the degree course. We do this by means of (digital) questionnaires and an annual national student survey. And through oral evaluations in the lesson at the end of each period. We also invite you to actively collaborate on renewal and quality improvement. For example, by improving the course content and exams or improving logistical or organisational points: together with lecturers and/or support staff.

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

2.3.4 Inspiring and interactive environment

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

3 Information about your degree course

3.1 Mission and vision of your degree course

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

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

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

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

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

Principles of education at HAN

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

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

Learning through professional tasks

An important core value at HAN is the central role of professional practice in the curriculum. It is our task to educate you to the standard of an entry-level professional. A key aspect is therefore learning through professional tasks. Professional tasks are 'whole' tasks carried out in real-life settings by professionals. 'Whole' means that these tasks are not split into their various components, but need to be mastered in

their full complexity. Most professional tasks call on several different competences.

Self-management

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

Enhancing flexibility

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

Examination and assessment

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

Units of study

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

3.2 Content and organisation of your degree course

Domains

The HAN has grouped related degrees into domains, that have been generally organised into institutes. The degrees within a domain focus on the same area of the labour market. There are five technically oriented domains within the Faculty of Engineering, namely Built Environment, Applied Sciences, Engineering, Automotive Institute and Information and Communication.

The competences that students develop within the courses of a domain are comparable and can even be (partly) the same. Each domain possesses a set of domain competences. Together those form a sort of summary of the professional profiles for which courses in a domain train. They are fairly general and abstract and furthermore formulated from a wider professional context (for example the paramedical professional context or the professional context of engineering). The domain competences display both the cohesion within a domain and the distinction with other domains. Domain competences have been made concrete in competences per course and linked to concrete professional tasks. Many domains have been also organised within a department or institute. The institutes within the HAN are however organisational units and may not all coincide with the domains.

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 Science
- Chemistry
- Bioinformatics

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

Chemistry

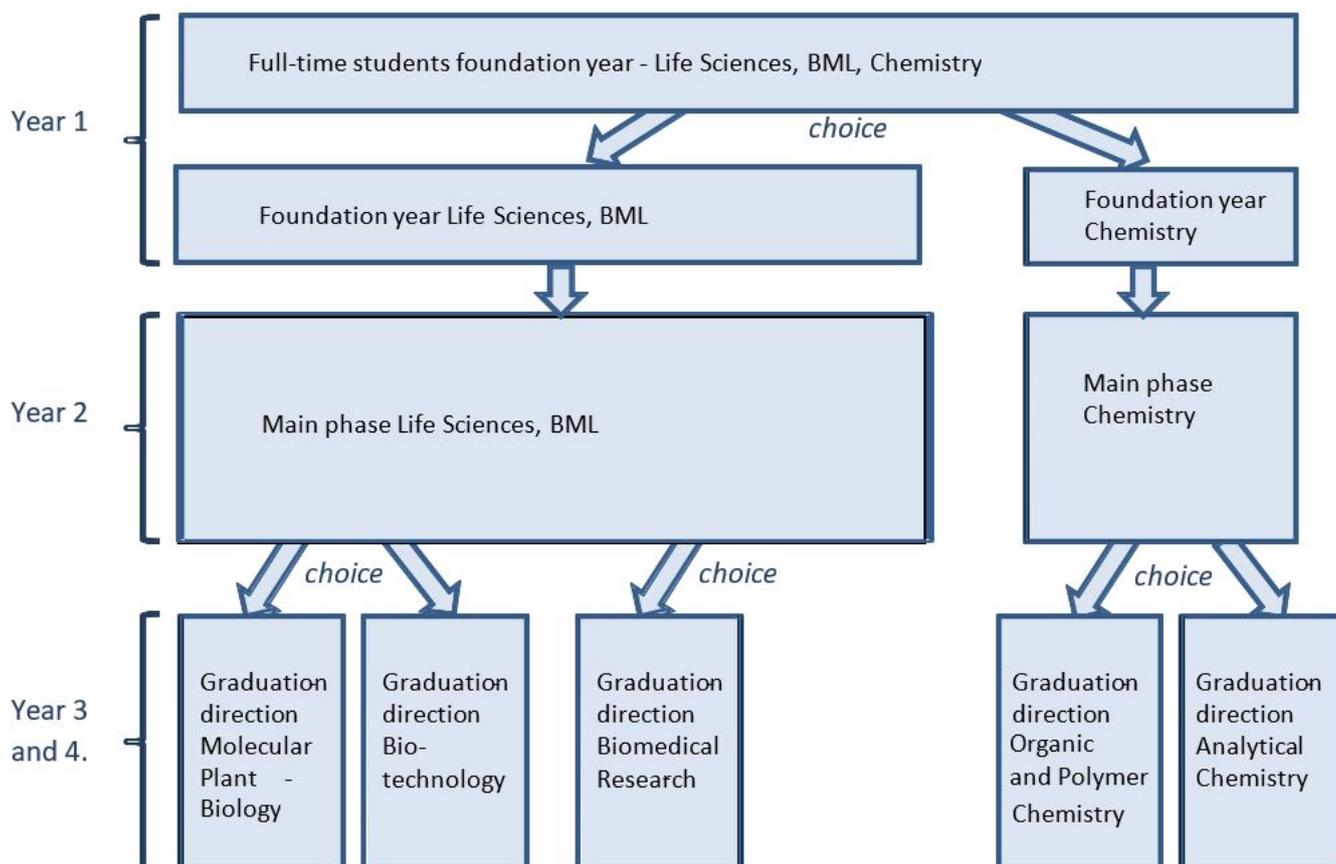
In the Chemistry degree programme you will learn about scientific research in different contexts of chemical lab research.

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

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

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

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



3.3 How we educate and supervise

Study coaching

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

Tasks of the study coach

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

The study coach has different tasks:

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

Students who seek advice on 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 the study supervisor or the student counsellor (Liesbeth Diemel, Peter Hoekstra or Astrid Sluis) or to one of the programme, minor or internship coordinators.

Study coaching

Study coaching involves:

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

Here the following guidelines have been formulated:

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

Source: Study coaching. Significance for the student, 2010

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

Instruments

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

Digital Portfolio

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

1. Development-focussed function: the products in the portfolio demonstrate the development of the

student.

2. Assessment instrument. The products in the portfolio are submitted for assessment to an assessor. This is the case for internship; graduation project and minor portfolios

3. Demonstrate what the student is capable of. In support of the job application meetings for internship and graduation the student can bring a portfolio. With this portfolio, the student can show what they are capable of.

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

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

More information on assembling a portfolio can be found in the document 'Study career guide'.

Personal Development Plan (PDP) and reflection

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

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

More information on the PDP and reflection can be found in the document 'Study Career Guide'.

3.4 Work placements

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

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

3.5 How the professional field is involved

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

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

the context areas of the course units.

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

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

Context area	Specialisation	Course unit
Nutrition	Analytical chemistry (Organic chemistry)	CH2 CH4* C7 C11* C12*
Pharma	Organic chemistry	CH3 C7 C9* C10*
Synthesis	Organic chemistry	CH4* C6 C9* C10*
New materials and nanotechnology	(Biobased) Polymerchemistry	CH3 C8 C9* C10*
Environment	Analytical chemistry	CH4* C5 C11* C12*

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

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

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

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

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

Course unit	Involvement of the professional field	Lecturers
CHLS	-	-

CHLS2	-	-
CH3		-
CH4	One-day work experience	-
Second year: excursions to MercaChem, MSD, Synthron, OCE etc		
C5	-	-
C6	-	-
C7	Information session about professional life by an MSD employee	Guest lecturer from Merachem for the practical
C8	Excursion to nanolab RUN	-
In the third study year: excursions to various companies, e.g. Merachem, Synthron, OCE and Interscience, determined on a year-by-year basis		
C9	-	-
C10	-	-
C11	Project with KILO Visit to NMR, RU Nijmegen	-
C12	Projects in collaboration with OCE, Rikilt, Interscience en BioCentre.	Guest lecturer Chemometrics 2
C13 Internship	Providing an internship location, internship supervision, and co-assessor of the internship period.	Lecturers visit the internship location
C14 Graduation project	Providing a graduation project location, supervision and function a co-assessor.	Lecturers visit the internship location and assess the research

Internationalisation

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

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

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

Competence	Level and learning objectives	Semester 1 activities	Semester 2 activities
Design of research plan	Level 1: Understands and applies simple English literature relevant to the given context	Internationally relevant tekst books. Protcols 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, shot literature studies, research plan including internationally-relevant methods, knowledge and theme test	The same as level 1 + analysis of international literature for research plan, research report and oral presentation.
	Level 3: Understands and applies complex English literature relevant to the given context.	Same as level 2 + literature review and research report	Same as level 2 + use of internationally published papers and protocols (internship/ graduation project).
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 journaals, vergaderproducten; geschreven opdrachten volgens academische opmaak. Lab regels, spreekvaardigheid opdrachten.	
	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	

	<p>Level 3: Same as level 2 + In English, uses written assignments relevant to the professional practice to communicate such as defined by CEFR Cambridge B2 level. In English: can interact with a degree of fluency as defined by CEFR Cambridge B2 level.</p>	<p>Products written in English; B2 written exam in English. In English: Research presentations, meetings, workshop, B2 speaking exam.</p>	<p>Products written in English (internship). Work meetings in English (internship).</p>
Cooperation	<p>Level 1: Is aware of the international character of the profession.</p>	<p>Internationalization in tutor assignments; Mini-internship (inventory of the international aspects of the job).</p>	
	<p>Level 2: Is aware of intercultural differences in the profession</p>	<p>Mixed classes (meetings + study coaching + professional learning environment).</p>	<p>International collaboration (internship).</p>
Professional development	<p>Level 1: Is aware of international agreements relating to fundamental and applied research. Is aware of the global market of the profession</p>	<p>SLB activities about plagiarism and APA rules. Mini-internship (inventory of the international aspects of the job).</p>	
	<p>Level 2: Is aware of the internationally accepted scientific code of conduct</p>	<p>Ethic workshop about internationally relevant subject.</p>	<p>International collaboration (internship).</p>

Writing curriculum

Currently, a particular focus of the degree programmes of the Institute 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 – General information.

3.6 Research groups

The bachelor and master programmes at the Institute of Applied Biosciences and Chemistry are closely intertwined with the research of the HAN BioCentre/Industrial Microbiology Research Group 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 the Institute Applied Sciences are carried out in the context of Biodiscovery in a Biobased Economy.

Biodiscovery represents the production of biomolecules: the entire chain of discovery, purification, analysis. This can lead to solving (social) issues and in the context of Biodiscovery, the research contributes to the development of knowledge and products used in the biobased economy for the benefit of agriculture and horticulture, nutrition and health.

HAN BioCentre/Industrial Microbiology Research Group performs research in the framework of Biodiscovery. The research is based on issues from society and is carried out in close cooperation with the business community and knowledge institutions (universities). Through this research, the HAN BioCentre/Industrial Microbiology Research Group builds bridges between fundamental knowledge and applications in society.

Many of the curriculum themes of the Institute of Applied Biosciences and Chemistry bachelor degree programmes also have a place in the Biodiscovery context. They focus on discovering, analyzing, and/or producing (bio) molecules for various applications (see Figure 3). In addition, students are introduced to the principles of a Biobased Economy.

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



3.7 Options in your degree course

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

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

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

Study year	Period of enrollment	Choice of learning pathway
2nd year	April	Minor Graduation specialisation Organic and Polymer Chemistry

3rd year	October	Minor Internship Graduation specialisation Analytical Chemistry
	April	Minor Internship Graduation project
4th year	October	Minor Graduation project

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

More information about internship/graduation can be found on OnderwijsOnline under the sections Internship ITBC and Graduation ITBC.

3.8 Quality assurance of the degree course

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

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

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

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

3.9 Costs

Not applicable

4 The exit qualifications for your degree course and professional requirements

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

4.1 The professional field

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

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

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

1. Research & Development, R&D

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

2. Commerce, Service & Facilities management

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

(environmental adviser).

3. Application and Production

In this professional field, the Chemistry graduate is often involved in environmental laboratories for quality control, production in organic, biochemical and analytical chemistry, for example. This involves especially the implementation of complex experiments where the practical and also analytical skills of the graduate are called upon. In synthesis laboratories, where the safety aspect is one of the most important aspects, there is a special emphasis on the knowledge and insight of the graduate. The wide variety of experiments demands a broad skill set of the graduate and an ability to apply techniques, equipment, automation, quality control, health and safety and environmental care. The sustainability of solutions chosen should be prioritised. The nature of the work requires good communicative abilities, a strong sense of responsibility and service. Also the ability to work in a team is an important aspect of the profession. He is also able to work reliably, critically and efficiently, in urgent situations and/or under pressure.

4.2 Professional requirements

Not applicable

4.3 Graduation specialisation

The Chemistry degree of the HAN has chosen to offer Analytical and Organic and Polymer Chemistry as separate graduation specialisations in order to offer the sufficient depth that the profession requires.

Graduation Specialisation Analytical Chemistry

Graduates of Analytical Chemistry are predominantly employed in industry, such as pharmaceutical and food industry and (service) laboratories that carry out chemical analyses for external clients. The applied and service-providing character of analytical-chemical research, as is done in the field, is expressed in the assignments, projects and practicals that are offered in the course. The whole chain of sampling, sample preparation, analysis and data processing is exhaustively practiced during the study with a wide range of materials and analysis techniques.

Graduation Specialisation Organic and Polymer Chemistry

Graduates of Organic and Polymer Chemistry are predominantly employed in research and development laboratories of pharmaceutical companies, and companies that are involved with new materials and contract research. The explorative character of this type of research is emphasised during the course of the study and is apparent in many assignments, projects, and practicals. Since organic-polymer chemists will have to deal with (multi-step) synthesis as well as with the optimization of certain specific reactions, both aspects will receive the necessary attention, as well as new developments, for example in the area of Pd chemistry and parallel synthesis. Polymers are increasingly being used in new and inventive materials for electronics, for example. Both the synthesis and characterisation of such polymers are presented in the curriculum.

The focus on organic polymer-chemistry research is growing especially within the context of the biobased economy, where an emphasis lies on recycling, naturally occurring raw materials and biodegradation.

The profession of the graduates

The Chemistry Applied Science graduate is able to specialise within a particular field of research, fundamental or applied research, or research and development in laboratory techniques. With a few years of work experience, he can grow into supervising roles such as project leader or department head, or

other roles such as quality controller, equipment manager, instructor/supervisor, data manager etc. Positions in service industry such as in education as lecturer or supervisor or in commercial enterprises are also possible. Some graduates also choose to go on to further study such as a masters degree at a university

4.4 Exit qualifications and professional requirements

This section describes your exit qualifications at the end of the degree course. These exit qualifications are formally defined in the EER and correspond with the professional requirements described in section 4.2.

The Degree Competences

In the degree programme the student develops the competences to be able to carry out professional tasks. These are elaborated as criteria and indicators in the 'BML/Chemistry Competency Profile'. This competency profile is derived from the nationally validated competency profile 'Bachelor of Applied Science, a competence-based profile description'. ITBC has chosen to rename a number of competences or to split them up so that the central theme of the degree- conducting research- clearly emerges. To prevent a situation where confusion arises between the competency 'research' and the professional task 'performing research' a choice was made to split up the national domain competence 'research' in a number of competences, namely:

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

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

The description of the domain competence 'management and co-ordination' indicates that it is expected that the graduate Bachelor of Science is aimed strongly at coordinating and managing data management systems that complies with quality norms and standards and values of the organisation. It is expected that the Bachelor of Science can carry out these actions after 5 years work experience. The Institute 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 institute 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 Institute 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 Institute 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 Institute 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 institute 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 Institute of Applied Biosciences and Chemistry. 'Project work' is categorised in the national domain competence description under 'leadership, managing'.

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

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

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

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

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

Exit qualification	Description
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 qualification is geared to the Dublin Descriptors. As a result, our degree courses are guaranteed to be at the correct national and international levels. 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 elsewhere.

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 Bachelors course at a university of applied sciences

This chapter gives a broad description of your degree course. The Education and Examination Regulations and other regulations give you the rules and details.

5.1 Scope

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

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

The Bachelors courses have a study load of 240 ECTS credits.

5.2 Major and minor

Bachelors courses at HAN University of Applied Sciences 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 ECTS credits. You also have the opportunity to deepen or to widen your knowledge, interests and capacities in a minor. A minor consists of 30 ECTS credits. You can also do a second minor.

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

5.3 Propaedeutic and post-propaedeutic phase

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

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

1. It gives you insight into the course content. In that year you can decide for yourself whether the degree course matches with 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. Study recommendations in the middle and at the end of the propaedeutic phase help 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, also known as the main phase. In the post-propaedeutic phase, you go deeper into the material and work towards the exit qualifications of your Bachelors course. Have you also passed all the exams in the post-propaedeutic phase? Then you conclude this phase and you have earned your Bachelors degree. You receive your degree certificate.

5.4 Degree course overview

Below is a schematic overview that gives you an overall impression of the degree programme. It also indicates the course units contained in the degree programme. The detailed regulations of the degree programme content and study programme can be found in the Education and Examination Regulations (EER).

Name of degree course: Chemistry			
CROHO^[1] number: 34396			
Degree format	Full-time		Part-time
Language	Dutch	English	Dutch
Variations and tracks	Abridged (Dutch) English (Chemistry)		Abridged

^[1]CROHO is the central register for courses in higher education.

	Term 1	Term 2	Term 3	Term 4
1 st year	Basic knowledge for the Bachelor of Life Sciences (CHLSC1)		Separation and purification:	General Chemistry:
	Basic theory Life Sciences (CHLSC2b)	Basic theory Chemistry (CHLSC2c)	Organic and Polymer Chemistry (CH3KPT)	Chemical Equilibria and Analytical Chemistry (CH4KPT)
	Basic practical skills LS, Chemistry, BML (CHLSC2a)			

In 2019-2020 the second year of the study program will be implemented.

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
17	21.30 - 22.15 hr

Absence of present notifications can be send by email to: Onderwijsbureau.itbc@han.nl

6.2 Holidays and lecture-free weeks

The current academic calendar can be found on HAN Insite:

www.han.nl/insite/jaarplanning

It indicates the lecture weeks and holidays. There are also a number of lecture-free weeks in January, June, July and August. The lecture-free weeks may also contain study activities, such as a theme week and extra resits. Keep this in mind.

The ITBC calendar is also applicable for your degree in addition to the HAN-wide academic calendar dates see https://www1.han.nl/institute/hlo/english/content/Jaar_Planning.xml?sitedir=/institute/hlo/english

7 HAN organisation

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

7.1 Faculties and institutes

The degree courses at HAN University of Applied Sciences are spread over four faculties: Business Management and Law (FEM), Education (FED), Health and Social Studies and Engineering. In addition, HAN has two 'interfaculty institutes': the Centre for Valorisation and Entrepreneurship and HAN Master Programmes (HMP). Each faculty consists of a number of institutes. The different courses belong to these institutes.

Your degree course belongs to the Faculty Techniek and the Institute of Applied Biosciences and Chemistry.

Visit our website for more information about the [faculties and institutes](#).

All supporting services at HAN are incorporated in the [Services Department](#).

7.2 Management and organisation at faculty and institute levels

HAN Insite provides information about the set-up, organisation and staff of your degree course and institute, and about the faculty they belong to: www.han.nl/insite.

There you can also find out who is on the faculty board, who is part of the institute management, who the course coordinators are, who is on the degree committee and who is part of the faculty council.

Through this link you can find relevant contact information within the Institute of Applied Life Sciences and Chemistry:

https://www1.han.nl/insite/hlo/english/content/International_Office.xml?inno_gen=gen_id_410&sitedir=/insite/hlo/english

7.2.1 Board of examiners and examiners

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

https://www1.han.nl/insite/hlo/english/content/International_Office.xml?inno_gen=gen_id_410&sitedir=/insite/hlo/english

You can contact the board of examiners of your course by sending an email to Examencommissie.ITBC@han.nl

The members of the board of examiners are appointed by the faculty board.

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

The board of examiners decides, among other things, whether you meet the conditions set out in the EER. You must have the required knowledge, understanding and skills. If you do, you can receive your degree certificate.

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

Other duties and powers of the board of examiners include:

- Assuring exam quality
- Granting exemptions
- Handling requests for extra exam opportunities
- Handling requests for modified exam formats
- Handling requests for flexible minors
- Handling requests for entry into the honours programmes
- Granting an increase of study load
- Handling complaints.

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

You can find all the further rules on examinations and final assessments that apply to you in the EER. For rules on the organisation of examinations and final assessments, please refer to the Regulations of the Exams Office.

7.2.2 Participation and consultation

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

Degree committee

Each degree course or group of degree courses has a degree committee. A degree committee consists of the same number of lecturers as students. The degree committee advises the course department about promoting and guaranteeing the quality of the course. Each year it also evaluates the degree course's compliance with the EER. The degree committee also has the right to be consulted on various matters. Through this committee, you can contribute ideas and make decisions about the curriculum and organisation of your degree course.

Would you like to become a member of the degree committee? Ask your course coordinator for more information. The degree committee has its own regulations (see Part 5).

Faculty Council

Each faculty has a faculty council. This council has the right to discuss all faculty business and to pose questions to the faculty board. The faculty council has the right to be consulted on various faculty matters, including policy and budget. A faculty council consists of twelve members: six members of staff and six students. In this council you can discuss and make decisions on the policy of the faculty as a whole, and on the policies of all institutes belonging to the faculty. Would you like to become a member of the faculty council? Ask your course coordinator for more information about the faculty council.

Would you like to know more about the faculty council or stand for election? Or do you want to know who is on the council? Go to: www.han.nl/insite, click on the relevant faculty in the left column and then click on the 'About us' tab.

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 consists of 16 members: eight staff and eight students. The Participation Council deals with general HAN policy.

Would you like to join the Participation Council? Ask your course coordinator for more information. Would you like to learn more about the Participation Council? Are you curious about who is on this council? Go to HAN Insite: www.han.nl/insite and click on 'Participation' in the left column.

7.3 Student facilities

7.3.1 Support

As a student, you can rely on good support during your academic career. Your course department offers support and advice to help you progress through your studies. In addition, you can get support from HAN Study Success. This is a team of experts who work together on one goal: your growth as a student.

Experts you can call on

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

- Study skills, language skills and personal development
- Course transfers and delays
- Psychological support
- Student grants, support funds and support and questions about finances
- Studying with a functional disability or chronic illness
- Course selection and further studies
- Various statutory and university of applied sciences regulations
- Complaints, objections and appeals procedures
- Studying as an elite athlete
- Meaning and spirituality

Visit HAN Study Success for more information and contact details.

I: https://www1.han.nl/insite/studiesucces/home_opl.xml

Confidential counsellors

At HAN we treat each other respectfully. Unfortunately, incidents can occur in which you have to deal with unacceptable and/or disruptive behaviour. In that case, talk to one of the confidential counsellors so that they can do something about it. You can find more information and the contact details of the confidential counsellors on HAN Insite.

I:

https://www1.han.nl/insite/pz_new/content/Vertrouwens_personen.xml?inno_gen=gen_id_280&sitedir=/insite/studiesucces

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 submit a complaint to the Complaints and Disputes Office. The Complaints and Disputes Office ensures that complaints and letters of appeal are delivered to the right persons within the HAN organisation. The office also takes care of the secretarial duties of the Examination Appeals Board.

E: Bureau klachtengeschil@han.nl

T: 026-3691504

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

I: www.han.nl/insite/bureaukeng

Ombudsman

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

E: ombudsman@han.nl

As a student, you can rely on good support during your academic career. Your course department offers support and advice to help you progress through your studies. In addition, you can get support from HAN Study Success. This is a team of experts who work together on one goal: your growth as a student.

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I:

https://www1.han.nl/insite/pz_new/content/Vertrouwens_personen.xml?inno_gen=gen_id_280&sitedir=/insite/studiesucces

Complaints and Disputes Office

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E: Bureau. klachtengeschiil@han.nl

T: 026-3691504

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

I: https://www1.han.nl/insite/sb/content/Heb_je_een_klacht_of_geschil.xml?sitedir=/insite/studiesucces

Ombudsman

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

E: ombudsman@han.nl

7.3.2 Information facilities

Student Affairs Enquiry Desk

Do you have questions about your course? For example, about enrolment, payment of tuition fees, examinations, lecture timetables or the study information system (Alluris)? You can ask the staff at the Student Affairs Enquiry Desk. Find out more about this on HAN Insite:

https://www.han.nl/insite/rondomdestudie/Vraagpunten.xml?a=b&sitedir=self&profiel_select=InsiteSb

Study and Multimedia Centres

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

<http://www.han.nl/studiecentra>

HAN Information Centre

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

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

T: (024) 353 05 00

E: info@han.nl

I: www.han.nl/start/bachelor-opleidingen/studie-kiezen/zoek-je-opleiding/aan-het-woord/

International Office

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

I: https://www1.han.nl/insite/internationaloffice_english/home_opl.xml

7.3.3 Other facilities and services

Sports facilities

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

For more information, visit: www.han.nl/start/bachelor-opleidingen/studeren-bij-de-han/sporten-bij-de-han

HAN Employment

HAN Employment is the employment service counter of HAN University of Applied Sciences that mediates between graduates, students and employers. Students and alumni can find vacancies for permanent positions, part-time jobs and work experience positions. At HAN Employment you can also follow training courses on job applications, networking and orientation to the labour market. For more information and contact details, see: www.han.nl/start/corporate/alumni/carriereservices/hanemployment/.

HAN Centre for Valorisation and Entrepreneurship

At the HAN Centre for Valorisation and Entrepreneurship you can find more information, knowledge and experience in entrepreneurial education, about valorisation networks and about support for staff applying for subsidies. The centre also contributes to realising activities, projects and funding for valorisation (circulation of knowledge), innovation and entrepreneurship.

T: (026) 365 82 66

E: CvVO@han.nl

<http://specials.han.nl/themasites/cvvo/>

Health and safety for students

Would you like to know more about the rules for safe and healthy work practices at HAN University of Applied Sciences? Or do you want to know which resources we have in this area? Visit the special health and safety pages for students on Insite:

www.han.nl/insite/arbovoorstudenten

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, language coaching or language 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.

T: (024) 353 03 04

E: talencentrum@han.nl

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